

Is there servant leadership and job satisfaction in education teachers during the Covid-19 pandemic?

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Abstract: The present work was carried out to demonstrate whether or not there is server leadership with secondary school teachers and through this to know the perspective on job satisfaction that they have in their institution during the Covid-19 pandemic; teachers have the need to organize themselves to seek and improve the quality of education. The method used for the research is descriptive, correlational, cross-sectional and predictive. The sample was conducted through an online survey where 64 teachers participated randomly from the three existing educational institutions. The study of the data was carried out using factor analysis and measuring Cronbach's alpha to relate the research variables. The results showed that, if there is servant leadership in the teachers in their respective institutions, implying that in spite of not knowing the concept of servant leadership, it is already being practiced in the educational institutions. With respect to the variable of job satisfaction, the teachers state that they are satisfied with their work in their educational institution despite the fact that they are not staying in their work center due to the current situation.

Key words: Servant leadership, job satisfaction, teachers, educational quality, Covid-19

1. Introduction

Great leaders who govern and wish to respond to many collective and disruptive events such as COVID-19, must use a comprehensive and effective language; those who participated in this study say that the tone of the communications issued by these great leaders have levels that increase anxiety and as a result of these results they decided not to take importance, so the leaders took communication strategies to influence the public and have effectiveness to cope with the crisis (Sobral et al, 2020), the communication of a leader in these times of Covid-19 has to be clear and precise, because the world is changing and even more in education, whose changes are observed in the improvement of learning and forgetting the traditional teachings and participation of students in the classroom; for that reason different types of leadership appear such as: distributed leadership which appears as a transformational leadership that allows democracy, participation and co-responsibility in students and teachers; the important thing about this leadership is to relate the fundamental characteristics of participatory leadership in all students and teachers in academic areas and educational center (Pareschi, 2020).

The theory of servant leadership is very important because it emphasizes the attention to common needs and goals, in teachers there is a lack of knowledge about the relationship between goal achievement and servant leadership, servant leadership has a strong vision in personal development motivating in the achievement of goals; whose leadership grows daily and influences the unification of workers (Rodriguez-Carbajal et al, 2019) of large companies and influencing education, servant leadership has a decisive ideal for all followers who propose own needs with a culture in their own organizations, where it seeks to emphasize dimensions of emotional types, leadership and moral relationships where the vision of leadership does not touch power, but still servant leadership is embedded in power where which is defined for "servant leader" (Liu, 2019) Servant leadership has an exponential influence, this approach is expanding worldwide reaching the cultures and religions of the world whose effects are observed in the influence of the practices of this leadership, as in USA has 41.3%, China has 16.5%, Turkey has 6.4%, the Netherlands has 3.7%, Canada has 2.8% and Iran 2.8%, these percentages of

leadership clarify a major global trajectory of interest in the influence of research on servant leadership (**Roberts GE, 2018**).

A successful business or educational organization is due to the good practices of servant leadership with a high performance work system, which allows to have satisfied employees, the relationship of both practices is based on the sustainability of the organization and commitment of workers. In the west servant leadership is a quality of effective leadership, thus showing satisfaction and higher retention, another characteristic of servant leadership is effective leadership (**Alafeshat & Tanova, 2019**) this is given by the existence of a model (mediation-moderation) where labor autonomy and proactivity are applied those who moderate the responsibility of leadership with the good performance they show in their day to day work, whose union of servant leadership and commitment within the work is very strong with labor autonomy and proactivity of employees (**Dagil & Oren, 2021**). Social exchange as a theory explains that the appreciation of servant leadership affects changes among frontline employees, these studies are based on the hypothesized model with which it was concluded that affective organizational responsibility has analogy between servant leadership and change intention (**Jichul Jang & Jay Kandampully, 2018**).

It is considered that servant leadership has the results of professional satisfaction with academic and working life, because from this construct it was found that employees were able to behave adequately, they were improving themselves, they were empowered, wise, among others. The effect of servant leadership has nothing to do with life satisfaction, because of the competitiveness of job satisfaction, as servant leadership has been concentrated in business organizations as its main source (**Latif & Marimon, 2019**). There is ignorance of the positive effect of leadership on employees emotionally, but servant leadership has nothing to do with facial expressions, but it has to do with inner feelings at work, which causes cognitive confidence (**Lu et al, 2019**). In all types of business and educational organizations, servant leadership has been gaining space in employees, where behaviors, attitudes and perceptions have been examined (**Gocen & Sen, 2021**) and whose influence between business leadership and servant leadership in organizations with responsibility and innovative acting is in a positive way, to initiate behaviors and attitudes in employees of business or educational organization makes individual difference such as self-efficacy and prosocial motivation (**Newman et al, 2018**).

The existing relationship between job satisfaction with its subdomain is in the education and skills of the graduate, whose variables of individual aspects, state relationship, personality, family context, human capital, work situation and work history in institutions influence of specific groups, predominantly salary satisfaction in employees, as well as fringe benefits, the environment where he works, among others; the econometric study on satisfaction concludes that there are affected only by their individual characteristics. Education and job requirements always have a positive effect on job satisfaction (**De Santis et al, 2021**), the coherent labor force and its degree of retention has been a challenge for governments and many organizations, whose orientation is to change jobs whenever there is not a satisfactory working condition; the preponderant factor is personal growth which positively influences their job satisfaction (**Cavadi & Sirothiya, 2021**), the economic development of other countries such as Dubai is because they practice a very high level of management and leadership, the leaders who are in charge of several managers do not become effective leaders and these generate distrust and lower the level of satisfaction not only of workers but also of the population; trust and leadership are very important points that require further study (**Télez-Martinez et al, 2021**).

Servant leadership highlights the personality together with the good treatment of service to employees, consumers and the population, whose dimensions of servant leadership were controlled by transformational leadership, where servant leadership is a multidimensional factory individually (**Liden et al, 2008**), working conditions such as wages are the impacts of job satisfaction, as this plays an important role, but it could happen that income increases would not have job satisfaction effects during a migration, but there would be a greater impact when there is a nominal income (**Walczak & Vallejo-Martin, 2021**); the form of servant leadership practiced by managers, directors or teachers minimizes the turnover intention in employees by providing them with psychological security, whose approach stops the relationship between psychological security and servant leadership which has an independent style (**Ahmed et al, 2018**). Job satisfaction is the cause of the effect generated positively by servant leadership, this emerged in an altruistic way whose priority was the aspirations and needs of employees; whose leadership approaches were more altruistic for job satisfaction, from which excellent work attitudes were derived; whose dimensions are formed by two aspects: the intrinsic which mentions more to self-esteem, growth and progress in a personal way, successes and expectations; while the extrinsic mentions us more respect, information, fair treatment, supervisions and full participation in the institution (**Pino et al, 2020**).

The research whose variable is job satisfaction is important to relate to the other variables of study; whose concept is not well defined in the workplaces and if there are minimal significant differences in the studies conducted (**Rodríguez et al, 2021**); a study conducted in Portugal determined the comparisons between title and experience of professionals, resulting that they were moderately satisfied, but in which they disagreed was the salary, the lack of opportunity for promotion and especially in the stability of their work and that these aspects could be improved by the companies and thus raise the level of satisfaction (**Ramos et al, 2021**).

The existing relationship between psychosocial risks with the variable job satisfaction is very significant; whose workers in the health sector are the most affected with psychosocial risk and the effect caused is lower satisfaction in their workplace (Rivera-Rojas et al, 2021), the existence of jobs where they have to endure violence by their clients and have a job satisfaction end in self-efficiency, fear of violence (verbal) and job burnout in social workers (Kagan, 2021). The tenacity of every worker faces radical changes in job satisfaction is a quick emotional response in which he will have to face, because resistance to change and whose job satisfaction is not favorable are not directly related (Escobar-Segovia et al, 2021) and whose effects on satisfaction levels that distinguishes them from employers and employees is that business people have high probability of job satisfaction (+4.07 %), a study primed originality and being pioneers in entrepreneurship (Charles-Leija et al, 2021).

A survey of educators showed that job satisfaction has one third with a medium level, the second third believes it is at a low level, this because the decisions made by the director are not of good expectation and while job satisfaction has a low level, whose influence comes from not having adequate infrastructure, lack of equipment and work materials; if it was possible to have all these components could encourage the participation of teachers and improve the quality of education (Escobedo & Fernández, 2021), one of the causes of job satisfaction presented by education workers for the pursuit of quality are the damages they suffer hidden in their mental health such as anxiety and stress (Zargar et al, 2019), so it is very important the practice of servant leadership to be able to deal with these cases of invisible damage to the health of the teacher.

The beginning of servant leadership was when Robert K. Greenleaf in the 1970s proposed and constituted this theory, pointing out that this leadership is to strengthen the development and well-being of the leader, after providing support and service. Afterwards, it had different answers such as Spear (2004) and Sendjava Sarros (2002) where they indicate that this leadership is presented as an opportunity to be a leader, this position was modified by empirical-analytical type arrangements with dimensions and characteristics for its study, thus having an objective measurement instrument presented by Barbuto Wheeler in 2006 and Van Dierendock & Nuijte in 2011. Thus going from a radical humanist paradigm model to a single model (interpretivist and functionalist) among which ten characteristics proposed by Spears in 2004 were developed (Listening, empathy, recovery, awareness, persuasion, conceptualization, prospective, stewardship, commitment and construction) and its six variables (listening, empathy, recovery, awareness, persuasion, conceptualization, prospective, stewardship, commitment and construction), commitment and construction) and its six variables founded by Laub in 1999 after having validated with different measurement instruments (development of collaborators, people's values, community building, leadership action, authenticity, provides leadership) (Espinosa & Esguerra, 2017), there is a study that had the experience of applying servant leadership, led by its director in Mexico; where he had to face changes in the management of his institution and managed to overcome many challenges because of the full working day, resulting in extracurricular activities, management standards and food to achieve the desired "quality of education" (Alemán De la Garza & Gómez Zermeño, 2019) and it is for this reason to have to look for the leader who practices servant leadership to support his colleagues and seek the common good that is the educational quality for his institution and also having satisfied colleagues at work and even more in these times of pandemic where we are away from all our friends and family and we are left alone; so our objective is to determine whether or not there is servant leadership within the three educational institutions and what is the level of satisfaction on the part of teachers in a context of coexistence with the Covid-19 pandemic.

2. Justificación and objectives of the Study

Product of the pandemic in which we are going through and having serious consequences, it is time to ask ourselves and say who can support us if the "discrimination" for being infected with Covid-19 is latent in our neighbors, friends, family and coworkers, there is no one who can give us moral support in difficult situations to face, we only have to rely on those who can still tell you "how are you" through a phone call, perhaps there is no leader who can organize and say, this is happening, we need these things, we must support our partner, etc.. Is it suddenly due to the little support we have among us in our workplace or is it that we are not satisfied with those around us in our workplace, or we do not feel satisfied with our work we do every day; so our question is, is there that servant leader? In our workplaces, or at least will there be a servant leader among the teachers who can organize us, not only within our institution, but also at the district level, within the district of Talavera. For that reason to carry out this research our objective is to determine whether or not there is a servant leader in the teachers of the secondary level in the district of Talavera in front of this situation in which we are living with Covid-19.

- To analyze descriptively the gender and age characteristics of secondary school teachers.
- To analyze the existing relationship between the study variables.

3. Justification and objectives of the study

3.1 Research design

The research is descriptive, correlational, cross-sectional and predictive, based on expert considerations (Hernández, Fernández and Baptista, 2016).

3.2 Sample and Instrument

An online survey was developed to collect data for the two research variables, the survey was conducted during ten days in May, regarding the servant leadership style questionnaire (independent variable) 28 items were asked in seven dimensions elaborated by **Liden et al (2008)**, each item had a score according to the Likert scale of five points, totally disagree 1 point and totally agree 5 points and with respect to the job satisfaction questionnaire (dependent variable) 8 items were asked in two dimensions (intrinsic job satisfaction and extrinsic job satisfaction) elaborated by Mohrman-Cooke-Mohrman (MCMJSS), also the five point Likert scale was used with the lowest point 1 and highest point 5; as well as sociodemographic questions were included for their respective analysis. The participants decided to participate randomly, voluntarily and anonymously; the respondents were of legal age and responded professionally, the respondents were principals and teachers at the secondary level of three educational institutions in the district of Talavera, which resulted in 64 participants out of a total of approximately 130 teachers at the secondary level, reaching almost 50% participation of teachers invited to fill out the survey.

3.3 Procedure and data analysis

La confiabilidad y validez de los instrumentos fueron validados en distintas investigaciones como el de Pino, R. M., Arévalo-avecillas, D., & Padilla-lozano, C. (2020) [19], pues en su modelo original el alfa de Cronbach fue de 0.923, en nuestro caso tenemos que el alfa de Cronbach es de 0.972 superando al Alfa de Cronbach original, pero este análisis de datos fue sometido al contexto peruano, mientras que el alfa de Cronbach para la satisfacción laboral esta con 0.918, valor muy aceptado por la literatura científica; luego se emplearon la parte descriptiva de los datos de las variables de género y edad para buscar el grado de correlación entre ambas variables de estudio; como nuestro objetivo era averiguar si existía o no la relación entre liderazgo servidor y satisfacción laboral se usó el análisis factorial exploratorio para el cual utilizamos los datos en el programa SPSS versión 25.

4. Results

Table 1 shows the summary of the variables of gender and age, where there was a greater participation of male teachers with 57.81% and 42.19% participation of female teachers, the ages of the teachers with the highest concentration were between 41-50 years old together with teachers aged 31-40 years old, noting that there is a 3.13% of young teachers aged 21-30 years old.

Table 1: Distribution of gender and age variables.

Variable	Category	Number	Porcentaje
Gender	Male	37	57.81%
	Female	27	42.19%
Age	21-30	2	3.13%
	31-40	24	37.50%
	41-50	25	39.06%
	51- to more	13	20.31%
Total		64	

Table 2 shows the results analyzed by the exploratory factor analysis of all items (28), showing that all Cronbach's alpha (if the item has been deleted) are greater than 0.970 for each of the 28 items and with a correlation greater than 0.589 (of all corrected items) for the independent variable of servant leadership.

Table 2: Exploratory Factor Analysis and Reliability of Servant Leadership.

Factor / Ítem	Scaling average if the element has been suppressed	Scale variance if the element has been suppressed	Total correlation of corrected elements	Cronbach's alpha if the item has been deleted	
Emotional Healing	P1	99,7813	338,936	,744	,971
	P2	99,7813	342,777	,782	,971
	P3	99,9844	332,365	,826	,970
	P4	100,4063	333,896	,731	,971

Community Value Creation	P5	99,5469	347,458	,631	,971
	P6	99,5469	339,395	,828	,970
	P7	99,6875	338,504	,780	,971
	P8	99,6406	338,139	,839	,970
Conceptual Skills	P9	99,8438	340,737	,719	,971
	P10	99,7031	341,545	,759	,971
	P11	99,6250	343,794	,794	,971
	P12	99,6563	342,197	,812	,970
Empowerment	P13	99,5938	344,086	,704	,971
	P14	99,6250	341,032	,772	,971
	P15	99,7500	344,730	,707	,971
	P16	99,8906	342,797	,620	,972
Supporting subordinates to grow and succeed	P17	99,7813	340,237	,793	,970
	P18	99,6875	339,234	,857	,970
	P19	99,7031	337,482	,852	,970
	P20	99,9531	339,030	,853	,970
Putting subordinates first	P21	100,4063	344,086	,603	,972
	P22	100,5156	345,174	,606	,972
	P23	100,5313	344,031	,610	,972
	P24	100,0469	342,649	,628	,972
Ethical behavior	P25	99,7188	344,682	,738	,971
	P26	99,6094	342,051	,800	,970
	P27	99,7188	349,443	,589	,972
	P28	99,6094	346,623	,700	,971

Table 3 shows the results analyzed by the exploratory factorial of the Items (8), showing that all Cronbach's Alphas (if the item has been deleted) are greater than 0.900 in each of the 8 Items and with a correlation greater than 0.588 (of all its corrected items), for the dependent variable of job satisfaction.

Table 3: Exploratory Factor Analysis and the Reliability of Job Satisfaction.

Ítem	Scaling average if the element has been suppressed	Scale variance if the element has been suppressed	Total correlation of corrected elements	Cronbach's alpha if the item has been deleted
D1	27,8594	18,567	,588	,918
D2	28,0625	17,202	,754	,905
D3	27,8750	17,825	,769	,905
D4	28,1875	17,615	,663	,913
D5	28,1406	16,948	,816	,900
D6	28,1563	16,578	,844	,897
D7	28,3281	17,018	,660	,915
D8	28,0469	17,664	,769	,905

The relationship between servant leadership and job satisfaction was measured with Factor Analysis using the KMO and Bartlet test where it resulted that the Kaiser-Meyer-Olkin Measure of sampling adequacy is 0.876 which is greater than 0.7 and is accepted according to the required literature and Bartlett's Test of Sphericity with a Chi-square approximation 1908.047, gl 378, sig. 0.00 which is accepted for the independent variable of Servant Leadership, Figure 1 shows the sedimentation that the Servant Leadership variable undergoes from point 16.345 to 0.022 of Item 28.

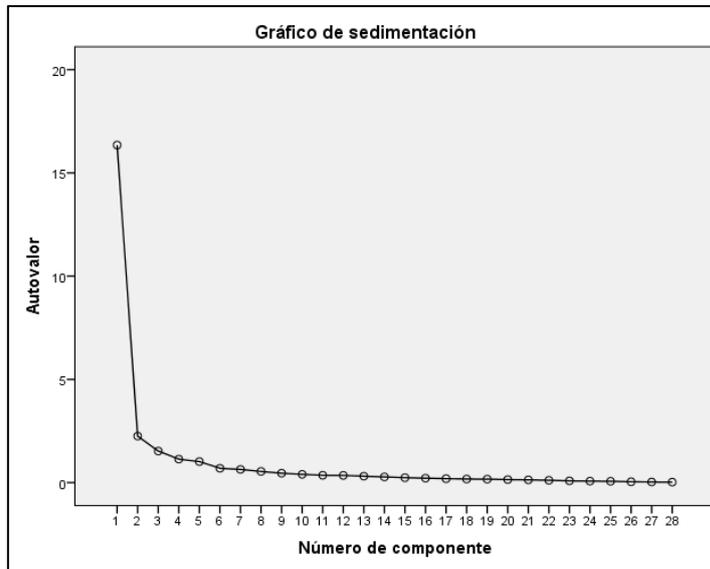


Figure 1: The sedimentation of servant leadership

Meanwhile the dependent variable of job satisfaction taking the same method of KMO and Bartlet test resulted that Kaiser-Meyer-Olkin Measure of sampling adequacy is 0.896 which is greater than 0.7 and is accepted according to the required literature and Bartlett's Test of Sphericity with a Chi-square approximation 329.740, gl 28, sig. 0.00 is accepted as well and Figure 2 shows the sedimentation that the variable of Job Satisfaction undergoes from point 5.16 to 0.155 of Item 8.

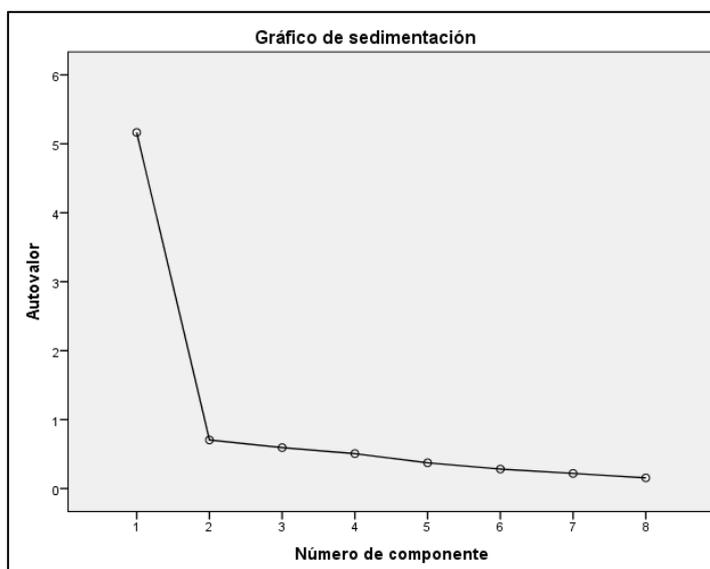


Figure 2: The Sedimentation of Job Satisfaction

5. Discussion.

The 100% participation of secondary school teachers was due to the lack of information they had about servant leadership and the fear that it could have a negative impact on their institution where they worked. It was necessary to make arrangements with some of their colleagues to invite them to participate in the survey. Since there is little information on servant leadership, other strategies will have to be considered in order to elaborate and investigate the topic in more depth and to learn more about servant leadership at the regional level. The other fear of participating was that many thought that they had to evaluate the director of the institution, all of this due to a lack of knowledge on the topic of servant leadership.

6. Conclusions.

First, it was enriched more about servant leadership in a literary way and taking into account that many leaders are unaware of its main characteristics and put it into practice, there are many applications where much benefit would be taken from this little known theory today, one of these applications is education where the servant leader would take command in the educational institution to take advantage of both teachers and students and all for the good of education. Second, there was a very positive effect of servant leadership on job satisfaction despite living this pandemic Covid-19, this research compared Cronbach's alpha with the original results and surpassing the original value in a Peruvian environment in secondary education teachers of educational institutions in the district of Talavera in the region of Apurimac, Peru. These results will serve as comparison and future works of servant leadership and later will be used in some application whose satisfaction will be significantly.

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