

Exploring the Relationship Between Servant Leadership and Job Retention of Teachers at the Secondary Level in Punjab

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Abstract

The purpose of the study was to determine the relationship between servant leadership and job retention among Secondary School Teachers. The research was quantitative. The study used a correlational research design. This research employed the use of multistage sampling methods to draw a sample. In each selected district, a stratified random sampling technique was applied in selecting 20 high schools (10 boys and 10 girls) each. Finally, teachers were identified in each of the selected schools. Therefore, the study sample consisted of 920 secondary school teachers (470 male and 450 female). Adapted questionnaires for servant leadership and job retention were used to collect data. Descriptive statistics such as means and standard deviations were utilized to determine the levels of study variables, and Pearson Product-Moment Correlation was used to examine the relationship between servant leadership and job retention. Internal consistency of the instrument was tested using Cronbach's alpha. Reliability scores of instruments were perceived: servant leadership = .763 and job retention = .807. Results of the correlation analysis revealed a moderate, significant, and positive correlation between servant leadership and job retention ($r = .47, p < .001$). The findings indicate that a teacher's sense of servant leadership behaviors by school leaders is associated with higher retention rates. The study concludes that servant leadership plays an important role in promoting teacher retention in secondary schools. The results indicate a need for administrators and policy makers to promote leadership practices that foster teachers' professional growth, respect, stewardship, and empathy. It is recommended that educational authorities should promote servant leadership by implementing leadership development programs to create positive school environments and to support teachers' retention.

Keywords: Servant leadership, primary job retention, educational leadership

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Introduction

This research is aimed at examining the connection between servant leadership and job retention among secondary school teachers. Management and philosophy of leadership are as old as mankind itself. Principals and teachers are considered the most predominant fundamentals of educational quality.

In an ideal school, teachers would look forward to getting to the workplace daily, and the principal would employ the best leadership tools to inspire and motivate his or her employees. Servant leadership is not a new doctrine. It is a practice that is prevalent in history and among all cultures and has been referred to as a universal, timeless principle. The concept of servant leadership is dynamic to educational institutions as it focuses on building relationships with the subordinates that are founded on trust (Sergiovanni, 2007; Giacalone and Jurkiewicz, 2010; Lian and Kiang, 2011; Ferch and Spears, 2011). Servant leadership is an old practice. Greenleaf (2002) explains that the driving force behind the establishment of effective institutions that are models of organizational excellence lies in the hands of employees within the organization who possess the zeal and abilities to implement effective positive changes. According to Young-Ritchie, Laschinger, and Wong (2009), the key to meaningful work is strong interpersonal relationships where leader-follower interchange is a valuable constituent of a humanistic leadership style. When leaders are compassionate and serve, innovation would increase, employees would raise their standards, and the organization would benefit in all respects.

The school leaders should be curriculum experts who realize the importance of teacher retention and teacher satisfaction (Arumi, Johnson, & Ott, 2006). Transformational and servant leadership have been mentioned in most texts interchangeably by the authors. Servant leadership entails the act of a concerned leader working up close and personal with a follower in a way that lifts both to a higher level of harmony (Frick & Sipe, 2015). Brumley (2011) found that servant leaders can always bring improvement within the organization. They can detect opportunistic courses of action that help them conform to teachers' expectations (Tey, 2006). Highest trust is ensured in educational institutions. This research will examine the rapport between servant leadership qualities and job retention as a way of advancing the knowledge on the same. Leadership is not only a single area of research but also a master area of study and encompasses some of the most pertinent questions of human necessities and societal transformation, drawing upon the findings within political science, history, sociology, philosophy, theology, literature, and psychology.

Leadership is found only in the perceptions and relationships of the parties involved. Owing to this fact, it becomes important to understand educational leadership practices through the perspectives of relationships and communication (Moore, 2010). The

concept of servant leadership underlines the difference between the autocratic and the empowering leadership stance. Empowerment is a means of building good leaders at whichever level of organizational life. Empowerment is a method used to generate effective leaders in different hierarchies. Servant leadership is a leader- focused form of leadership where the needs of the leader come second. Servant leaders are positive and can give employees the facilities that they require to create better performance and satisfaction in their jobs. The servant leaders provide opportunities to achieve good individual and organizational results in an increasingly complex working environment.

Definitions of Leadership

Many scholars have defined leadership in different ways, and these definitions are not set in stone. While Sergiovanni (2007) did not define leadership, Yukl (2009) provided a list of nine definitions. Rather, he gave examples of both successful and unsuccessful leadership approaches so that readers might recognize the traits of successful leadership. According to Covey (2008), leadership is essentially the method of expressing people's values in a way that allows others to recognize them for themselves.

Leadership, according to Bolman and Deal (2011), is a complex practice of shared inspiration that blends action, emotion, and intelligence. Consequently, the follower and the leader collaborate to achieve shared goals (page 345). According to them, there can only be leadership when everyone is actively invested. Therefore, understanding educational leadership methods from a communication and interpersonal perspective is essential (Moore, 2010). Even though being a leader is a broad idea, researchers have developed numerous leadership theories by focusing on specific leader types and leadership attributes (Bush, 2008; Burns, 2003; Yukl, 2009).

Bush (2008) outlined three leadership qualities as a foundation for emerging a workable description of educational leadership and explained a subjective meaning of the term. Interaction between stakeholders and leaders allows influencers to share interests and beliefs to accomplish organizational goals. According to him, a leader's main duty is to influence and convince others to follow them in order to accomplish predefined goals. The second factor is coordinating people to advance the organization's core values. The last component was leadership inspiration, which encourages followers to collaborate in order to achieve the organization's goal and cultivates a common goal.

Servant Leadership

The idea of servant leadership in general has its origins in antiquity. Servant leadership is covered in the Tao Te Ching, which is also referred to as The Book of the Way and Its Virtue in Chinese. Approximately 570 B.C. saw the writing (Cole, 2006). Christianity and Jesus Christ's teachings are frequently associated with the leader's beginnings as a servant

(Blanchard & Hodges, 2008; Prosser, 2007). Though it was initially introduced in Hebrew literature and Chinese philosophy before the Christian era (Millard & Christman, 2006, p. 2), servant leadership is currently thought to be the most promising leadership style of the twenty-first century (Locander & Luechauer, 2006). Robert Greenleaf developed the leadership philosophy known as "servant leadership" in 1970, and it was published as a book in 1977. Greenleaf (2002) asserts that service to followers is at the heart of servant leadership theory. By helping their followers become healthier and more informed, servant leaders expand the following of their organizations. Right and wrong are highly valued in this type of ethical leadership. Building a trust-based organization, empowering individuals, and striving for a common goal are the foundations of the conceptual theory.

Greenleaf's writings have inspired people for many centuries. He is recognized as the originator of the phrase "the servant as leader." He exhorted those in leadership roles to care about the people, the work, societal issues, and the results. This helped to unite people who felt isolated in their thoughts and professions and gave a name to something that many people found quite meaningful. The straightforward act of uniting the world's leaders and servants was one facet of his service to the globe (Ferch & Spears, 2011).

The differences are evident in the servant's attention to detail (school leader), according to Greenleaf (2002). They make sure that the needs of others are taken care of first and foremost. The best (and most challenging) test is: Do people who are serviced develop as individuals? As they are being served, do they grow healthier, wiser, freer, more independent, and more inclined to serve others? Furthermore, would the most disadvantaged people in society gain anything from it or suffer even more? When a leader shifts their focus from themselves to their followers, these are the key questions to understand servant leadership (Covey, 2008a; Wong, Davey, & Church, 2007). Characteristics that are fundamental to the development of servant leaders were identified by Spears (2012) and other scholars studying servant leadership. Effective communication and decision-making skills are critical for the school administrator (Smith and Pielé, 2006). However, a dedication to active listening must be combined with these two skills. A servant leader tries to ascertain the goal of the group (Neuschel, 2005). A systematic review by Eva et al. (2019) found that servant leadership enhances organizational commitment, performance, and employee well-being in all sectors. Black (2010) found that servant leadership enhanced teacher satisfaction and team performance in schools.

Three phases of servant leadership are identified by Eva et al. (2019).

The theory was conceptualized in the first stage, which was distinguished through the efforts of two academics, Greenleaf (1970) and Spears (1996).

The second stage, known as the measurement stage, involves gathering extra empirical data to operationalize the notion and establish proof for its usage in a commercial setting.

Academic research is currently in the third stage of servant leadership, which is likely the most challenging stage, to better understand how the theory promotes servant leadership.

There are now opportunities to look into how servant leadership could assist businesses in achieving particular objectives, such as increased productivity, job satisfaction, and decreased intention to leave. This aspect of the literature review will be divided into three subsections. A brief overview of the early conceptualizations of servant leadership will be provided in the first subsection. The next section, known as the measurement stage, will include an overview of four more servant leadership models: (a) Laub (1999); (b) Barbuto and Wheeler (2006); (c) Sendjaya et al. (2008); (d) Russell and Stone (2001); (e) Patterson (2003); and (f) van Dierendonck (2011). The final paragraph will explain van Dierendonck's (2011) servant leadership model in terms of other leadership models. The most successful leaders, according to Kouzes and Posner (2017), are those who have an eye toward the future and consider their history while keeping their attention on the here and now. The followers look to leaders to be visionary. The leader seeks growth opportunities, learns from errors, and celebrates even the tiniest accomplishments in order to push the process. The authors claim that when a leader's and follower's skills, values, objectives, capabilities, and desires are tested, they become more self-aware.

Successful leaders inspire others to take charge and effect change. According to Kouzes and Posner (2017), exemplary leaders want their followers to understand the organization's mission and lead better lives.

Servant Leadership Characteristics

First and foremost, a servant-leader is a servant. This initiates with the instinctive impulse to serve, to serve first. Servant leadership is a management philosophy that promotes a careful analysis of worker performance, production, and community spirit, according to Greenleaf's (2002) teachings. According to his definition, a servant leader is a person who influences the community and the well-being of people positively. They lead. Before helping individuals resolve problems and promote personal growth, the servant leader looks out for their needs. According to Blanchard (2018), soft management does not include servant leadership. It is management that generates high levels of human pleasure in addition to outstanding results. One of the most difficult things about a servant leader, you must have a self-interested heart. Self-interested leaders prioritize and further their

own goals over those of others. As stated by Dhar and Jaiswal (2017), Jaiswal and Dhar (2017) assert that contemporary management is adjusting to a changing socioeconomic environment. A good leader who has faith in their followers is more likely to let them go than to control them, claims Covey (2012). The requirements of their followers come before their own interests when a servant leader is in charge. A servant leader uses excellent communication to motivate people (Covey, 2012). Hoxha and Hyseni-Duraku (2017) assert that the leadership style of school administrators significantly affects the conduct and output of teachers in the classroom.

Job Retention

Employee retention is the ability of an organization to keep its employees. Making sure that talented teachers have a safe workplace and sufficient incentives to remain in the field comes next, once they have been employed. An employee may potentially leave and start seeking other alternatives if they are dissatisfied with their work and show little dedication to the company. The literature indicates that the primary causes of high attrition rates are poor pay and bad working conditions. The study of teacher retention examines how the components, such as school demographics and features, affect whether teachers stay at their current schools, move to another one, or leave their positions before they retire. The term "teacher retention" refers to educators who are still employed in their field. Teachers are not driven by career promotion or external rewards, and they often see their work as a vocation or a mission (Evans, 2010). We use the words "teacher retention" and "teacher intent to stay in the profession" interchangeably.

The success of student learning, teacher collaboration, and student engagement, on the other hand, is how teachers gauge their level of satisfaction, which validates Herzberg's theory that motivation is linked to a person's psychological development. The labor supply is greatly reduced by teachers quitting their jobs before they reach retirement age (Mulkeen, 2007). Teachers are economic players who make rational career decisions and take better positions when they are available. According to the literature, several factors reduce teachers' motivation to pursue this career, such as pupils' lack of dedication, discipline problems, limited instructor involvement and control over school policies, and a lack of support UNESCO, 2006). The only occupation that has a bigger influence on the next generation's future is teaching.

A child's well-being, social skills, employment prospects, and financial independence are all enhanced by a high-quality education. High turnover rates cause children's lives to be in constant change, which affects their academic performance. Important policy changes are also much more difficult for schools to adopt as a result. The quality of the teacher workforce has declined over time, and there are currently relatively few high performers in the workforce due to the increasing availability of better outside

options (OECD, 2005). In the early years, when a lack of support is the main cause of professional misery and forces people to think about other choices, turnover is especially challenging. Two paradigms impact teacher employment: position-based and career-based.

In Pakistan, the career-based paradigm frequently employs teachers who pass competitive exams and then pursue a predetermined career path after being employed. Promotion is based on an individual's grades rather than their position. Once instructors are hired, they have no incentive to keep getting better because the selection criteria for this approach do not prioritize teaching attributes that improve student performance, and teacher education does not align with school requirements. The top applicants are given preference in the position-based approach. It is possible to enter the teaching profession at any point in one's career. However, according to the OECD (2005), such a system struggles to retain skilled individuals past the ages of 30 to 40.

Job embeddedness theory

In 2001, the job embeddedness idea was presented. Employee retention is explained by this theory, which focuses on the "web" of factors that link workers to their jobs rather than just their degree of job satisfaction. Through connections, fit, and sacrifice—both on and off the job—it suggests that workers become ingrained in their positions. These factors influence their choice to remain or leave, even if they are considering alternative career paths. The concept of job embeddedness (JE) was created to explain why people remain in their positions (Mitchell, Holtom, Lee, Sablinski, & Erez, 2001). We are held in place at work and in our communities by the relationships we have with other individuals, groups, organizations, places, and objects, according to the job embeddedness hypothesis. One becomes entangled in their task because of the "totality of embedding forces" (ibid., p. 1109), regardless of the strength and magnitude of each bond.

Essential Elements of Embeddedness in Jobs

The theory comprises three primary dimensions, each of which is investigated in two domains: the community and the workplace.

Links: Refers to a worker's connections with organizations (business, community) and other individuals (friends, mentors, and coworkers). These connections could be casual (like friendships) or official (like reporting relationships).

Fit: It encompasses how well the worker feels suited to the position, the company, and the neighborhood. It has to do with how well their values, skills, and goals mesh with those of the company and the broader context.

Sacrifice: Considers the pecuniary and psychological benefits of quitting the job, as well as the perceived costs of doing so. Examples of this include friendships, pension plans, or contentment with ongoing initiatives.

The Theory of Organizational Equilibrium (TOE)

According to the Barnard-Simon Theory, an employee's decision to stay with or leave a company is based on how well they feel that the company's contributions to their well-being and their contributions to the company are balanced. In essence, employees evaluate their perceived value to the company in connection to the benefits and support they receive, and this balance influences their degree of happiness and, consequently, their intention to remain. Considered the first formal theory, the Barnard-Simon Theory of Organizational Equilibrium provides a comprehensive explanation of the significance of staff retention in terms of turnover. This notion states that a person will keep on with an organization as long as they feel that they have contributed to it and that the organization has contributed equally to their lives.

According to TOE, a person's level of job satisfaction is determined by

1. their compatibility with their numerous jobs within the organization,
2. their ability to predict their connections in the office,
3. aligning one's self-perception with their occupation.

Therefore, employee retention rates will be good as long as an individual's personal and work-related aspirations do not conflict.

Servant Leadership and Teacher Retention

Teachers are the most important profession to children and the country itself. According to Barth (2006), nothing has a bigger impact on the character and caliber of a school than the type of adult relationships there. Teachers are often described as having a vocation or task, and they are not motivated by extrinsic rewards or job advancement (Evans, 2010). In contrast, teachers derive their sense of fulfillment from their interactions with students, their capacity for teamwork with other educators, and the achievement of student learning. This aligns with Herzberg's theory that "Motivation is linked to a person's urge for personal development" (as referenced on page 82 of Latham, 1998).

Research has shown that teacher retention is predicted by a teacher's degree of job satisfaction (Stockard & Lehman, 2004). Following the publication of A Nation Organized in America in 1986, the national board was asked to establish high requirements and verify educators who met them (Berry, 2011). The suggestion suggests that decision-making

frameworks should include prime teachers who would support and sustain the staff. Around this time in the history of education, school administrators also began to demand outstanding induction initiatives.

The necessity for improved working conditions for teachers has also been covered in the literature. According to Guarino, Santibanez, and Daley (2006), teachers' decisions to remain in or quit the profession were significantly influenced by the school environment. According to Glazer (2018), mandated curricula, testing, and job instability caused seasoned veteran teachers to quit. The majority of veteran instructors who quit their jobs did so for personal reasons, according to the report. Because of this information, schools and districts might not be able to gather data on the precise causes of teacher turnover, which would make it more challenging to intervene and reverse the trend of teachers quitting their jobs.

According to Maxwell (2015), leadership is the capacity to persuade. Having this capacity makes it easier for others to understand the school's vision and the necessity of the school aligning with it, which will also assist in retaining instructors. Being able to get everyone working toward the same objective will make it easier for people to recognize how they fit into that picture. Today's school systems can successfully implement servant leadership. Culver (2013) discovered practical instances of servant leadership in the Arizona schools where she worked. The process of becoming a servant leader is organized by her into intrapersonal, interpersonal, interorganizational, and interorganizational phases. This piece demonstrates how a school principal can develop self-awareness of their leadership style and strive to become a leader who pushes the school from behind rather than dragging it toward the goals by enforcing rules. Servant leadership assembles the recipe to enable educators to have sufficient resources, feel supported, and overcome challenging circumstances.

It's the aspect of teacher retention that gives educators a sense of purpose and belonging in improving the lives of children. Teachers can share issues and feel heard when they are under servant leadership. It provides educators to strive for as well. Twenty-first-century teacher retention is influenced by several things. Higher requirements are hard for school principals to satisfy when teacher attrition keeps increasing. Urban schools with high rates of poverty frequently have low teacher retention rates. The least qualified instructors in the country teach the most underprivileged students because better-qualified teachers are more likely to quit underperforming institutions (Cochran-Smith et al., 2008).

Research Hypothesis

Investigating the connection between servant leadership and job retention among secondary school teachers in Punjab was the goal of this study. For the current investigation, the following research hypothesis was developed.

H₀₁: There is no significant relationship between servant leadership and job retention of secondary school teachers.

Methodology

This study was quantitative in nature. Correlational research was undertaken to inspect the relationship between servant leadership and job retention of teachers in a secondary school located in the Punjab province.

Population and Sampling

Teachers in Punjab, Pakistan's secondary schools, participated in the study. To draw the sample for this investigation, multistage sampling approaches were employed. Using a stratified random sampling technique, 20 high schools (10 boys and 10 girls) were chosen from each district. Teachers from each chosen school were chosen at the final stage. This led to a sample of 920 secondary school teachers (470 men and 450 women) for the study.

Instrumentation

To gather information from teachers, two distinct questionnaires were employed. The surveys were modified. The Servant Leadership Relational Assessment (SLRA), created by Randy D. Caffey, and the Servant Leadership Assessment Instrument (SLAI), created by Dr. Robert S. Dennis, were the two questionnaires.

Questionnaires were subsequently modified to ensure accurate representation in the local context, per expert suggestion. Using Cronbach's alpha, the instrument's reliability was examined. All items were measured using a five-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. Higher scores indicated greater Servant Leadership and Job Retention. Dimension scores were derived from the average responses within each dimension, and overall construct scores were derived from the average of the items that make up each scale.

Data Collection and Analysis

The schoolteachers themselves provided the data. To assess the connection between secondary school teachers' job retention and servant leadership, the researcher personally visited secondary schools. The researcher created a form to gather data on demographic

characteristics. It included details about the district, division, gender, and teaching experience of the teachers.

To examine the gathered data, a variety of data analysis methods were used. SPSS was utilized to examine the data using both descriptive and inferential statistical methods. When examining mean, SD, and frequency values for demographic data, descriptive statistics were incorporated. The Pearson correlation coefficient was one of the statistical methods used for inference. To examine the connection between job retention and servant leadership, the Pearson correlation coefficient was employed.

Table 1

Demographic Attributes of the Sample

Characteristics	Subgroup	Frequency	Percentage
Gender	Male	470	51.1%
	Female	450	48.9%
Experience	Less than 5 years	43	4.7 %
	5-10years	169	18.4%
	10-15 years	377	41.0%
	15-20 years	265	28.8%
	20- 30 years	66	7.2%
Division	Lahore	313	34.0%
	Gujranwala	301	32.7%
	Multan	306	33.3%

According to Table 1, the gender distribution of the sample was the same, with 51.1% of teachers being male and 48.9% being female. A total of 920 individuals were chosen from Punjab province's public high schools. In the meantime, respondents from the Lahore division (34.0%), Gujranwala division (32.7%), and Multan division (33.3%) were the respondents. The table also reveals that 4.7% of teachers had less than five years of experience, 18.4% had five to ten years, 41.0% had ten to fifteen years, 28.8% had fifteen to twenty years, and 7.2% had twenty to thirty years. Most teachers have ten to fifteen years of experience.

Table 2

Level of Servant Leadership among Secondary School Teachers

Scale	<i>M</i>	<i>SD</i>
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Empathy	4.22	0.52
Respect for others	4.24	0.60
Commitment to the growth of others	3.70	0.74
Stewardship	3.94	0.70
Workplace condition	3.82	0.78
Servant leadership	4.00	0.46

The findings shown in Table 2 revealed that teachers overall agreed that servant leadership was high among the school heads. Among the dimensions, Respect for Others ($M = 4.24$, $SD = 0.60$) received the highest average rating, followed by Empathy ($M = 4.22$, $SD = 0.52$) and Stewardship ($M = 3.94$, $SD = 0.70$). Commitment to the Growth of Others ($M = 3.70$, $SD = 0.74$) was rated as the lowest of the dimensions. These differences reflect variations in teachers' perceptions of leadership practices rather than the relative importance or contribution of each dimension to servant leadership.

Table 3

Level of Job Retention among Secondary School Teachers

Scales	M	SD
Intention to stay	4.27	0.58
Positive appreciation of the profession	4.32	0.54
Rewards	4.15	0.67
Work-life balance	4.37	0.71
Job Retention	4.28	0.49

The results suggest that teachers experienced generally high levels of job retention. Work-Life Balance ($M = 4.37$, $SD = 0.71$), Positive Appreciation of Profession ($M = 4.32$, $SD = 0.54$), and Intention to Stay ($M = 4.27$, $SD = 0.58$) were the dimensions with the highest average scores. The lowest rating was given to Rewards ($M = 4.15$, $SD = 0.67$). The findings indicate that teachers' perceptions were relatively higher towards work-life balance and relatively lower towards rewards; however, conclusions cannot be drawn from just mean scores alone.

Table 4*Relationship between Servant Leadership and Job Retention*

No.	Variables	1	2
1	Servant leadership	-	.47**
2	Job retention	.47**	.

Note. ** $p < .001$

Pearson product-moment correlation was used to investigate the relationship between servant leadership and job retention of secondary school teachers. Results showed a statistically significant moderate positive correlation between servant leadership and job retention ($r = .47, p < .001$). The result indicated that there is a positive relationship between the servant leadership of school heads and job retention of secondary school teachers.

Discussion

The results of the study showed a strong correlation between secondary school teachers' job retention and servant leadership. This suggests that teachers are more likely to stick with their schools and the teaching profession when principals exhibit servant leadership traits, such as encouraging them, putting their professional development first, and fostering an inclusive and respectful workplace. By reducing fatigue and fostering a supportive environment, servant leadership traits like empathy and empowerment are also associated with improved retention rates. The present findings add further evidence to the growing body of literature that servant leadership is a vital leadership style for sustaining teacher retention. These results are consistent with those of Ahmad, Batool, and Abdullah (2023), who also found that Pakistani secondary school principals frequently exhibit servant leadership behaviors. The disparity in results, however, suggests that servant leadership is not applied uniformly in all institutions, underscoring the necessity of professional leadership development.

This is consistent with organizational commitment theories, which suggest that leadership behaviors impact loyalty and decrease intentions to leave. Therefore, the study emphasizes that a key leadership style for maintaining long-term retention in secondary schools is servant leadership. The study found that most teachers intended to remain in their current district. The majority of teachers (83%) stated that encouragement from school administrators would encourage them to continue teaching and working for the school system (Goldberg and Proctor, 2000). This study confirmed their findings.

Conclusion

The promise of an effective educational leadership and management style is evident in "servant-leadership" (Crippen, 2005, p. 16), in which principals support, mentor, and enhance faculty productivity. Principals must foster and apply a range of servant leadership qualities so as to accomplish their duties of inspiring teachers' hearts, empowering them to take action, setting an example of a servant's heart, and communicating a larger vision. (Ntoumanis & Taylor, 2007). Because they develop their own values, relationships with collaborators, classroom management and instruction, student interactions, motivation, and ability to foster a sense of community inside the school, principals who are outstanding servant leaders see an upsurge in teacher job satisfaction and retention. Therefore, researchers attempted to investigate the connection between secondary school teachers' job retention and servant leadership.

The results revealed a significant positive relationship between servant leadership and job retention, indicating that principals who demonstrate supportive and empathetic leadership behaviors enhance teachers' commitment and willingness to remain in their schools. School administrators may foster an atmosphere where teachers feel empowered, appreciated, and supported by implementing a servant leadership style.

Recommendations

1. The variations in leadership styles and retention issues between public and private schools may be brought to light by comparative studies.
2. School leaders should be encouraged to demonstrate servanthood traits, including empathy, respect, stewardship, and support for teacher professional and personal growth, which have been linked to higher teacher turnover rates.
3. For future research, the relationships between the subdimensions of servant leadership and job retention should be explored to gain a better understanding of what specific servant leadership behaviors are most positively linked to specific retention outcomes.
4. Longitudinal and mixed-methods research designs are suggested to be used in future studies to understand the impact of servant leadership on teachers' retention over time and to uncover teachers' experiences and perceptions more fully.
5. Further research should consider other variables that could help explain how servant leadership impacts teacher retention, such as job satisfaction, organizational commitment, teacher motivation, and workplace climate.

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