

# The Relationship between Servant Leadership and Job Satisfaction: Research on Teachers<sup>1</sup>

*Hizmetkâr Liderlik İle İş Tatmini Arasındaki İlişki: Öğretmenler Üzerine Araştırma*

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## ÖZET

Liderlerin çalışanların iş tatmini üzerinde etkisi olduğu bilinmektedir. Bu doğrultuda araştırmanın amacı, öğretmenlerin hizmetkâr liderlik algısı ile iş tatmini arasındaki ilişkiyi ortaya koymaktır. Çalışmada çalışanların iş tatmin düzeylerini ölçmek amacıyla "İş Tatmini Ölçeği" kullanılmıştır. Hizmetkâr liderlik algısını belirlemek amacıyla "Hizmetkâr Liderlik Ölçeği" kullanılmıştır. Araştırma Ağrı ilinde kamu ve özel eğitim kurumlarında çalışan 351 öğretmen üzerinde gerçekleştirilmiştir. Araştırmada veri toplama aracı olarak anket yöntemi kullanılmış ve SPSS 20.0 Programı ile veriler analiz edilmiştir. Verilerin değerlendirilmesinde güvenilirlik analizi, regresyon analizi, korelasyon analizi ve faktör analizinden yararlanılmıştır. Öğretmenlerin hizmetkâr liderlik algısı ile iş tatmini arasındaki ilişkiyi inceleyen bu çalışmanın sonucunda elde edilen verilerin analizine göre, hizmetkâr liderlik ile iş tatmini arasında güçlü düzeyde pozitif ( $r=0.582$ ) ve anlamlı ( $p<0.05$ ) bir ilişki tespit edilmiştir. İlişkinin etkisine yönelik yapılan regresyon analizi sonuçlarına göre; hizmetkâr liderliğin iş tatminini pozitif yönde ve anlamlı olarak etkilediği tespit edilmiştir.

## Anahtar Kelimeler:

Hizmetkâr Liderlik,  
İş Tatmini,  
Öğretmenler,

## ABSTRACT

It is known that employees' job satisfaction is impacted by leaders. In this regard, the aim of the research is to reveal the relationship between teachers' servant leadership perception and job satisfaction. "The Job Satisfaction Scale" was used in the study to measure the job satisfaction levels of employees. "The Servant Leadership Scale" was used to determine the perception of servant leadership. The research was conducted on 351 teachers working in public and private educational institutions in Ağrı. The survey method was used as a data collection tool and the data were analyzed with SPSS 20.0 program. Reliability analysis, regression analysis, correlation analysis, and factor analysis were used to evaluate the data. According to the analysis of the data obtained as a result of this study, which examined the relationship between teachers' servant leadership perception and job satisfaction, a strong positive ( $r = 0.582$ ) and significant ( $p < 0.05$ ) relationship was determined between servant leadership and job satisfaction. According to the results of the regression analysis regarding the effect of the relationship; it has been determined that servant leadership affects job satisfaction positively and significantly.

## Keywords:

Servant Leadership,  
Job Satisfaction,  
Teachers,

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## 1. INTRODUCTION

Leadership emerged with the existence of humanity. The needs that arise as societies change and transform have increased the importance of the concept of leadership for people. A leader is a person who can persuade people, direct them, make them follow himself and his vision, and lead (Çoban, 2019:1). The increasing importance of leadership has led to the development of new leadership approaches. One of these understandings is the servant leadership approach put forward by Greenleaf (1970). In this context, servant leadership is expressed as an approach that supports the view that individuals should be encouraged to be who they are in both their professional and personal lives. A servant leader is considered as a person who motivates and serves individuals. At this point, the human-centered work of organizations has revealed the importance of the servant leadership style.

In order to achieve their goals, businesses have conducted research on the factors affecting employees' job satisfaction levels. The concept of job satisfaction, defined as employees' perception of satisfaction with their job, is important for organizational studies. It is thought that when the job satisfaction level of employees is low, situations that will negatively affect the business will arise. For this reason, it is argued that the leadership approach of principals, who are school administrators in schools that form the organizational structure, affects teachers' job satisfaction levels and directs teachers. In this regard, although there are studies in the literature on the relationship between servant leadership and job satisfaction, it seems that there are not enough studies on teachers.

The concepts of "*servant leadership*" and "*job satisfaction*" are mentioned within the framework of this research, which examines the relationship between teachers' servant leadership perception and job satisfaction. Then, the analysis results of the data obtained through the survey method and evaluations of the findings are included.

## 2. CONCEPTUAL FRAMEWORK

### 2.1. Servant Leadership

The concept of leadership, which is as old as human history, emerged as a result of the need to direct and manage people living in communities (Kınalı, 2021:3). In this context, leadership defines the process by which organizations influence and manage their employees to achieve a common goal (Özer, 2019:105). The rapid technological change in the world has caused significant changes in organizations. These changes have enabled the human factor, which is a part of the organization, to enter a new era in its relationship with the organization. In this context, moral and human values have gained importance as important concepts. Leaders that employees follow voluntarily, without any compelling situation, have an important position for the success of the organization. Classical leadership approaches were insensitive to people's psychological needs and could not contribute to employees' focus on work. This drew attention to the servant leadership approach that cares about human values (Begenirbaş and Yalçın, 2020:28).

The concept of servant leadership was first mentioned in Greenleaf's work "*The Servant As Leader*", written in 1970. According to Greenleaf, servant leaders refer to people who care more about the priority needs of others and make more efforts than leaders who lead first and serve later (Farling et al., 1999: Quoted in; Tokmak, 2018:960). The concept of servant leadership is based on the philosophy of serving followers, meeting their needs and developing their employees (Kuick, 1996: Quoted in; Ghalavi and Nastiezaie, 2020:242). Servant leadership is defined as an approach dedicated to human development and contributing to it, while also creating common value for all employees. (Dinçer and Bitirim, 2007:68: Quoted in; Özdemir and Yılmaz, 2019:199).

Although there are different groupings in the literature on servant leadership characteristics, in general Spears' (1995) ten characteristics are listening, empathy, awareness, improvement, foresight, persuasion, conceptualization, stewardship/serving, dedication to the development of people, and community building. comes to the fore (Saç, 2019:10). Spears, who explains listening as finding a solution to the problem, states that in this way, the servant leader will learn the wishes of the person or group and understand their intentions (Çetin, 2014:27). Empathy includes looking at events from another person's perspective and not rejecting the other person's intentions by interpreting them as good (Çetin, 2014:27). Awareness involves the leader, who is aware of the problems within the organization (Uğurluoğlu et al., 2015:244), understanding the effects of events

by collecting clues from the environment and being skilled in this regard (Melchar and Bosco, 2010:79: Quoted in; Bilgin and Yıldırım, 2017:472).

Healing includes the leader accepting that people cannot fully reach personal integrity, as well as helping and supporting the recovery of discouraged individuals and being sensitive to the personal wishes and needs of her followers (Sanı et al., 2013:65). Foresight includes being able to foresee future dangers and opportunities and making decisions in line with this foresight (Özmutlu, 2011:27). Persuasion is the leader's effort to persuade others instead of forcing them when making decisions (Çalışkan et al., 2013:299) and the process of motivating and encouraging others for organizational goals (Karabal and Efe, 2018:4).

Conceptualization refers to the ability to see the realities beyond the daily responsibilities of the leader, who can look at the problems or the organization with a conceptual approach, and to conceptualize these problems and think and examine them with a broader horizon (Çetin, 2014:28). Stewardship/Serving describes serving the members and purposes of the group (Özmutlu, 2011:29). Dedication to the Development of the Individual: While leaders contribute to the emotional, personal, social and professional development of the individuals within their team, they mobilize by creating opportunities for them with the available resources (Topaloğlu, 2019:59). Creating a Community explains the aim of establishing communities within and outside the organization in line with certain principles, showing correct attitudes and behaviors, and establishing relationships that include unity and solidarity (Topal, 2019:76).

## 2.2. Job Satisfaction

It was first put forward by Hoppock (1935). Hoppock explains the concept of job satisfaction as the individual's perception of satisfaction with the work environment (Köse, 2019:133). Job satisfaction is expressed as determining to what extent needs are met and expectations are met (Mert, 2011:122). It covers the evaluation of situations related to work conditions such as job satisfaction, responsibility, and task diversity (Bıyık et al, 2017:63). Job satisfaction includes the emotional response that organizations demand from employees (Şimşek, 2022:1163).

Job satisfaction, what employees think and feel about their jobs, is important for both themselves and their jobs. Likewise, job satisfaction is important for managers in terms of the impact of people's attitudes towards their jobs on performance and productivity. Because it causes negative behaviors that affect job satisfaction, turnover, absenteeism, performance, and mental and physical health (Feldman and Hugh, 1983:192: Quoted in; Keleş, 2006:245-246). Other leadership types that have a relationship with job satisfaction are transformative leadership (Kenek and Sökmen, 2022), transformational leadership (Sökmen and Benk, 2020), participative leadership (Yazıcıoğlu et al., 2021) and instrumental leadership (Sökmen et al., 2021).

Factors affecting job satisfaction are divided into two: "*individual*" and "*organizational*". Individual Factors, employees' personal characteristics and other individual variables affect job satisfaction. Individual factors affecting job satisfaction are listed as age, gender, personality, education level and status (Divanoğlu and Usta, 2017:112). Organizational Factors, There are many factors that affect job satisfaction. Organizational factors affecting job satisfaction are listed as the nature of the job, wage, working conditions, colleagues, management and promotion (Kara, 2021:11).

Job satisfaction has some basic consequences. It is possible for employees to develop positive feelings towards the enterprise and their job with a high level of job satisfaction (Akarca, 2021:91). With the effect of job satisfaction, employees become healthier, more successful and happier (George and Jones, 2008: Quoted in; Koçak, 2021:24).

Conditions must be sufficient for the employee to be productive, work determined and willing, and take ownership of his job. Employees must be socially, materially and spiritually satisfied. The role of managers is also important in this. In this direction, employees' organizational commitment increases and they become more motivated for their work. Businesses that think that it is important for their employees to have a participatory and collaborative spirit think that the factor in achieving their goals is possible by having employees with high job satisfaction levels (Pancasila et al., 2020; Quoted by Özkan, 2023:43).

In case of job dissatisfaction, employee morale is negatively affected, and recurring negative situations in their lives can also cause low productivity and work accidents. As a result, job satisfaction will affect the performance, productivity, physical and mental health of employees and the continuity of business success (Kök, 2006:296).

### 3. METHODOLOGY AND APPLICATION OF THE RESEARCH

#### 3.1. Purpose and Importance of the Research

In today's business world, job satisfaction is a determining factor in the high performance of employees in order for businesses to continue their existence and gain competitive advantage. Managers' leadership style affects employees' job satisfaction. There have not been enough studies in the literature on the extent to which principals' servant leadership behaviors are perceived by teachers and to what extent this situation affects teachers. It is thought that examining the relationship between servant leadership and job satisfaction in terms of working styles, especially on teachers, may yield important results. In this regard, the aim of the research is to reveal the relationship between teachers' servant leadership perception and job satisfaction.

#### 3.2. Limitations, Assumptions and Method of the Research

The research was carried out in public and private educational institutions in Ağrı province. This study, which investigates the job satisfaction levels of working teachers, is limited to people teaching in public and private educational institutions in Ağrı. The research is limited to the place where it is applied and the sampling frame, and the results obtained from the research and the answers given by the teachers who participated in the research with their own consent.

It was assumed that the scales used for the research measured the concepts appropriately, that the sample group correctly understood the questions in the servant leadership and job satisfaction scales, and that the participants answered the survey questions sincerely and objectively. Quantitative research method was used. Data was collected by survey method and the results were presented by analyzing the data with SPSS 20.0 program.

#### 3.3. Research Model and Hypotheses

In the research of Akdöl (2015) titled "*The Effect of Servant Leadership on Job Satisfaction: A Research in the Information Technology Sector*", it was determined that servant leadership has an effect on job satisfaction according to the statistical analysis results.

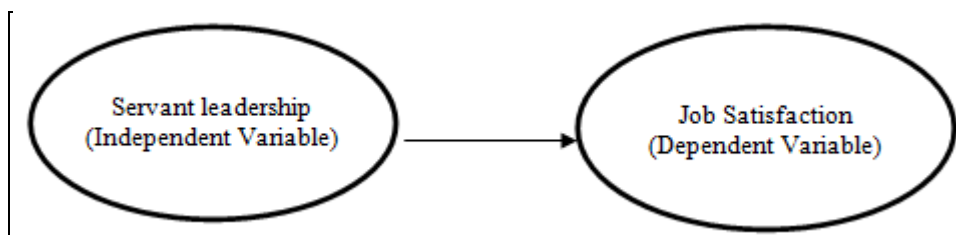
According to the results of the data obtained from Eren's (2017) research titled "*The Relationship Between Servant Leadership and Job Satisfaction: An Airline Company Example*", it was determined that there was a positive and significant relationship between servant leadership perception and employee job satisfaction, and that there were significant differences in terms of job satisfaction as a result of examining the demographic factors such as gender and working hours.

In the study titled "*The Relationship between Supervisors' Servant Leadership and Police Officers' Job Satisfaction*" conducted by Chikeleze et al. (2021), it was examined whether there was a relationship between the perceived servant leadership of law enforcement leaders and the job satisfaction of police officers. As a result of this study, it was found that there was a statistically significant relationship between the servant leadership of police officers in the department and employee job satisfaction. In the light of the studies conducted in the literature, the hypothesis was established as follows:

H<sub>1</sub>: Servant leadership has a positive significant effect on job satisfaction.

Variables examined within the scope of this research; servant leadership is the independent variable and job satisfaction is the dependent variable. The research model developed in this study by considering the relationship between servant leadership and job satisfaction is shown in Figure 1.

Figure 1. Model of the Research



H<sub>1</sub>: Servant leadership has a positive significant effect on job satisfaction.

### 3.4. Collection of Research Data

The population of the study consists of teachers working in all public and private schools affiliated with Ağrı Provincial Directorate of National Education. A total of 351 participants, 193 female and 158 male participants, participated in the study conducted for this purpose, reached by snowball sampling method. Participation in this study is voluntary.

Ethics committee permission dated 22/06/2022 and numbered 2022/4 was received by Gümüşhane University Scientific Research and Publication Ethics Board to conduct the study. During the data collection process, a demographic data form and a survey form containing the research scales were delivered to the participants via Google Forms. After the sufficient number of answers was reached, they were transferred to the package program for the classification and analysis process.

The survey method was used as a data collection tool in the research. The forms and scales included in the prepared survey are given below. It is a data form created by the researcher, which includes the participants' age, gender, marital status, length of service, education level, school they work in, and the sector and branch of the institution.

In this study, the servant leadership scale, consisting of 7 items and a single dimension compiled by Liden and colleagues (2013) and adapted into Turkish by Kılıç and Aydın (2016), was used to determine the perception of servant leadership. The scale was evaluated with expressions created using a five-point Likert type (*Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree*).

In this study, the job satisfaction scale developed by Brown and Peterson (1994) was used to measure employees' job satisfaction levels. The scale consists of five-point Likert type (*Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree*) and 6 items.

### 3.5. Analysis of Data

The analysis of the data obtained in the study was evaluated through the SPSS 20.0 package program. The analysis of the data was evaluated on 351 participants. 5 people were removed from the data set and not evaluated due to incomplete and incorrect information. Factor analysis, correlation analysis and regression analysis were used for construct validity in examining the relationships between concepts.

## 4. FINDINGS OF THE RESEARCH

In this section, the analysis results of the data obtained will be included. Cronbach's Alpha coefficient was used to determine the reliability level of the servant leadership and job satisfaction scales. Peterson (1994) states that the scales used in research are reliable and consistent if their reliability coefficient is 0.70 or above (Çetin, 2014:72).

**Table 1.** Cronbach's Alpha Coefficients

Scales	N of Items	Cronbach's Alpha
Servant Leadership	6	0.867
Work satisfaction	7	0.864

In this study, the reliability of the servant leadership scale was calculated as Cronbach's Alpha = 0.867 and the reliability of the job satisfaction scale was calculated as Cronbach's Alpha = 0.864. These values showed that the reliability of the scales was at a sufficient level. Factor analysis results regarding servant leadership are given below.

**Table 2.** Servant Leadership KMO and Bartlett's Test Table

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.867
Bartlett's Test of Sphericity Approx. Chi-Square	977.916
df	15
Sig.	0.000

KMO Sampling Adequacy and Bartlett Sphericity Test results are shown in Table 2. The KMO value in the table is 0.867, which indicates that the sample is sufficient for factor analysis application ( $KMO=0.867>0.60$ ). Since the Bartlett Sphericity test result in this table is ( $p=0.000<0.05$ ), it is assumed that the matrix formed by the relationship between variables is significant for factor analysis. The total explained variances of the factors resulting from the factor analysis related to servant leadership are given in Table 3.

**Table 3.** Servant Leadership Total Explained Variance Table

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.661	61.020	61.020	3.661	61.020	61.020
2	0.793	13.223	74.243			
3	0.516	8.607	82.850			
4	0.385	6.423	89.272			
5	0.333	5.555	94.828			
6	0.310	5.172	100.000			

Extraction Method: Principal Component Analysis

There is a factor with eigenvalues greater than 1 and this factor is collected in 61.020 of the variance. The explained variance value showed that the scale was safe and valid. The components showing the factor loadings of the items of the servant leadership scale are shown below. All items of the scale are included under a single factor.

**Table 4.** Servant leadership components matrix table

	Component
	1
HL. S1	0.766
HL. S2	0.807
HL. S3	0.743
HL. S4	0.858
HL. S5	0.827
HL. S6	0.672

Factor Extraction Method: Principal Components Analysis

Factor analysis results regarding job satisfaction are given below.

**Table 5.** Job satisfaction KMO and Bartlett's test table

<b>KMO and Bartlett's Test</b>	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy	0.834
Bartlett's Test of Sphericity Approx. Chi-Square	1175.021
df	21
Sig.	0.000

Job satisfaction KMO Sampling Adequacy and Bartlett Sphericity Test result are shown in Table 5. The KMO value in the table is 0.834, which indicates that the sample is sufficient for factor analysis application ( $KMO=0.834>0.60$ ). Since the Bartlett Sphericity test result in this table is ( $p=0.000<0.05$ ), it is assumed that the matrix formed by the relationship between variables is significant for factor analysis. The total explained variances of the factors resulting from the factor analysis regarding job satisfaction are given in Table 6.

**Table 6.** Job Satisfaction Total Explained Variance Table

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.939	56.276	56.276	3.939	56.276	56.276
2	0.933	13.331	69.607			
3	0.692	9.893	79.499			
4	0.563	8.048	87.547			
5	0.358	5.109	92.656			
6	0.271	3.873	96.529			
7	0.243	3.471	100.000			

Extraction Method: Principal Component Analysis

There is a factor with eigenvalues greater than 1 and this factor is collected in 56.276 of the variance. The explained variance value showed that the scale was safe and valid. The components showing the factor loadings of the items of the Job Satisfaction scale are shown below.

**Table 7.** Job Satisfaction Components Matrix Table

	Component
	1
İT. S7	0.628
İT. S8	0.804
İT. S9	0.830
İT. S10	0.762
İT. S11	0.755
İT. S12	0.786
İT. S12	0.664

Factor Extraction Method: Principal Components Analysis

As shown in the table, it can be seen that all items of the job satisfaction scale are included under a single factor. Findings regarding the demographic information of the participants are given below.

**Table 8.** Number and Percentage Distribution for Demographic Information of Participants

Groups	Frequency	Percentage (%)
<b>Age</b>		
Between 20-30 Years	145	41.3
Between 31-40 Years	142	40.5
Between 41-50 Years	50	14.2

Between 56-60 Years	6	1.7
Over 61 Years	8	2.3
<b>Gender</b>		
Woman	193	55.0
Man	158	45.0
<b>Marital status</b>		
Married	216	61.5
Single	135	38.5
<b>Service Duration</b>		
Between 1-5 Years	139	39.6
Between 6-10 Years	96	27.4
Between 11-15 Years	50	14.2
Between 16-20 Years	30	8.5
Over 21 Years	36	10.3
<b>Educational Status</b>		
Associate Degree	5	1.4
Licence	294	83.8
Degree	52	14.8
<b>School of study</b>		
primary school	227	64.7
High school	124	35.3
<b>Sector to which the school is affiliated</b>		
Public	336	95.7
Private Sector	15	4.3
<b>Branch</b>		
Class Teacher	95	27.1
Religious Culture and Moral Knowledge Teacher	30	8.5
Turkish teacher	27	7.7
Pre-school teacher	12	3.4
Social Studies Teacher	14	4.0
Physical Education Teacher	10	2.8
Art Teacher	4	1.1
Geography teacher	12	3.4
English teacher	33	9.4
Math teacher	31	8.8
Biology Teacher	2	0.6
Physics teacher	9	2.6
Arabic Teacher	2	0.6
Chemistry teacher	10	2.8
German teacher	2	0.6
ICT Teacher	8	2.3
Visual Arts Teacher	2	0.6
Guidance and psychological counseling	11	3.1
Turkish language and literature	12	3.4
Special Education Teacher	5	1.4
History teacher	9	2.6
Science Teacher	9	2.6
Music teacher	1	0.3
Philosophy Group Teacher	1	0.3
<b>Total</b>	<b>351</b>	<b>100.0</b>



The study included 145 people (41,3%) in the 20-30 age range, 142 people (40,5%) in the 31-40 age range, 50 people (14,2%) in the 41-50 age range, 6 people (1,7%) in the 51-60 age range and 61 people in the 61-year age range (1,7%). A total of 351 people participated, including 8 people over the age of 2,3 (2,3%). 193 (55%) of the participants are women and 158 (45%) are men. 216 (61,5%) of the participants are married and 135 (38,5%) are single. According to the total service period, the participants were 139 people (39,6%) between 1-5 years, 96 people (27,4%) between 6-10 years, 50 people (14,2%) between 11-15 years, 30 people (30 people) between 16-20 years ( 8,5) and 36 people (10,3%) over 21 years. According to the educational level of the participants, 5 people have an associate degree (1,4%), 294 people have a bachelor's degree (83,8%) and 52 people have a master's degree (14,8%). When the type of school where the participants work is evaluated, it is seen that there are 227 people in primary school (64,7%) and 124 people in high school (35,3%).

When the sector to which the school is affiliated is examined, it is divided into public 336 people (95,7%) and private 15 people (4,3%). According to the branch of the participants, there were 95 classroom teachers (27,1%), religious culture and ethics teachers 30 people (8,5%), Turkish teachers 27 people (7,7%), pre-school teachers 12 people (3,4%), social studies teachers 14 people ( 4%), physical education teacher 10 people (2,8%), art teacher 4 people (1,1%), geography teacher 12 people (3,4%), English teacher 33 people (9,4%), mathematics teacher 31 people (8,8%). , biology teacher 2 people (0,6%), physics teacher 9 people (2,6%), Arabic teacher 2 people (0,6%), chemistry teacher 10 people (2,8%), German teacher 2 people (0,6%), information technologies teacher 8 people (2,3%), visual arts teachers 2 people (0,6%), guidance and psychological counseling teachers 11 people (3,1%), Turkish language and literature teachers 12 people (3,4%), special education teachers 5 people (1,4%), History teachers are 9 people (2,6%), science teachers are 9 people (2,6%), music teachers are 1 person (0,3%) and philosophy group teachers are 1 person (0,3%).

**Table 9.** Descriptive Statistics of the Scales

Scales	Min.	Max.	Average	Standard deviation	Distortion	kurtosis
Servant Leadership	1.00	5.00	3.9044	0.77458	-0.906	1.113
Job satisfaction	1.17	5.00	3.9644	0.77074	-0.854	0.766

The minimum and maximum values, mean and standard deviation values for the servant leadership scale and job satisfaction scale total scores are given in Table 9. The servant leadership scale was found to be between 0.77 - 3.90 points, and the job satisfaction scale was found to be between 0.77 - 3.96 points. Tabachnick and Fidell (2013:482) state that the data have a normal distribution if the skewness and kurtosis values of the variables are in the range of +1.5-1.5. Pearson Correlation Analysis was used to determine the relationship between servant leadership and job satisfaction. The findings obtained are shown in Table 10.

**Table 10.** The Relationship between Servant Leadership and Job Satisfaction (Correlation Analysis)

		Job Satisfaction
Servant Leadership	r	0.582*
	p	0.000
	n	351

Correlation is significant at  $p < 0.01$  level

Correlation refers to the coefficient that shows the strength of the linear relationship between variables. In order for there to be a relationship between the variables, this coefficient must be statistically significant. According to the correlation analysis results, a strong positive ( $r=0.582$ ) and significant ( $p < 0.05$ ) relationship was determined between servant leadership and job satisfaction. H1 hypothesis was accepted. Table 11 shows the regression analysis findings regarding the effects of servant leadership on job satisfaction.

**Table 11.** The Relationship between Servant Leadership and Job Satisfaction (Regression Analysis)

The Dependent Variable	Independent Variable	B	Beta	t	R <sup>2</sup>	F	P
Job Satisfaction	Constant(A)	1.705	-	9.886	-	-	0.000
	Servant Leadership	0.579	0.582	13.355	0.338	178.362	0.000

Since the significance level (significance) was  $p < 0.05$ , the established regression model was found to be significant. The F value indicating the significance of the model was found to be 178.362. According to the results of the regression analysis regarding the effect of the relationship; Servant leadership appears to affect job

satisfaction positively and significantly. The total change in the servant leadership level is explained by job satisfaction at a rate of 33,8% ( $R^2 = 0.338$ ). Beta coefficient of the independent variable included in the regression model is = 0.582. This value represents a statistically significant effect. H2 hypothesis was accepted.

## 5. CONCLUSION AND EVALUATION

As a result of this research, which was conducted to examine the relationship between teachers' servant leadership perception and job satisfaction, some findings were reached and these findings were evaluated and interpreted. For the servant leadership scale and job satisfaction scale total scores, the smallest and largest values, mean and standard deviation values were evaluated. The servant leadership scale was found to be between 0.77 - 3.90 points, and the job satisfaction scale was found to be between 0.77 - 3.96 points. It is assumed that the data are normally distributed, with skewness and kurtosis values in the range of +1.5-1.5. By testing the reliability and validity of the measurement tools used in the study, Cronbach Alpha values were found to be 0.86 for the servant leadership and job satisfaction scales. According to this result, the scales were found to be reliable. In the study, correlation analysis was conducted to determine whether there was a relationship between servant leadership and job satisfaction. According to the results of this statistical analysis, a positive and statistically strong ( $r=0.582$ ) and significant ( $p<0.05$ ) relationship was determined between servant leadership and job satisfaction.

In this research, regression analysis was conducted to measure the effect of the independent variable, servant leadership, on the dependent variable, job satisfaction. According to the results obtained, it was determined that servant leadership affected job satisfaction positively and significantly ( $F=178.362$ ,  $p<0.05$ ). This result shows that as the perception of servant leadership increases, job satisfaction will also increase. When the research results between servant leadership and job satisfaction are examined in order to compare the findings with the findings of previous studies, it was determined that servant leadership has an effect on job satisfaction in the study conducted by Çetin (2014) in hotel businesses; and that servant leadership behavior has a positive effect on athlete satisfaction in Özmutlu (2011). The findings of the studies seem to support the findings of this study. Factor analysis was applied in the study to control structural validity. Since the Bartlett test result for the servant leadership scale was ( $p=0.000<0.05$ ), it was assumed that the relationship between the variables was significant. KMO value was 0.867. This value is sufficient for factor analysis application of the sample. There is a factor with eigenvalues greater than 1 and this factor is collected in 61.020 of the variance; The explained variance value assumed that the scale was safe and valid. Since the Bartlett test result for the job satisfaction scale was ( $p=0.000<0.05$ ), the relationship between the variables was found to be significant. KMO value was 0.834. This value was found to be sufficient for the factor analysis application of the sample. There is a factor with eigenvalues greater than 1 and this factor is collected in 56.276 of the variance; The explained variance value determined that the scale was safe and valid. All items from both scales were included under a single factor.

In line with the analysis results of this research, it is assumed that the perception of principals' attitudes and behaviors by teachers affects teachers' job satisfaction levels. In line with this assumption, awareness about the servant leadership model can be created. Establishing a qualified relationship between teachers and school principals in line with the concepts of love and respect will improve teachers' organizational commitment. It is important for institutions such as schools that organizational and individual relationships affected by the servant leadership style exhibit positive behavior. Leadership behaviors can be achieved through practical training. The behaviors and attitudes of school principals contribute to the motivation of teachers and the establishment of quality relationships among teachers, and will also affect their relationships with students. The teacher's work with a principal who adopts servant leadership behavior will affect the quality of education and therefore the success of the student. One of the important issues that should be included among the practices that need to be carried out in the education sector is studies on the concept of servant leadership. Seminars or training can be given for this purpose. The servant leadership model can be included especially in the exams administered to principal candidates. It is clear that such studies will bring benefits to education.

In schools where principals can exhibit servant leadership behavior and have internalized this understanding, teachers will take on a more active role. The fact that school principals have servant leadership behaviors will make principal-teacher relationships qualified. This will ensure that teachers develop commitment to their organizations and do their jobs more willingly. It will also support teachers to establish quality relationships among themselves. When teachers help each other, it will facilitate their solution-oriented approaches when they encounter a problem. This will add value to the teacher's success.

#### **YAZAR BEYANI / AUTHORS' DECLARATION:**

Bu makale Araştırma ve Yayın Etiğine uygundur. Beyan edilecek herhangi bir çıkar çatışması yoktur. Araştırmanın ortaya konulmasında herhangi bir mali destek alınmamıştır. Makale yazım ve intihal/benzerlik açısından kontrol edilmiştir. Makale, “*en az iki dış hakem*” ve “*çift taraflı körleme*” yöntemi ile değerlendirilmiştir. Makalede kullanılan ölçek için yazar(lar) tarafından ölçeğin orjinal sahibinden izin alındığı beyan edilmiştir. Yazar(lar), dergiye imzalı “*Telif Devir Formu*” belgesi göndermişlerdir. Bu araştırmanın yapılması ile ilgili olarak Gümüşhane Üniversitesi Etik Komisyonundan 22/06/2022 tarih ve 2022/4 sayılı “*Etik İzni Belgesi*” alınmıştır. / **This paper complies with Research and Publication Ethics, has no conflict of interest to declare, and has received no financial support. The article has been checked for spelling and plagiarism/similarity. The article was evaluated by "at least two external referees" and "double blinding" method. For the scale used in the article, it is declared by the authors that permission was obtained from the original owner of the scale. The author(s) sent a signed "Copyright Transfer Form" to the journal. Regarding the conduct of this research, an "Ethics Permission Certificate" dated 22/06/2022 and numbered 2022/4 was obtained from the Ethics Committee of the Gümüşhane University.**

#### **YAZAR KATKILARI / AUTHORS' CONTRIBUTIONS:**

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