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Influence of Principals' Servant Leadership Traits on Teachers' Job Performance

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ABSTRACT

The study aims to measure the influence of principals' servant leadership and teachers' job performance. Servant leadership is a style of leadership where principals assist, support and empower their subordinates rather than using top-down authority. Teacher's job performance is the teacher's capacity to detect the particular requirements of pupils, to select the most appropriate way of teaching, and to choose activities that are suitable for student learning. Bahawalnagar district was selected by convenience sampling employing multistage sampling methods. Seven male and female schools were selected by convenience sampling method. Five teachers of secondary schools were randomly chosen from each school. 350 secondary school teachers were selected as a sample. Servant Leadership Assessment Instrument (SLAI) and Self-Assessment Instrument for Teacher Evaluation (SITE) were employed as instruments to collect data. Regression analysis showed that servant leadership significantly predicted teachers' job performance. In addition, there was no significant difference in teachers' opinion of principals' servant leadership attributes among male and female, however female teachers performed better in job performance than male teachers. It was suggested that male teachers should be trained to perform better on teacher quality indicators.



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Introduction

Servant Leadership is to put the needs and growth of others above your own and to build a helpful and collaborative school culture. In an academic environment this kind of leadership favorably affects the school culture with the traits of trust, empathy and ethical responsibility. The formation of focused and engaged teams is a catalyst for Servant Leadership for improving educational outcomes (Gandolfi & Stone, 2018; Jarvis, 2023; Poobalan & Talip, 2020). Servant leadership is relevant today for a number of reasons. Servant leaders are more inclined to lead the development of a culture of mutual respect and trust. This is needed to build a high-performing team. Secondly, servant leaders are more likely to be able to motivate and inspire their followers. This is necessary for achieving the aims of the company. Third, servant leaders have tight relationships with followers. This is not something that can be achieved without a joyful and productive work culture. To summarize, servant leadership is a powerful managerial style that can have many positive effects. Today, more than ever, servant leadership is an essential quality. If you desire a leadership style that creates a difference, choose servant leadership (Gandolfi & Stone, 2018).

Teachers' performance is influenced by a combination of individual psychological resources, organizational environment and leadership practices. Self-efficacy, work satisfaction and supportive leadership are the most constant positive predictors (Tran et al., 2026; Yumei & Yee, 2025). It is a key determinant of instructional quality and student outcomes across primary, secondary and post-secondary education; however, its factors span individual, organizational and contextual layers. Leadership and school atmosphere have been associated frequently with superior task and citizenship performance and can translate into improved achievement through the physical environment (Dutta & Sahney, 2022; Wardana et al., 2024).

Several studies have revealed the influence of servant leadership traits on teachers' job performance. Servant leadership traits of school heads and principals have good influence on teachers' classroom effectiveness, professional engagement and pedagogical output (Hardian et

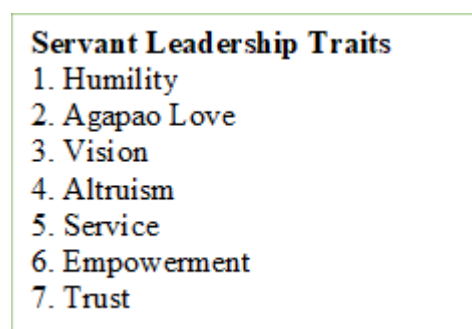
al., 2025; Tampi et al., 2025). Focusing on the development and psychological health of instructional staff throughout educational environments directly increases instructional quality and task performance. Servant leadership characteristics like as humility, empathy, active listening, and ethical advice demonstrated by principals directly enhance instructional quality and classroom delivery (Amenu et al., 2025; Tampi et al., 2025). Servant leadership characteristics of school principals favorably influence the performance of teachers' work through motivation, competence, work climate, learning innovation, and communication so that the entire management of secondary school learning improves (Djami et al., 2025). More study is needed to contextualize these findings across educational levels. The servant leadership attributes of principals have good influence on the job performance of teachers at secondary schools. Delegation, integrity, and decision making are very important. Some researches show indirect impacts or no positive influence on performance (Kholidah et al., 2023). Servant leadership traits of principals significantly enhance teachers' job performance by fostering a supportive environment, increasing job satisfaction, and promoting collaboration. This nurturing atmosphere empowers educators, ultimately benefiting student outcomes and overall school performance. The servant leadership qualities of the principals improve the job performance of the teachers to a great extent by creating a supportive environment, enhancing job satisfaction and encouraging collaboration (Guanzon et al., 2024).

The researchers, based on these variables, performed research to examine the impact of servant leadership characteristics on teachers' job performance in government secondary school teachers in district Bahawalnagar. The features of servant leadership and their effect on teachers' job performance have been studied in several nations (Adams et al., 2025; Chugai, 2015; Dinampo & Balones, 2023; Jarvis, 2023; Kraft & Lyon, 2024; Kriewaldt et al., 2024; Montaudon-Tomas et al., 2020; Osias Kit T et al., 2023; Striepe & O'Donoghue, 2014). However, the researchers have not found studies that showed the influence of servant leadership attributes on teachers' job performance in government high schools in

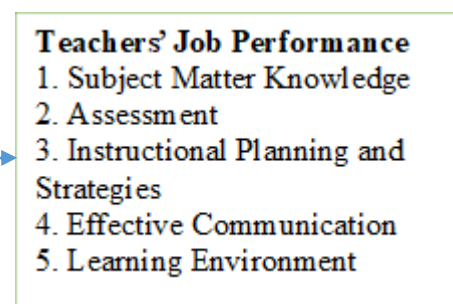
Pakistani setting. To measure influence of servant leadership on teachers' job performance by professional standards of servant leadership and teachers' job performance, the researchers employed servant leadership model of Patterson (2003) and teacher evaluation model of Akram and Zepeda (2015). This study is an attempt to fill the vacuum in literature; the output would lead to further studies in this domain in future. This study will use the perceptions of the teachers about the impacts of the principals' servant leadership attributes on their job performance as they perceived. This study will assist the educationists regarding the implications related to the servant leadership attributes and teachers' work performance in public secondary schools in Bahawalnagar.

Figure 1.1: *Conceptual Framework*

Independent Variable



Dependent Variable



Literature Review

Servant Leadership and its Models

Servant leadership is significantly important because it develops corporate civic behavior, increases employees' satisfaction, and fosters trust among employees in the workplace, which in turn leads to better employee engagement and organizational performance in competitive service-oriented institutions (Javed et al., 2025). According to the study results, it places focus on empathy, flexibility, effective communication and teamwork, and balances employee well-being with institutional performance, making it the most practiced leadership style (Reim, 2024).

Some important models of servant leadership traits were reviewed: Farling et al. (1999) Model, Sun (2013) model, Robinson et al. (2018) model, Patterson (2003) model, Sendjaya et al. (2008) model and Ehrhart (2004) model.

Conceptual Framework of the Study

Conceptual Framework is a collection of connected ideas of the factors that show the connection among variables of the factors. Servant leadership consists of seven factors which are Humility, Agapao love, Vision, Altruism, Service, Empowerment and Trust while teacher job performance consists of five factors which are Subject Matter Knowledge, Assessment, Instructional Planning and Strategies along with Effective Communication and Learning Environment. Considering these variables, the study believes that the elements of servant leadership will have a profound effect on the factors of teacher job performance.

Principals' Servant Leadership and Quality Performance Standards

Patterson (2003) identified some important traits of Principals' servant leadership including Humility, Agapao love, Vision, Altruism, Service, Empowerment and Trust. *Humility* is a stabilizer that supports servant leadership such that leadership practices are grounded in ethical responsibility and the pursuit of collective growth and institutional effectiveness (Bryant, 2024; Sousa & Van Dierendonck, 2017). *Agapao love* is unconditional care for others that encourages principals to put the interests of teachers and students above their own (Carroll & Patterson, 2016; Sachdeva & Prakash, 2017), creating an environment of trust, empathy and mutual respect within educational environments (Winston, 2002). *Vision* is the ability whereby principals inspires, motivates and encourages all teachers and align their efforts toward a common direction

for the betterment of the school (Lutfia et al., 2021; Shaw & Newton, 2014).

Altruism is an essential part of the construction of interpersonal relationships and the establishment of a supportive learning climate, characterized by collaboration, empathy and shared responsibility, that work as a driving force which brings servant leadership practice in line with educational excellence for the purpose of achieving organizational outcomes (Effendi & Erb, 2024; Musa & Nashori, 2024; Rocco, 2020). *Service* in educational institutions requires principals to demonstrate commitment and responsibility, thus inspiring teachers to adopt similar values in their practice (Dimitrova, 2008; Westover, 2024). *Empowerment* serves as a relational and organizational mechanism that links the practices of servant leadership with the aims of professional growth, collaborative culture and sustainable educational outcomes (Makirimani & Naicker, 2025; Schermuly et al., 2022). *Trust* is grounded in a sense of moral integrity, professional competence and collaborative capacity, and gives educators confidence in their administrators and colleagues, providing stability and resilience in the school community (Bradley et al., 2023; Legood et al., 2021; Saleem et al., 2020; Sukarno et al., 2024). Because these qualities are important, the present study used these identified traits as indicators to measure principals' servant leadership. In addition, the research furthered its analysis by making comparisons based on gender and school location; that is, it looked at whether servant leadership qualities varied based on demographic and contextual characteristics.

Teachers' Job Performance

Teacher performance is the combination of the different activities that the teacher engages in to carry out his/her duties and responsibilities as per the established expectations and organizational goals (Rivai et al., 2019). Improving the performance of teachers is very important, because high performance directly affects the motivation of students, the general climate of learning in schools, as well as the image of the institution in the eyes of the community (Pope, 2019). Quality teacher performance is founded on effective teaching practices, and such practices are understood as pedagogical strategies and professional behaviors that have a direct bearing

on student learning and achievement (Mailool et al., 2020). Some important models of Teachers' Job performance were reviewed such as Amrein-Beardsley and Holloway (2019) Model, Berk (2005) Survey of 12 Strategies to Measure Teaching Effectiveness, Stronge (2018) Teacher Effectiveness Performance Evaluation System, and Akram and Zepeda (2015) Teacher Evaluation Model. Five factors including Subject Matter Knowledge, Assessment, Instructional Planning and Strategies, Effective Communication, and Learning Environment are used to measure Teachers' Job Performance. *Subject Matter Knowledge* is about the way in which the teacher helps the student grasp what is being taught. A good teacher is a teacher who understands what he is talking about (Liakopoulou, 2011). *Assessment* is going to help kids learn better and provide teachers a chance to confirm that students have learnt. Therefore, it is designed to be used for formative and summative learning assessments. Summative exams are given at the conclusion of the course, whereas formative tests are administered throughout the course. Summative assessments at the conclusion of learning provide learners feedback which may enable them to learn better. Teachers may use test results to change their teaching (Gareis & Grant, 2015).

Instructional Planning and Strategies may be described as the creation of a series of actions, events or activities which bring the instructor to the attainment of desired goals. It is also a plan for classroom activities that includes a series of events to be performed with a particular set of pupils over a period of time (Karngbeae & Kennedy, 2022). *Effective communication* is a relational and pedagogical competency that directly impacts the quality of teaching and student results (Oriji & Ugonwa, 2026). *Learning environment* is the educational goals, pedagogic style, procedures and school atmosphere that has a very great impact on students' enthusiasm toward studying and their academic achievements in general (Kompaneeva et al., 2024).

Principals' Servant Leadership Traits and Teachers' Job Performance

There are some previous studies that exhibit the significance of principals' servant leadership and teacher's job performance. Rahmadini et al.

(2025) conducted his study to examine the impact of principle leadership and teacher work discipline individually and combined on teachers' performance. Multivariate regression and simple linear regression approaches were used. Data was gathered via surveys, records and interviews. The findings indicated that the teacher's performance is strongly influenced by the principal's leadership and teacher work discipline individually and collectively. Sudiarti and Sinlae (2023) studied the performance of teachers at private vocational high schools in terms of servant leadership, professional development, motivation and compensation. This study's data was collected by distributing a survey to teachers in private vocational secondary schools in several places. The study participants were volunteer teachers of private vocational secondary schools in various districts. The research showed that servant leadership leads to significant improvements in teachers' job performance.

Larasati et al. (2022) studied the effect of servant leadership, compensation and professional development as variables on teacher performance in a qualitative survey method. The research was conducted in a Public Elementary School in Indonesia. The researchers in this study applied random sampling to obtain data from 745 teachers in the form of questionnaires. The results showed that teachers' performance was affected by servant leadership, compensation and professional development. Hermanto and Srimulyani (2022) conducted a study to investigate the direct and indirect effect of servant leadership behavior on the job performance of teachers in secondary as well as vocational secondary schools. The findings indicated that the practice of servant leadership by principals has a positive and direct effect on teacher performance, extra-role behavior and job engagement. Asih et al. (2024) conducted quantitative research including 181 teachers in Denpasar to examine the impact of servant leadership, work ethics, organizational culture, and organizational commitment on teacher job performance. The data was collected via random sampling approach. The results showed that servant leadership, work ethics, organizational culture and organizational commitment greatly impacted teachers' job performance. In Pakistan, the previous studies do not measure the effect of the principal's servant leadership on teachers' job

performance through these quality performance criteria which is highly needed to address the unfilled gap in the literature.

Material and Methods

The population of the study were all teachers of public boys and girl's high schools of division Bahawalpur. Data was collected using multiple sampling approaches. At first, Bahawalnagar district was picked using convenient sampling. Then, seven males and seven female schools were selected using convenient sampling. After that, five secondary school teachers were selected randomly from each school. Total 350 Secondary school teachers were selected as sample using Cochran (1977) statistical equation.

Instrumentation

For the suggested investigation, two questionnaires were used. Servant Leadership Assessment Instrument (SLAI) produced by Dennis and Bocarnea (2005) and Self-assessment Instrument for Teacher Evaluation (SITE) designed by Akram and Zepeda (2015). The Cronbach Alpha was used to show the level of reliability which was $\alpha=0.914$ and $\alpha=0.920$ for SLAI and SITE respectively.

Data Collection

One of the researchers visited each sampled school and talked with the principals of the schools to request consent to gather data from teachers at their schools. 350 teachers filled the Servant Leadership Assessment Instrument (SLAI) and Self-assessment Instrument for Teacher Evaluation (SITE). The goal of the study was explained to all the teachers by the researcher, SLAI and SITE were given to them, and guidance was provided on how to fill them. Thus, data were obtained from 350 teachers. Each questionnaire was identified by an Identify number to allow for correct processing of data.

Data Entry and Cleaning

Data analysis was carried out with the SPSS (20). All data were input manually into SPSS. There were minor errors in several items of frequency table entries. The researchers scanned the necessary surveys and updated the data file accordingly. The frequency tables were run repeatedly to ensure that the data was correctly inputted, cleaned and ready for further analysis,

which is explained in the following section. Then the researchers calculated the reliability for the factors after data cleaning.

Data Analysis

The results of the analysis are presented in below tables along with interpretation. Relevant statistics are also referred to in accordance with the research questions.

Table 1: *Multiple Regression Analysis: Predicting Head Teacher servant leadership through teachers' job performance*

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	21.674	1	21.674	206.419	.000
Residual	36.590	348	.105		
Total	58.264	349			

a. Dependent Variable: Teacher Job Performance

b. Predictors: (Constant), Servant Leadership Traits

The results in Table 1 demonstrate that all seven characteristics of Head teachers' servant leadership together significantly predicted the teachers' job performance ($R^2=.372$, $F(7, 342)=$

206.209, $p<.001$). The R square value indicated that seven aspects of head teachers' servant leadership explained 37.2% of the variance in teachers' job performance.

Table 2: *Factor-wise Regression Analysis*

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
Humility	.158	.051	.164		3.092	.002
Agapao love	.090	.044	.108		2.036	.043
Vision	.233	.050	.242		4.653	.000
Altruism	.196	.053	.194		3.697	.000
Service	.290	.061	.247		4.760	.000
Empowerment	.277	.056	.256		4.944	.000
Trust	.204	.057	.188		3.577	.000

a. Dependent Variable: Teacher job Performance

Further, based on Table 2, the seven elements of servant leadership, separately, significantly predicted teachers' work performance as humility

($\beta=.164$, $p<.05$), agapao love ($\beta=.108$, $p<.05$), vision ($\beta=.242$, $p<.05$), altruism ($\beta=.194$, $p<.05$), service ($\beta=.247$, $p<.05$), empowerment ($\beta=.256$, $p<.05$), and trust ($\beta=.188$, $p<.05$).

Table 3: *Gender- Based comparison of Principals' Servant Leadership Traits*

Factors	Gender	N	Mean	t	Sig (2-tailed)
Humility	Male	175	3.2448	-1.150	.251*
	Female	175	3.3162		
Agapao love	Male	175	3.3095	-1.399	.163*
	Female	175	3.3857		
Vision	Male	175	3.9267	-.386	.700*
	Female	175	3.9543		
Altruism	Male	175	3.5400	-1.691	.092*
	Female	175	3.6410		
Service	Male	175	3.7067	-1.026	.306*
	Female	175	3.7724		
Empowerment	Male	175	3.8848	-.565	.573*
	Female	175	3.9257		
Trust	Male	175	3.6467	-.140	.888*
	Female	175	3.6543		
Overall Servant Leadership	Male	175	3.6084	-1.170	.243*
	Female	175	3.6642		

An independent samples t-test was employed to examine if there were significant differences between male and female teachers on the perceived aspects of servant leadership in the seven quality performance standards. As seen in Table 3, the mean scores of female teachers were marginally higher than those of male teachers for all the characteristics of servant leadership. However, these differences were found to be statistically insignificant: humility, $t(348) = -$

1.150, $p = .251$; agapao love, $t(348) = -1.399$, $p = .163$; vision, $t(348) = -.386$, $p = .700$; altruism, $t(348) = -1.691$, $p = .092$; service, $t(348) = -1.026$, $p = .306$; empowerment, $t(348) = -.565$, $p = .573$; trust, $t(348) = -.140$, $p = .888$. Further study found that the female teachers as a whole had a higher mean score than the male teachers but there was no statistically significant difference in overall servant leadership scores for male and female principals, $t(348) = -1.170$, $p = .243$.

Table 4: *Gender- Based comparison of Teachers' job performance*

Factors	Gender	N	Mean	t	Sig (2-tailed)
Subject Matter Knowledge	Male	175	3.9914	-.669	.000*
	Female	175	4.0207		
Assessment	Male	175	4.2251	-1.610	.010*
	Female	175	4.3131		
Instructional Planning and Strategies	Male	175	4.1494	-.899	.000*
	Female	175	4.1943		
Effective Communication	Male	175	4.2495	-1.443	.046*
	Female	175	4.3333		
Learning Environment	Male	175	4.2663	-1.770	.000*
	Female	175	4.3600		
Overall Teachers' job performance	Male	175	4.1763	-1.559	.000*
	Female	175	4.2443		

Independent samples t-test was performed to relate the male and female teachers on five factors of job performance. As shown in Table 4, female teachers had significantly better job performance than male teachers in all the five factors: subject matter knowledge, $t(348) = -.669$, $p < .05$, assessment, $t(348) = -1.610$, $p < .05$, instructional planning & strategies, $t(348) = -.899$, $p < .05$, effective communication, $t(348) = -1.443$, $p < .05$, and learning environment, $t(348) = -1.770$, $p < .05$. Further analysis showed that the overall job performance of female teachers was significantly better than that of male teachers, t-test, $t(348) = -1.559$, $p < .05$.

Conclusion

The study found a significant effect of principals' servant leadership traits on teachers' job performance which will lead to connecting these variable for the future educational improvement. Tampi et al. (2025) indicated that servant leadership has a direct significant impact on teachers' job performance in public elementary

schools in Indonesia. According to Hardian et al. (2025), the servant leadership style used by the school principal has a significant impact on teacher performance. Similar findings were also reported in several other studies (Hermanto & Srimulyani, 2022; Larasati et al., 2022; Sudiarti & Sinlae, 2023). The traits of servant leadership are therefore a strong predictor of teachers' job performance.

Recommendations

The authors of the study concluded that servant leadership traits had a significant influence on the job performance of teachers in secondary schools. Larger samples in future studies are necessary to find causes for such effect. Qualitative research can be used to go even depth. The study found that women teachers did better than men on indicators of professional achievement. Male teachers may be trained on different grounds such as how to raise their level of self-awareness as well as how to best satisfy the requirements of national professional standards in a classroom.

Conflict of Interest

The authors showed no conflict of interest.

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