

# The Relationship between Servant Leadership of School Administrator and Job Motivation of Teachers under Saint Maria Academy

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## Abstract

The main aim of this research was to study 1) servant leadership of school administrators under Saint Maria Academy 2) job motivation of teachers under Saint Maria Academy, and 3) the relationship between servant leadership of school administrators and job motivation of teachers under Saint Maria Academy. One hundred and thirty teachers in Saint Maria Academy of academic year 2019 were chosen. The research instrument was a 5 rating-scale questionnaire. The statistics for data analysis included frequency, percentage, mean, standard deviation, and Pearson Product Moment Correlation. The major findings revealed that 1) servant leadership of school administrators under Saint Maria Academy showed a high level in an overview 2) job motivation of teachers under Saint Maria Academy showed a high level in an overview, and 3) the relationship between servant leadership of school administrators and job motivation of teachers was at the level of 0.05 with ( $p = 0.725$ ) positive direction and the relationship size.

**Keywords:** Servant Leadership, Job Motivation, Saint Maria Academy

## Introduction

The school administrator can change the future of the world. Schools manage education by plan and establish policy that can better reflect social aspirations (Thanomton, Niyamabha, Wichitputchraporn & Koedsuwan, 2018). There are many leadership theories that have been established since the earlier of last century, like trait leadership theory, behaviorist leadership theory, situational leadership theory, contingency leadership theory, transformational leadership theory (Bass, 1990, 1998; Bass & Avolio, 1994; Conger, 1992; Conger & Kanungo, 1988). There are a vast number of past researches about the education leadership such as principals' leadership style, administrators' leadership style or other leaders in schools; they always connected with schools achievement, teachers' job satisfaction, student outcome (Menon, 2011). Responsible leadership is the ability to create and sustain relationships with stakeholders based on leaders' values and ethics, leading to the achievement of the organization's objectives (Mahapoonyanont, Wichitputchraporn, Niyamabha & Piyapimonsit, 2018).

According to Saint Maria Academy, there was a request to resign from being a teacher in the academic year 2018 with a total number of 15 people. Prior to that, during the academic year 2008-2018 throughout the past 10 years, the problem of resignation and the transfer of teachers' workplaces has been the same. This is an increasing problem that comes from the

reason that the school administrator is unable to meet the expectations of the teacher and unable to create job motivation for teacher. Traditional education should be changed, for many reasons, such as now educator as a role of coach, guide, lead learner, not like past teacher as the deliverer of content, tests and assignments; teachers are the only sources of knowledge (Lixia, 2017).

School teachers hope that the administrator will be the best friend in performing their works. But in reality, the administrator is just sitting in the position of supervisor waiting to issue orders and do not understand the feeling of the subordinates. Therefore, the relationship between the administrator and teachers which should be in a positive way but happen in a contrary way, resulting in an inconsistent attitude. The administrator's goal is expecting teachers to create good results and work effectively. However, in the perspective of the teacher, this is just only issuing an order. The result is that teachers are unable to fully utilize their potential, resulting in various problems within the organization as well as lacking of love and harmony. For example, conflict, stress and jealous both in academic and personal feelings instead of creating good things, generosity, and career advancement. Referring to the background and importance of the problem, the author, as an administrator of the school, therefore is interested in studying the servant leadership whether how it will affect teachers' job motivation and to find out the answer to what is actually the job motivation of the teacher as well as the findings from research results related to servant leadership as mentioned above. It can be seen that from the past to the present, there are many research results which indicate that factors affecting quality and success in education management mainly depend on the ability, management skills and leadership of administrator. The author does not only aim for the work efficiency of the teacher, but also expect the teachers' good feelings that affect the school similar to being the same family. In addition, having love and unity to be a guideline for the development of administrator leadership and is beneficial to the development of educational institutions of the country (Greenleaf, 1977).

## Literature Review

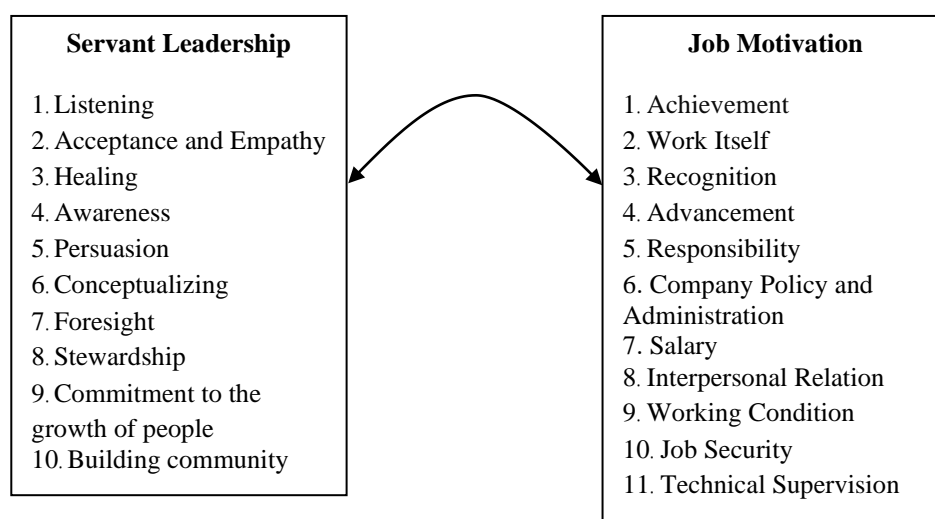
**Servant Leadership Theory:** Since 1992, Thailand has focused on education as a mean in developing human resources noticeably by considering from the increase of investment in education (Sotarot, Buasuwan, Sarnswang & Lapanachokdee, 2018). Many leadership theories were used throughout the country to reform the education management system. Greenleaf (Greenleaf, 2003) which has proposed the 10 aspects of servant leadership: 1) Listening 2) Acceptance and Empathy 3) Healing 4) Awareness 5) Persuasion 6) Conceptualizing 7) Foresight 8) Stewardship 9) Commitment to the growth of people, and 10) Building community. The servant leadership can happen from the starting point that comes from the consciousness sent through the feeling of inspiring the desire to serve first. Moreover, be sure to be able to meet the needs of other people already (Howell, 2013, pp. 20-25). Therefore, it can be concluded that servant leadership is service before leading others, passion for service and ready to serve other people rather than seeking personal benefits.

**Job's Motivation:** Motivation is like the power to drive success in doing things successfully. The job motivation of teacher is the driving force in using the effort to reach the goal without stopping or giving up (Rozman, Treven, & Cancer, 2017). For this reason, job motivation can be used as a tool to predict or forecast the actions of people in the organization effectively. Personnel with high level of job motivation will work hard and tend to be loyal to the organization. It can be seen that motivation is a stimulus or incentive that gives people to use the existing knowledge and ability and seek new knowledge in working willingly and be happy with the work in order to achieve the goals or objectives of the organization (Osabiya, 2015), which is consistent with Maslow's hierarchical theory of needs, McGregor's motivation theory, McClelland's three requirements theory and Herzberg two factors theory

(Herzberg, 1959), which concludes that the job motivation is an influence on the performance of personnel and is something that deserves apart from salary. Regarding wages that are normally received, by the nature of human beings when receiving responses, it will cause satisfaction and show positive behavior. If being motivated to perform a job in a good way and appropriately, it will be an incentive for effective operation, have a commitment to the organization and willing to work with the organization.

### Conceptual Framework

The study showed the relationship between servant leadership and job motivation.



**Figure 1.** Conceptual Framework

### Research Hypothesis

- 1) To study the servant leadership of the school administrators under Saint Maria Academy.
- 2) To study the job motivation of teachers under Saint Maria Academy.
- 3) To study the relationship between the servant leadership of the school administrators and the job motivation of teachers under Saint Maria Academy.

### Methodology

**Method:** The quantitative method with the population used in this research was 130 teachers under Saint Maria Academy, which is classified according to 4 affiliated schools as follows: 1) Saint Maria Mae Saruay School, 28 teachers 2) Saint Maria Chon Daen School, 50 teachers 3) Saint Maria Chiang Mai School, 24 teachers 4) Saint Maria Min Buri School, 28 teachers.

**Instruments:** The tool used in this data collection is a questionnaire with the characteristics of the question being 5 levels estimation scale in accordance with Likert's five rating scale. The revised questionnaire is brought to 5 experts for inspection in order to determine the consistency between the question and specific terminology definition. (IOC: Index of Item-objective congruence). Revise according to the suggestions and then use the questionnaire to collect data with the population and then analyze the data. The statistics used in data analysis were percentage values, mean values, standard deviation values and Pearson's Product Moment Correlation Coefficient (Pearson, 1948).

### Results

Data mean and standard deviation of servant leadership of school administrator under Saint Maria Academy can be summarized as follows.

**Table 1:** Servant Leadership

<b>Servant Leadership (SS)</b>	$\mu$	$\sigma$	<b>Perception</b>
1. Listening (S1)	4.41	0.64	High
2. Acceptance and Empathy (S2)	4.38	0.65	High
3. Healing (S3)	4.55	0.58	Highest
4. Awareness (S4)	4.54	0.58	Highest
5. Persuasion (S5)	4.37	0.70	High
6. Conceptualizing (S6)	4.48	0.57	High
7. Foresight (S7)	4.49	0.65	High
8. Stewardship (S8)	4.54	0.56	Highest
9. Commitment to the growth of people (S9)	4.50	0.60	High
10. Building community (S10)	4.30	0.72	High
<b>Average</b>	<b>4.46</b>	<b>0.63</b>	<b>High</b>

Servant leadership of school administrator under Saint Maria Academy is at a high level with a mean at 4.46, and standard deviation at 0.63. When considering each aspect, it was found that in terms of healing, had the highest mean at 4.55 and the standard deviation at 0.58, and followed by awareness with the mean at 4.54, standard deviation at 0.58. The lowest mean value is building community with the mean at 4.30 and standard deviation at 0.72.

**Table 2:** Job Motivation

<b>Job Motivation (SM)</b>	$\mu$	$\sigma$	<b>Perception</b>
1. Achievement (M1)	4.61	0.51	Highest
2. Work itself (M2)	4.39	0.63	High
3. Recognition (M3)	4.15	0.72	High
4. Advancement (M4)	4.39	0.63	High
5. Responsibility (M5)	4.44	0.56	High
6. Company Policy and Administration (M6)	4.45	0.61	High
7. Salary (M7)	4.13	0.71	High
8. Interpersonal Relation (M8)	4.46	0.62	High
9. Working Condition (M9)	4.14	0.77	High
10. Job Security (M10)	4.34	0.65	High
11. Technical Supervision (M11)	4.30	0.60	High
<b>Average</b>	<b>4.35</b>	<b>0.64</b>	<b>High</b>

Job motivation of teachers under Saint Maria Academy is at a high level with a mean at 4.35, and standard deviation at 0.64. When considering each aspect, it was found that in terms of achievement, had the highest mean at 4.61, standard deviation at 0.51, followed by interpersonal relationship with the mean at 4.46 and standard deviation at 0.62. The lowest mean value is salary with the mean at 4.13 and the standard deviation at 0.71.

**Table 3:** Relationship between servant leadership of school administrators and job motivation of teachers

Variable	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	SS	SM
S1	1																						
S2	.747**	1																					
S3	.672**	.627**	1																				
S4	.681**	.662**	.561**	1																			
S5	.560**	.682**	.601**	.534**	1																		
S6	.650**	.538**	.669**	.519**	.621**	1																	
S7	.658**	.603**	.617**	.587**	.579**	.641**	1																
S8	.705**	.621**	.742**	.634**	.608**	.723**	.709**	1															
S9	.620**	.557**	.692**	.537**	.542**	.684**	.643**	.805**	1														
S10	.549**	.593**	.452**	.510**	.513**	.619**	.663**	.621**	.623**	1													
M1	.536**	.477**	.515**	.511**	.466**	.493**	.549**	.576**	.476**	.505**	1												
M2	.453**	.408**	.427**	.421**	.256**	.377**	.480**	.467**	.355**	.350**	.539**	1											
M3	.266**	.330**	.283**	.304**	.238**	.234**	.180**	.240**	.184**	.334**	.376**	.476**	1										
M4	.366**	.330**	.393**	.432**	.285**	.282**	.415**	.420**	.271**	.297**	.524**	.601**	.533**	1									
M5	.475**	.482**	.508**	.533**	.437**	.399**	.515**	.527**	.412**	.377**	.618**	.612**	.415**	.721**	1								
M6	.535**	.494**	.557**	.520**	.496**	.470**	.574**	.580**	.505**	.410**	.557**	.578**	.411**	.618**	.701**	1							
M7	.413**	.477**	.410**	.370**	.421**	.416**	.452**	.462**	.419**	.483**	.423**	.452**	.333**	.591**	.590**	.556**	1						
M8	.504**	.519**	.508**	.556**	.512**	.437**	.479**	.537**	.400**	.339**	.609**	.562**	.376**	.559**	.730**	.704**	.604**	1					
M9	.544**	.542**	.513**	.421**	.577**	.536**	.534**	.519**	.527**	.426**	.502**	.451**	.361**	.395**	.519**	.624**	.636**	.626**	1				
M10	.509**	.441**	.528**	.454**	.483**	.492**	.539**	.549**	.505**	.365**	.530**	.514**	.294**	.585**	.719**	.757**	.701**	.683**	.681**	1			
M11	.669**	.593**	.592**	.665**	.635**	.585**	.682**	.618**	.510**	.600**	.517**	.311**	.457**	.619**	.692**	.635**	.662**	.727**	.733**	1			
SS	.839**	.826**	.807**	.761**	.774**	.822**	.830**	.875**	.820**	.770**	.635**	.490**	.327**	.434**	.575**	.632**	.537**	.586**	.633**	.603**	.759**	1	
SM	.620**	.611**	.610**	.605**	.565**	.553**	.627**	.646**	.546**	.516**	.725**	.735**	.583**	.765**	.840**	.839**	.775**	.832**	.778**	.845**	.815**	.725**	1

\*\* Correlation is significant at the 0.01 level (2-tailed).

The relationship between servant leadership of school administrators and job motivation of teachers under Saint Maria Academy, there was a high level of positive relationship ( $\rho = 0.725$ ) with statistical significance at the level of 0.05, which is consistent with the hypothesis set. When considered in pairs, it was found that the most correlated pairs were the stewardship, and the technical supervision with the relationship value of 0.682 with statistical significance at the level of 0.05. The pair that has a secondary relationship is listening and technical supervision, which has the relationship value of 0.669 with statistical significance at the level of 0.05. The pair with the lowest relationship is foresight and recognition with the relationship value of 0.180 and statistical significance at the level of 0.05.

## Discussion and Conclusion

1) Servant leadership of school administrator under Saint Maria Academy in the overall aspect is at a high level and in the top 3 highest individual aspects were healing, awareness, and stewardship which is consistent with the research of Apichart Anantapak (2015: 126) who conducted research on the service-oriented leadership of administrator or servant leadership under the Office of Kalasin Primary Education Area 3. The research found that the overall and each aspect are at a high level. If sorted in descending order, the first 3 are building community, commitment to the growth of people and persuasion. Also, consistent with the research of Suramon Thaikasem (2015: 111-112) who studied the development of servant leadership measurement of entrepreneurs in small and medium enterprises in Chachoengsao Province. The research found that the overall and classified by composition results are at a high level.

2) Job motivation of teachers under Saint Maria Academy in the overall aspect is at a high level, and in the top 3 highest individual aspects were achievement, interpersonal relation, and company policy and administration. It is the feeling of each individual that creates the motivation to perform the job (Sripramual & Kongsawatkiat, 2013: 31-33). However, the highest average including success in the job. This may be because every human being has a career goal to accomplish by using success as the norm. When able to accept their own goals

and organizational values in working, the job motivation will occur ( Mehrmanesh & Tirabadi, 2015).

3) The relationship between servant leadership of school administrators and job motivation of teachers under Saint Maria Academy, there was a high level of positive relationship ( $p = 0.725$ ) with statistical significance at the level of 0.05. It is consistent with Howell's research (2013) that conducted the study about the relationship between the servant leadership and commitment to their potential for the organization. According to the research results, the characteristics of the servant leader can be measured and evaluated in the organization from the analysis of the polynomial variance, leadership score, management, and employee recognition of service-oriented leadership. It was found that the perception of servant leadership has a positive relationship with job motivation. It is also consistent with the research of Mitterer (2017: 99) which conducted the research on the topic of "Servant Leadership and Its Effect on Employee Job Satisfaction and Turnover Intent". The research found that the servant leadership positively correlated with job satisfaction, and motivation to work as well as less resignation rate. Servant leadership makes the life of the subordinates meaningful, affecting the satisfaction and efficiency of work which consistent with the research of Shane (2013) that conducted the research on servant leadership: a quantitative exploration of the relationship between servant leadership and employee commitment to a supervisor. The research found that there was a positive correlation between perceived principles of servant leadership and job motivation and in accordance with Robert Greenleaf (Robert et al., 2003). It was found that the servant leadership has a relationship and is an important indicator of job motivation for the subordinates of the organization, community commitment, membership behavior, and role performance.

## Recommendations

- 1) School administrator should be encourage and support in order to increase management efficiency, and effectiveness in the school administration.
- 2) Teachers should know about the rate of salary within their individual performance.
- 3) Saint Maria Academy should focus more on community service activities.

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