

## The degree of practicing servant leadership among the principals of governmental secondary schools in Amman governorate and its relation to teachers' motivation towards work

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**Abstract:** This study aimed to identify the degree of practicing servant leadership by the principals of governmental secondary school in Amman governorate and its relation to teachers' motivation towards work, from teachers' point of view, Descriptive correlative research method as the most suitable method for this study and adopted the questionnaire as a means of collecting data both for the servant leadership or motivation.

The sample of the study consisted of (347) teachers. They were chosen intentionally from governmental secondary schools in Amman. The descriptive correlational methodology was used. Two questionnaires were used as a tool of the study to collect data, after finding their validity and reliability; the findings showed that the degree of practicing servant leadership by governmental secondary school principals in Amman governorate from teachers' point of view was low. The level of teachers' motivation towards work was low too. There was a positive significant correlational relationship at ( $\alpha \leq 0.05$ ) between the degree of practicing servant leadership by governmental secondary school principals in Amman governorate and teachers' motivation towards work. The Pearson value was (0.61). The main recommendations of the study: organizing training courses on servant leadership for principals of public secondary schools in Jordan., and the adoption of servant leadership in the evaluation process and the selection of school principals by the Ministry of Education.

**Keywords:** Servant leadership, motivation towards work, governmental secondary schools in Amman governorate.

## درجة ممارسة القيادة الخادمة لدى مديري المدارس الثانوية الحكومية في محافظة عمّان وعلاقتها بدافعية المعلمين نحو العمل

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وزارة التربية والتعليم || الأردن

**المستخلص:** هدفت هذه الدراسة إلى التعرف على درجة ممارسة مديري المدارس الثانوية الحكومية للقيادة الخادمة في محافظة عمّان وعلاقتها بدافعية المعلمين نحو العمل. واستخدمت الباحثة المنهج الوصفي الارتباطي بوصفه المنهج الأكثر ملاءمة لهذه الدراسة، واعتمدت الاستبانة وسيلة لجمع البيانات سواء بالنسبة للقيادة الخادمة أم للدافعية، وقد تكونت عينة الدراسة من (347) معلماً ومعلمة تم اختيارهم بطريقة طبقية عشوائية من المدارس الثانوية الحكومية في محافظة العاصمة عمّان. وأستخدم منهج البحث الوصفي الارتباطي. كما استخدمت الاستبانة أداة لجمع البيانات بعد أن تم التأكد من صدقها وثباتها. وأظهرت نتائج الدراسة أن درجة ممارسة القيادة الخادمة لدى مديري المدارس الثانوية الحكومية في محافظة عمّان كانت منخفضة، ومستوى دافعية المعلمين نحو العمل كان منخفضاً. كما بينت النتائج وجود علاقة ارتباطية موجبة ذات دلالة إحصائية عند مستوى ( $\alpha \leq 0.05$ ) بين درجة ممارسة

القيادة الخادمة لدى مديري المدارس الثانوية الحكومية وبين مستوى دافعية المعلمين نحو العمل في تلك المدارس إذ بلغ معامل الارتباط (0.61).

ومن أهم التوصيات: عقد دورات تدريبية عن القيادة الخادمة لمديري المدارس الثانوية الحكومية في الأردن، واعتماد وزارة التربية والتعليم القيادة الخادمة محوراً في عملية التقييم واختيار مديري المدارس.

الكلمات المفتاحية: القيادة الخادمة، الدافعية نحو العمل، المدارس الثانوية الحكومية.

## 1- Introduction

The effective educational leader is the one who is able, with his skill, to invest all human energies, including teachers, administrators, students and parents, to achieve the aims of the educational process. He must create in his organization a climate of cooperation, understanding, trust and mutual respect between him and his employees, and provide them with the necessary moral support by meeting their needs and solving their problems and making them feel loved, knowing that everything he provides for them motivates their motivation to work climate of cooperation, understanding, trust and mutual respect between him and his staff, and to provide them with the necessary moral support by meeting their needs and solving their problems and feel love knowing that everything he offers them motivates their motivation to work.

A new trend emerged in educational institutions at the end of the twentieth century calling for abandoning the traditional concept of hierarchical leadership to the authority of the center, and adopting modern leadership patterns that encourage the work of the cooperative team and their participation in decision-making, and provide care for workers and promote their professional development, within an ethical system to improve the performance and development of the institution. After that the theory of servant leadership came, which depends on the leadership style followed by the servant leader, which is to nurture and serve the followers, achieve their well-being and build strong relationships among the employees of the institution (Dehliz and Ghali, 2018, P467).

Servant leadership theory is based on an emotional basis based on the desire to serve others, but this desire must be directed wisely. Many researchers agreed that the leadership of servants is based on the smart idea that the leader serves his followers and they in turn serve others and do their best to achieve the desired goals (Najm, 2011, P32), In this case, the leader teaches his followers leadership within an organizational climate of cooperation, team spirit, respect and empowerment to act motivated and enthusiastic by favoring the interest of work over self-interest, this leads to increase their loyalty, affiliation and love for work.

The basic principle of the servant leadership is that the leader puts the interest of the followers above his interest, the building of the community, the authentic and the joint leadership. The motivation of the servant leader is not only to guide others, but also to stimulate and facilitate service by the followers themselves. (Vondey, 2010, P3)

Motivation is a process that begins with a shortage or a psychological need, which stimulates the motivation to fill the need or shortage (Harim, 2004). Abu Rayash, Safi, Amor, and Sharif (2006, ) defined it as a set of internal and external conditions that stimulate both human and animal behavior..

The true leader possesses the ability to recognize the needs and motivations of workers that affect their behavior and motivate them to work in accordance with their abilities and desires, and encourage creativity for them, as well as providing opportunities for development of workers and give them the appropriate benefits. Their motivation to work and their mutual trust (Qandeel, 2010).

## 2- Study Key Terms:

- a. **The conceptual definition of servant leadership:** It is a set of behavioral patterns focused on satisfying the needs and desires of the followers and achieve their goals and provide them with assistance in obtaining their loyalty, love and belonging to the institution. (Persaud, 2015, P184-196).
  - b. **Procedural definition:** Servant leadership is the leadership that focuses on the best values to influence others. It is the service of achieving the interest of the followers and meeting their needs and building strong human relationships among them to serve the development and success of the institution, and measured by the tool developed and used in this study.
  - c. **The conceptual definition of motivation:** is an intrinsic force that directs an individual's behavior towards a specific purpose that he or she feels needs and importance (Ahmad, 2000, P44).
  - d. **The procedural definition of motivation towards action:** It is the internal forces that move the individual and directed towards the achievement of his goals and inferred by the observed behavior, and measured by the tool developed and used in this study.
- 3- **Research Methodology:** The researcher used the descriptive correlative research method as the most suitable method for this study and adopted the questionnaire as a means of collecting data both for the servant leadership or motivation.
- 4- **Previous Studies:** Several researchers dealt with servant leadership.
- a. According to Yasir's study (2018) that the servant leader has characteristics that distinguish him from the traditional leader, namely: 1. Service: The main goal of the servant leader is to serve others by his choice and desire. 2. Humility: It enables the leader to exercise service towards his followers, and pay attention to their needs before his needs, it arises a friendly relationship between them, which leads to the creation of a suitable working environment. 3. The sincerity of the leader for his work and perseverance in achieving the objectives of the institution and assume the responsibility entrusted to him. 4. Knowledge of the leader of all the details of the work and possession of creative insight through the conception of multiple alternatives to solve problems. 5. Courage: the leader must have the courage to express his opinion and insist on success not to succumb to failure, it increases his determination to achieve the service of others and their interests.

- b. (Saglam & Alpaydin, 2017, P106-113) conducted a study aimed at examining the relationship between the principals' personalities and the servant leadership behavior. A correlative research methodology and a personal information model were used, which included the Servant Leadership Scale and the Standardized Personality Test (ABPT). The sample of the study included (327) male and female teachers in Denizli Province in Turkey who were selected using the easy and convenient sampling method. The most significant results were: a high positive relationship between the principals' personalities and the servant leadership behavior.
- c. (Zehir& et al, 2013, P5) conducted a study aimed at examining the behavior of servant leadership of Turkish private secondary school principals for its indirect effects on organizational citizenship behavior and job performance through its influence on organizational justice; which acts as a mediator between variables. The study sample consisted of (300) male and female teachers in private secondary schools in Marmara region in Istanbul, Turkey. The questionnaire and interviews were used to collect information. The most important results were as follows: There is a different relationship in which organizational justice mediates the relationship between servant leadership behavior and organizational citizenship behavior, between servant leadership behavior and job performance and that servant leadership behavior is positively correlated with organizational justice. At the same time, organizational justice is positively correlated with organizational citizenship behavior and functional performance as well.
- d. The study of Aladwan (2017) aimed to identify the degree of the practice of public secondary school principals for servant leadership in Amman, and its relation to the degree of application of conflict management strategies from the teachers' point of view. The sample of the study consisted of (335) male and female teachers selected by stratified and random method for all study data and two questionnaires were used, the first is to measure the degree of implementation of servant leadership to the principals of public secondary schools in Amman from the teachers 'point of view, and the second to measure the degree of implementation of conflict management strategies in those schools from the teachers' point of view. The most important results are as follows: the level of public secondary school principals in Amman governorate for servant leadership was high, and there were statistically significant differences at ( $\alpha \leq 0.05$ ) in the degree of public secondary school principals in Amman governorate for servant leadership due to gender, educational qualification and experience.
- e. (Aziz, Abdullah, and Mohammed, 2018, P23) proceeded a study aimed at identifying the role of servant leadership in its practices (empowering and developing others - modesty - accepting by others - providing guidance - doing others) in enhancing organizational trust in the Technical Institute in Sulaimaniyah. The sample of the study was all the education institution and staff at the Technical Institute in Sulaymaniyah, numbering (60) individuals. Two questionnaires were used to collect information, one measuring the practices of servant leadership and the number of paragraphs (21)

and the second measuring organizational confidence and the number of paragraphs (15). The most important results were: a correlation and positive impact between servant leadership practices and the strengthening of organizational confidence.

- f. The study of (Abu Bakar & Makann, 2018, P509) aimed to identify the mutual impact of leadership among members and servant leadership on the performance of group members in the Malaysian organizational context. The hierarchical linear modeling model was used to collect data. The study sample consisted of 510 employees, 65 working groups and three organizations. The results showed that there is a positive relationship between servant leadership and the performance of group members when managers and members of working groups are highly ethical.
- g. Motivation has attracted the interest of many researchers to conduct studies related to it. (Dwani and Alsharifi, 2012, P27) conducted a study aimed at identifying the level of practice of secondary school principals in Amman governing the process of transformational decision making and its relation to their level of motivation to work. The sample of the study consisted of (100) principals (from both genders) in secondary schools who were selected by stratified random method. Two tools were used to collect data: the first questionnaire for self-assessment of decision-making and the second questionnaire for managers' motivation to work. The results were as follows: the level of secondary school principals in Amman governorate in the process of transforming decision making was moderate, and their level of motivation towards work was high and there was a statistically positive correlation at ( $\alpha \leq 0.001$ ) between the level of high school principals in Amman governorate to the transformative decision-making process and their motivation towards work.
- h. (Al-Shammari, 2017, P102) conducted a study aimed at identifying the level of the practice of secondary school principals for transformational leadership in Al-Ahsa and its relationship with the motivation of teachers towards their work, the study adopted the correlative descriptive approach. The questionnaire was used to collect information, and the study sample consisted of (113) teachers in secondary schools in Al-Ahsa. The results were as follows: The level of high school principals' practice of transformational leadership was high; and there is a positive correlation between the level of the practice of transformational leadership of secondary school principals and the level of motivation of teachers towards their work.
- i. The Ateş & Yilmaz study (2018) aimed to examine the motivation levels of primary school teachers to work in Istanbul Province, Kucukcekmece. A descriptive survey method was used. The sample of the study consisted of (343) teachers and (28) principals from primary schools in Küçükçekmece. A questionnaire to measure motivation towards work was used to collect data in the study. The main results were: primary school teachers' motivation for work was low, and the average score of teachers' motivation for work was not affected by sex, age and marital status.

- j. Gobena (2018) conducted a study aimed at assessing factors influencing teacher motivation in-service and its impact on the quality of education. A descriptive survey methodology was used. A random stratified sample of ( 303) teachers was selected in the secondary schools of Harmaya University in Ethiopia. Questionnaires were used to collect information. The main results were: The level of motivation of teachers towards work contributed (63.20%) to the deterioration of the quality of education.

## 5- Literature Review.

Motivation is important for both leaders and institutions, as the success and effectiveness of the organization depends on the motivation of its members and their enthusiasm for work, so leaders must recognize the nature of the motivation of the individual, especially in the work situations, because it seeks to bring his institution to the highest degree of excellence, and achieve higher Productivity levels, improving the performance of employees and the aspirations of individuals in the organization, hence the distinguished leader tries by various means to urge the working individuals to do their utmost to achieve the highest levels of productivity through motivation (Samirat and interview, 2014).

The greatest leaders can be seen as servants. Leadership is delivered to the person who is of service to others. The servant leader is different in the way his questions are asked about the workflow. He asks in a way that helps know what he can do to help and what can provide followers to do their job better. The servant leader also believes that his role is to nurture the leadership abilities of others and to give them confidence and accept new ideas, and work to replace competition between them with cooperation and team spirit and keen to integrate with them (Odeh, 2016).

There is a general consensus that workers who have feelings of resentment and exhaustion in their work may have low productivity and their level of motivation that affects their performance. On the other hand, motivation motivates people to change their behavior and make an effort to maintain their endeavors to achieve their goals. Workers who have a high motivation to work are more productive than those forced to do their jobs (Börü, 2018).

Based on the vital role of the principals of secondary schools in the development of educational institutions and work to achieve their objectives, as well as the importance of the practice of servant leadership, which focuses on ideals that prevail in the relationship between the servant leaders and followers in educational institutions, This study aims to identify the degree of practicing servant leadership among the principals of public secondary schools in Amman governorate and its relation to teachers' motivation towards work to provide a theoretical and practical framework for servant leadership by highlighting its importance and its impact on the motivation of teachers in public secondary schools in Amman Governorate.

## 6- The study Problem:

In spite of research and studies on servant and motivational leadership, this does not preclude the question of the degree of practicing the servant leadership among the principals of public secondary schools in Amman Governorate, and its effectiveness in increasing the motivation of teachers to work, especially as the servant leadership serves the success of the institution. According to this, the problem of the present study was to answer the following key question: **What is the degree of the practice of servant leadership among the principals of public secondary schools in Amman governorate and its relation to the motivation of teachers towards work?**

## 7- Study Objectives and Questions:

The aim of this study was to measure the degree of the practice of servant leadership among the principals of public secondary schools in Amman governorate and its relation to teachers' motivation towards work. The following questions emerge from this aim:

- a. What is the degree of the practice of servant leadership among the principals of public secondary schools in Amman from the teachers' viewpoint?
- b. What is the level of motivation of teachers in public secondary schools in Amman to work from their viewpoint?
- c. Is there a statistically significant correlation at the significance level ( $0.05 \geq \alpha$ ) between the degree of practicing servant leadership in the principals of public secondary schools in Amman Governorate and the level of motivation of teachers towards work?

8- **The Significance of the study:** The importance of the present study stems from the importance of information related to the practice of servant leadership in schools and motivation of teachers towards work, through which it can work to develop Jordanian schools. It is hoped that the results of this study will benefit from the following:

- a. The Jordanian Ministry of Education by employing the results of this study as a feedback that determines the strengths in the application of servant leadership in schools and its relationship with increasing the motivation of teachers to work, and to fill the gaps and find appropriate solutions.
- b. Principals of secondary schools in defining the degree of their practice of servant leadership and how to achieve the required level of this practice, in order to increase the motivation of teachers to work.
- c. Secondary school teachers in identifying their level of motivation towards work, the degree of their cooperation within one team and the importance of their participation in decision-making.

- d. The absence of studies highlighting the relationship between the practice of servant leadership among school principals and teachers' motivation towards work increases the importance of this study.
- 9- **Problems and limitations of the study:** This study was limited to all government secondary school teachers in Amman for the academic year (2019/2020). The results of the study are determined by the degree of validity and consistency of the questionnaire, the objectivity of the respondents and their scientific integrity, and the degree of representation of the sample to the community from which it was withdrawn.
- 10- **Study Population:** The study population consisted of all teachers of public secondary schools in Amman Governorate (3596), where the number of male teachers (1589) and the number of female teachers (2007).
- 11- **Study sample:** A random stratified sample of public secondary school teachers was selected from the seven districts of the Amman Governorate. The number of respondents was determined based on the sample size table from the size of the community prepared by Craigse and Morgan (Krejcie & Morgan, 1970). The number of individuals (347) teachers (152) male and (195) female.
- 12- **Study variables:** The following variables include:
- Independent Variable:** The degree of practicing servant leadership among the principals of public secondary schools in Amman governorate.
  - The dependent variable:** the motivation of teachers to work in those schools.
- 13- **Study Tools:** To achieve the objectives of the study and answer its questions, the study tools were used in addition to SPSS are:
- The first tool (servant leadership): To reveal the degree of practice of servant leadership among the principals of public secondary schools in Amman from the teachers' point of view, the researcher developed the study tool by referring to the theoretical literature related to the subject of study and previous studies such as the study Kaffey, 2012 ) And the study of Muasher (2014) and the study of Aladwan (2017). The initial questionnaire contained (29) paragraphs that were translated and then modified.
- The second tool (motivation of teachers towards work): As for motivation, the researcher refer to the theoretical literature and previous studies in the development of the study tool, which is a questionnaire that measures the level of motivation of teachers towards work from their point of view, such as the study of Smirat and Maqablah (2014) and the study Al-Dhafiri (2006) The questionnaire included (28) modified paragraphs, each passage was given a graded weight according to the tripartite Likert scale to assess both the degree of servant leadership exercised by the principales of public secondary schools in Amman governorate and the level of motivation of teachers to work according to alternatives (always, often, sometimes, rarely, never). Digitally represent the order (5, 4, 3, 2, 1).



- 14- **Validity of the tool:** The validity of the study tool was verified by the validity of the content, by presenting the tool to three arbitrators specialized in educational sciences in Jordanian public and private universities, who expressed their approval of the paragraphs of the questionnaires of the servant leadership and motivation with some language modifications to some paragraphs. These observations were taken and appropriate modifications made.
- 15- **Stability of the tool:** To ensure the stability of the two study tools, the test-retest method was used by applying the tool to a sample of (20) teachers from outside the study sample, two weeks later the same sample was reapplied, Pearson's correlation coefficient was extracted between the data collected for the two application sites, and the value of the correlation coefficient indicated that the two instruments had an appropriate stability, degree as the coefficient of stability for the servant leadership questionnaire (0.84), and the coefficient of stability for the motivation resolution (0.79), The stability of the two study tools was verified by using the Cronbach-Alpha equation to find the coefficient of internal consistency, the static value of the questionnaire for servant leadership was 0.86 and the value of the motivation questionnaire was 0.81. The two values of the coefficient of stability are acceptable in educational and psychological research.
- 16- **Statistical treatment:** Arithmetic averages, standard deviations and grades were used for the first and second questions, for the third question, the Pearson correlation coefficient was used and refer to statistical tables to determine the significance of the correlation coefficient.
- 17- **Correction of the questionnaire:** The following equation was used in determining the degree of practicing servant leadership among the principals of public secondary schools in Amman governorate, as well as in determining the level of motivation of teachers in these school.

The maximum value of the alternative - the minimum value of the alternative

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Number of levels

$$= \frac{5 - 1}{3} = \frac{4}{3} = 1.33, \text{ thus, a low score from } 1 - 2.33, \text{ a medium score from } 2.34 - 3.67 \text{ and}$$

a high score from 3.68 - 5.

## 18- The study results.

Results of the answer to the first study question, which read: What is the degree of practice of servant leadership among the principals of public secondary schools in Amman Governorate from the point of view of teachers?

To answer this question, we found the Arithmetic Averages, standard deviations and ranks of the degree of practicing the servant leadership among secondary school principals in Amman Governorate from the teachers' point of view. Table (1) shows that.

**Table (1) Arithmetic Averages, Standard Deviations and Ranks of servant Leadership Exercise among Principals of Government Secondary Schools in Amman Governorate**

N	paragraph	Arithmetic Averages	Standard Deviations	Ranks	grade
5	My manager creates a culture that promotes high ethical standards	2.54	1.07	1	medium
4	My managers want to develop my leadership abilities	2.51	1.05	2	medium
3	My Manager shows his selflessness regarding my welfare	2.46	1.14	3	medium
26	My manager represents the model of the servant leader in his behavior, attitudes and values	2.39	1.05	4	medium
29	My manager tests my commitment school vision	2.36	1.07	5	medium
1	My manager see service as a responsibility towards others	2.29	1.07	6	low
28	My manager knows that I am above suspicion of corruption	2.26	1.04	7	low
6	my manager speaks more about the achievements of the staff than his achievements	2.25	1.00	8	low
2	My manager as a model of the server leader inspires others	2.21	1.05	9	low
14	My manager shows his interest by encouraging me	2.21	1.02	9	low
27	My principal is interested in incorporating staff vision into the school's goals and objectives	2.21	1.01	9	low
11	My manager aligns my vision with that of the organization	2.16	0.89	12	low
10	The trust that my manager gives me increases my commitment to the organization	2.13	0.94	13	low
22	My manager seeks to instill confidence rather than fear or insecurity	2.11	1.08	14	low
24	My manager engages me in making decisions	2.08	1.00	15	low
9	My manager does not overestimate its merits	2.06	0.98	16	low
13	My manager does volunteer work without waiting for a fee	2.05	0.94	17	low
23	My manager encourages me to participate in the development of a shared vision	2.04	0.94	18	low
12	My manager understands that serving others is the most important	2.03	0.96	19	low
17	My manager is not embarrassed to seek advice from others.	2.03	1.00	19	low
25	My manager does not aspire to serve him but to serve others	2.03	1.01	19	low
7	My manager makes me feel trustworthy by accepting my suggestions	2.00	0.88	22	low
19	My managers give me some control to take on more responsibility	2.00	0.91	22	low
18	My manager empowers me to do my job	1.99	0.88	24	low
20	My manager makes sacrifices to help others	1.96	0.89	25	low
21	My principal provides me with opportunities to develop my	1.94	0.87	26	low

N	paragraph	Arithmetic Averages	Standard Deviations	Ranks	grade
	skills				
15	My principal doesn't care about self-glorification	1.92	0.83	27	low
16	My principal makes me feel important	1.92	0.84	27	low
8	My principal allows me to make decisions to increase my responsibilities	1.90	0.91	29	low
	The final grade	2.14	0.31		low

**Table 1-1 Arithmetic Averages, Standard Deviations and Ranks of servant Leadership Exercise in Amman Governorate**

The results of Table (1) show that the degree of practicing servant leadership among the principals of public secondary schools in Amman Governorate from the teachers' point of view was low. The mean was (2.14) with a standard deviation (0.31), and the mean averages of the paragraphs were in the middle and low grades, The averages ranged between (2.54) and (1.90) and came in the first rank paragraph (5), which stipulates that "managers create a culture that promotes high ethical standards" with an average of 2.54 and a standard deviation (1.07). In the last rank came paragraph (8), which states that "my principal allows me to make decisions to increase my responsibilities", with an average of 1.90, a standard deviation (0.91) and a low degree.

**Results of the answer to the second study question, which read: What is the level of motivation of teachers in public secondary schools in Amman Governorate towards work from their point of view?**

To answer this question, the arithmetic averages and standard deviations of the level of motivation of teachers in public secondary schools in Amman governorate to work were extracted from their point of view, in descending order. Table (2) shows that.

**Table (2) Arithmetic averages, standard deviations and ranks of the level of motivation of teachers in public secondary schools in Amman Governorate to work from their point of view, in descending order.**

N	paragraph	Arithmetic Averages	Standard Deviations	Ranks	grade
28	I am satisfied with the salary I receive.	2.60	1.10	1	medium
2	My principal establishes a good fellowship relationships between school teachers	2.32	1.09	2	low
26	I feel happy that the results of my students are high	2.27	1.01	3	low
14	I enjoy my education for my students	2.25	1.18	4	low
10	My principal helps me solve my professional problems	2.23	1.00	5	low
23	I feel that I am self-fulfilling my profession as a teacher	2.23	1.02	5	low

N	paragraph	Arithmetic Averages	Standard Deviations	Ranks	grade
3	My principal provides appropriate opportunities for the professional development	2.20	1.04	7	low
15	I have a constant enthusiasm to develop my performance	2.19	1.11	8	low
1	I commit to coming to school on time	2.18	0.97	9	low
16	I feel proud to get the job done on time	2.17	1.01	10	low
4	I feel good about the leadership style of my principal	2.16	0.97	11	low
27	I am interested in knowing everything new in my field	2.16	0.98	11	low
11	I accomplish the tasks that my manager assigns to me in a generous manner	2.14	0.93	13	low
9	I get the right boost when I do a good job by my manager	2.13	1.06	14	low
22	I miss school when I'm away from it	2.10	1.01	15	low
12	I feel there is something new in my work	2.09	1.06	16	low
8	I participate with a desire for school activities	2.08	0.99	17	low
24	I think the mood in the school encourages creativity	2.07	0.89	18	low
13	The system of leave in my school work suits me	2.06	1.01	19	low
21	I Build personal relationships with fellow teachers	2.05	0.91	20	low
20	I set myself high standards when doing work at school	2.02	0.83	21	low
17	I am constantly keen to set specific goals to achieve them	1.99	0.90	22	low
25	I am proud of my profession in front of others	1.92	0.92	23	low
6	My school principal treats me with respect	1.90	0.88	24	low
18	I work in collaboration with others as a team instead of competing against them	1.89	0.87	25	low
7	My principal is keen to involve me in making decisions about my work	1.88	0.87	26	low
5	my principal provides the appropriate financial resources to work	1.77	0.80	27	low
19	I shall establish good relations with parents.	1.72	0.85	28	low
	Total marks	2.10	0.290		low

**Table 1-2 Arithmetic averages, standard deviations and ranks of the level of motivation of teachers in public secondary schools in Amman Governorate to work from their point of view, in descending order.**

It is noted from the results of Table (2) that the level of motivation of teachers in public secondary schools in Amman Governorate towards work from their point of view was low. The mean was (2.10) with a standard deviation (0.29), and the averages of the paragraphs came in the low grade except one paragraph came in the middle grade. The averages ranged between (2.60) and (1.72) and came in the first rank paragraph (28), which states that "I am satisfied with the salary I receive" with an average of 2.60 and standard deviation (1.10), and an average level, and in the last rank came Paragraph (19) stipulates

that "I shall establish good relations with parents", with an arithmetic average (1.72) and a standard deviation (0.85) and a low degree.

The results of the answer to the third study question, which reads: Is there a statistically significant correlation at the significance level ( $\alpha \leq 0.05$ ). between the degree of practicing servant leadership in the principals of public secondary schools in Amman Governorate and the level of motivation of teachers towards To answer this question, Pearson correlation coefficient was found between the total score of the questionnaire for servant leadership and the total score of the questionnaire of teachers' motivation towards work. Table (3) shows the results of answering this question.

**Table (3) Pearson correlation coefficient between the degree of practice of servant leadership to the principals of public secondary schools in Amman Governorate and the level of motivation of teachers towards work.**

The total score to identify teachers' motivation towards work	
**0.61	The total score for the questionnaire of the servant leadership

\*\* ( $\alpha \leq 0.05$ ).

Table 1-3 Pearson correlation coefficient between the degree of practice of servant leadership

It is noticed from the results of table (3) that there is a significant correlation at the level ( $\alpha \leq 0.05$ ) between the degree of practicing servant leadership to the principals of public secondary schools in Amman Governorate and the level of motivation of teachers towards work, where the correlation coefficient (0.61).

## 19- Discussion of the results:

The situations fellow to tested for the study to reach the results and recommendations:

- Discussion of the results related to the first question: What is the degree of the practice of servant leadership among the principals of public secondary schools in Amman from the teachers' viewpoint? The results of the study in Table (1) showed that the degree of practicing servant leadership among the principals of public secondary schools in Amman Governorate from the teachers' point view was low, with an arithmetic mean (2.14) and standard deviation (0.31). The mean averages for the paragraphs were in the middle and low grades. The averages ranged between (1.90) and (2.54), the first rank came in paragraph (5), which stated that "My principals creates a culture that promotes high ethical standards" with a mean of ( 2.54) and a standard deviation of( 1.07), this result may be attributed to the failure of the principals of public secondary schools in Amman governorate to serve the servant leadership and the principals' belief that the success of the leadership belongs to the principal alone and they don't believe in teamwork, It was noted that there was a weakness in employing and harnessing the potential to achieve the goals of the school, and

lack of interest in establishing positive relationships with teachers, In addition, there is a lack of awareness of the importance of servant leadership in terms of its concept and requirements for its implementation in public secondary schools in Amman; this emphasizes the need for managers to undergo training courses on developments in the field of administrative leadership, given the importance of training as one of the most important means of development and development of individuals to carry out their work to the fullest and provide quality educational services to workers and society.

One of the reasons for the weak practice of servant leadership is also the weakness of human relations as it is not something that is independent of leadership and the lack of faith of principals in democracy, which contributes to provide a stimulating and supportive atmosphere for work and innovation, therefore, principals must be aware that the organizational climate derives its elements and objectives from the human values prevailing in our schools, which urges teachers to work with sincerity and motivation. The last rank came in paragraph (8) which stated that "my principal allows me to make decisions to increase my responsibilities", with an average of 1.90, a standard deviation (0.91) and a low degree, this result is due to the failure of the principal to provide appropriate opportunities for teachers to develop themselves and their potential, and that the principal does not have the desire to develop leadership skills and delegate authority to teachers and their participation in decision-making for fear that they will overtake him, as well as convincing that he is the only authorized to make the appropriate decision because the teacher does not have the foresight and does not understand the leadership matters, that's why the principal works alone away from teamwork, which negatively affects teachers' motivation to work, and It reduces further effort to achieve the Foundation's goals, volunteer work or provide creative ideas that contribute to the success of the Foundation. The results of this study differed from those of the Aladwan (2017).

- b. Discussion of the results related to the second question, which read: What is the level of motivation of teachers in public secondary schools in Amman to work from their viewpoint? The results of the study in Table (2) showed that the level of motivation of teachers in public secondary schools in Amman governorate towards work from their point of view was low, where the arithmetic mean was (2.10) with a standard deviation (0.29), the mean averages for the paragraphs were low except for one paragraph which came to a medium degree, where the averages ranged between (2.60) and (1.72), the first rank came in paragraph (28) which stated that "I am satisfied with my salary I receive " with an average of 2.60 and a standard deviation of 1.10, this result is due to the fact that the economic level of the teacher is reflected in his performance in the work, and since teachers' salaries in Jordan are low and they are dissatisfied with their hard work, this has affected their motivation to work and, It was an internal frustration that they were unable to provide the minimum necessities of life, which reduced their effort towards work. In the last rank came paragraph (19), which reads "I

shall establish good relations with parents", with an arithmetic average (1.72) and a standard deviation (0.85) and a low degree, this result is attributed to the high burden placed on the teacher and the amount of paperwork required during the academic year, this reduced the application of the concept of community partnership and activation of parents' councils. It is noteworthy that many parents today are evading and shirking their responsibility on the pretext that their son is excellent and there is no need to visit him on the one hand, On the other hand, some parents evade the school assistance and are afraid that whenever they come to school they will be asked for subsidy, this has weakened the relationship between the teacher and the parents. The results of this study were consistent with the study of Ates Wilms (Ateş & Yilmaz, 2018), and differed with the study of Doani and Sharifi (2012), and the study of Shammari (2017).

- c. Discuss the results of the third question which states: Is there a statistically significant correlation at the significance level ( $0.05 \geq \alpha$ ) between the degree of practicing servant leadership in the principals of public secondary schools in Amman Governorate and the level of motivation of teachers towards work? There is a positive correlation statistically significant at the level ( $0.05 \geq \alpha$ ) between the degree of practice of servant leadership in the principals of public secondary schools in Amman Governorate and the level of motivation of teachers towards work, and the correlation coefficient was 0.61. From the results of the study, it is noticed that the arithmetic average of the degree of practicing the servant leadership of secondary school principals was low, which reduced the level of motivation of teachers to work. This finding indicates that the level of motivation of teachers towards working in public secondary schools in Amman governorate is influenced by the extent to which principals themselves practice servant leadership, so the lower the degree of practice of servant leadership, the lower the level of motivation of teachers, in the sense that there is a positive correlation between these two variables, and this result may be due to the fact that principals who exercise low-level the servant leadership are unable to employ strategies and methods that increase teachers' motivation to work.

## 20- Results of the study:

- 1- The degree of practicing servant leadership among the principals of public secondary schools in Amman Governorate from the teachers' point of view was low.
- 2- The level of motivation of teachers in public secondary schools in Amman Governorate towards work from their point of view was low.
- 3- The level of motivation of teachers towards working in public secondary schools in Amman governorate is influenced by the extent to which principals themselves practice servant leadership.

## 21-Recommendations:

Depending on the results reached, the following are recommended:

- a. Organizing training courses on servant leadership for principals of public secondary schools in Jordan.
- b. The participation of principals of public secondary schools in seminars, conferences and workshops dealing with the topic of servant leadership.
- c. The Ministry of Education adopts servant leadership as the focus of the evaluation process and the selection of school principals.
- d. Preparing workshops for principals to help them know the concepts of motivation and its importance and its relationship to good achievement and its impact on the success of institutions.

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