

Impact of Servant Leadership on Teachers' Instructional Delivery and Learning Environment at Secondary School Level

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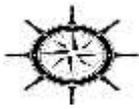
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Abstract

The current study intends to explore the involvement of secondary school heads as servant leaders with research objectives: i) To find out the impact of servant leadership on Instructional Delivery, ii) To investigate the impact of servant leadership on Learning Environment. The study was descriptive with the quantitative method and a survey design. There were 399 out of 4998 secondary school teachers in the sample through simple random sampling. Two questionnaires were used for this study. The respondents were the same for both questionnaires. Questionnaires were validated through subject matter expert opinion and found reliable after pilot testing with Cronbach Alpha reliability of 0.856 and 0.858, respectively. The data was analyzed through SPSS version 21 using descriptive statistics (Mean and Standard deviation) for perception regarding involvement and inferential statistics, linear regression for the impact of servant leadership on teachers' Instructional Delivery and Learning Environment. The data indicated that servant leadership has an impact on teachers' Instructional Delivery with $P = .017$ and Learning Environment with $P = .014$

Keywords: *Servant leadership, Teachers' professional development, Instructional delivery, Learning environment, Secondary school teachers.*



Introduction

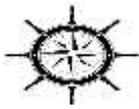
It is not a new fact that leadership within the educational context is a critical determinant that not only impacts on the performance of the school, but also the attitudes, motivation and productivity of teachers (Leithwood, K., Harris, A., & Hopkins, D. 2020). Servant leadership has become one of the leadership styles that have been emphasized as transformative in the field of education. At the most basic level, servant leadership does not adhere to the conventional, hierarchical approaches as it focuses on serving followers, empathy, listening, stewardship, and human development (Haider, Khan & Taj, 2020). The human focus of this orientation is in tandem with the intricate social and cognitive needs of teachers especially in the high school level where the quality of instructional delivery and learning environment has direct influence within the student outcomes.

The main idea of the servant leadership is to empower the followers and make their needs central to the organizational objectives. Servant leadership predicts trust, ethical behavior and participatory decision making unlike the traditional leadership paradigm that mostly focuses on authority and performance indicators (Greenleaf, 1977). In educational institutions, this is translated into the form of principals and head teachers who are involved in promoting professional development of teachers, promoting teamwork and creating a working environment that promotes instructional excellence. Leaders exhibiting servant behaviors are more likely to affect teachers to exhibit improved job satisfaction, commitment and engagement, which are critical to successful processes of teaching and learning (Luo et al., 2022).

Instructional delivery refers to the strategies and practices applied by teachers to assist students to learn and is thus one of the dimensions of teacher performance. Education and organizational leadership research have indicated that leadership styles that focus on support and development are positively related to teaching performance. As an example, servant leadership has been associated with levels of faculty teaching performance and job satisfaction, through the mediation of increased engagement and well-being (Jamba & Norbu, 2023). Feeling valued and listened to, as well as supported, teachers are more likely to embrace more innovative instruction methods, become more willing to cooperate with their colleagues, and more resilient to classroom challenges.

The learning environment is, beyond the performance of the individual teachers, a more social, emotional and structural context within which instruction takes place. The characteristics of a positive learning environment include mutual respect, a perception of safety, high expectations, and collaborative norms between students and the staff. Servant leadership is one of the sources of such environments as it helps to build trust, shared vision, and empowerment of teachers, thus encouraging positive interactions with students and academic engagement (Graham et al., 2020). Research shows that servant leadership can foster a school environment where teachers are eager to perform more than the minimum necessary, interact with students in a more efficient way and help to maintain positive changes in school culture and performance.

The applicability of servant leadership in education is emphasized by empirical research studies. As an illustration, a study of the servant leadership practices of the head teachers in



Pakistani secondary schools revealed that teachers who see their leaders as servant-oriented are more likely to report the presence of supportive and nurturing learning environments (Hanif, Afzal, and Ullah, 2023,). This is consistent with the results of other situations that indicated high positive correlations between servant leadership behaviors and teacher empowerment, teacher morale and teacher professional commitment (Shula, van Wyk & Heystek, 2022). Despite the fact that most of the existing literature has taken a generalized approach to the outcomes of teachers or the school climate, there is an urgent need to take a detailed look into the effects of servant leadership on the instructional process and the student learning environment in the secondary level because the teenagers are at a pivotal stage of their academic and social growth.

The challenge of secondary education is different. Teachers are supposed to not only provide complex subject matter but also control various behaviors in classrooms, use technology and equip students with higher education or occupations. Servant leadership can be helpful in this respect to provide a beneficial leadership framework in terms of developing teacher efficacy and maintaining positive learning conditions. Servant leaders can facilitate high-quality teaching and foster conditions that encourage student success by focusing on the professional needs of educators, encouraging a collaborative discussion, and leading by example. To conclude, servant leadership is one of the promising options to improve the work performance of teachers, especially the quality of instruction delivery and the learning environment. This introduction preconditions a thorough study of the impact of the servant leadership practices on the instructional performance of teachers and the classroom/organizational climate at the secondary school level as well as provides both a theoretical background and practical recommendations to the educational leaders

Review of Literature

Servant Leadership

To create a favorable difference in the performance of students, current years witness a greater focus on the introduction of this method of leadership in secondary schools (Yee, 2021). The hierarchical model, empathy, the promotion of collaboration is not constrained by the hierarchical model, which serves as the foundation of a focus on the development of every individual in the educational society in the environment of secondary schools (Yee, 2021). Servant leadership model establishes a productive atmosphere within the work groups which is an aspect that differs between the servant leadership style and the traditional authoritarian leadership. The servant leadership philosophy that is more geared towards the needs and development of individuals in an organization provides a well-sorough focus on serving others and not self-interest (Greenleaf, 1977). The pioneer work of Greenleaf (1970) laid the foundation of servant leadership by considering leaders as servants first and foremost. That is the reason why scholars have improved and expanded the theoretical framework. The theoretical bases put a great significance in the commitment of the leader to the growth and well-being of the followers. Recent studies have focused on the relation between employee performance and servant leadership. In the case of servant leadership, Saeed and Tatlah (2022) have found a positive correlation between job satisfaction among employees, corporate citizenship behavior and performance.



This means that managers who prioritize on employee service positively affect the workplace. Researchers have examined how servant leadership affects the climate and culture of organizations. Sousa and van Dierendonck (2021) state that servant leadership creates a culture of trust and collaboration. This is in line with the idea that servant leaders who make serving others their priority contribute to the establishment of a healthy working environment. The flexibility of servant leadership in various corporate settings has been of interest. Eva, Robin, Sendjaya, Van Dierendonck, and Liden (2019) explored the role of servant leadership in managing organizational crisis. They found out that servant leaders are able to help their teams through tough times and this shows the importance of servant-leadership approach in a dynamic environment.

Instructional Delivery

The teacher work performance is critical to educational success at secondary school level since instructional delivery determines the performance of educators. The studies reveal that instructional leadership is a major factor that should promote the performance of the work of teachers (Harris and Jones, 2019). Harris the role of school leaders is still critical to create an interesting teaching experience and provide support and continuous system of professional training. Instructional leadership practices result in improved teacher work performance along with improved student achievement outcomes. A number of studies show that classroom management is a crucial aspect that has a direct impact on the manner in which instruction is delivered and the performance of a teacher at work (Jamba and Norbu, 2023). Positive classroom management by teachers through proactive classroom management leads to the creation of learning spaces. The practices by the management that teachers can use to improve the duration of the lesson and the engagement levels of the students directly influence the performance of the teachers. The present system of instruction delivery is based on technology that brings a contemporary effect to the performance of teachers at the workplace (Mouza et al., 2022).

Studies indicate that effective technology-based teaching results in improved instructional effects among teachers. The adoption of training programs aimed at educating the teachers on the subject of technology integration is a practice with beneficial outcomes as indicated in (Brown, A. L., Myers, J., and Collins, D., 2021): the well-being of the teachers and the job satisfaction positively influence the work performance. Among educators who had a sense of job satisfaction middle scholars also showed more preparatory work on their classes in addition to putting more efforts on assisting students to interact with each other as well as creating conducive learning environments that resulted in improved performance of students. Several articles recognize that cultural competence operates as a crucial factor that determines the teaching process of educators and their work performance in heterogeneous classrooms in secondary schools (Peter et al., 2020).

Impact of servant leadership on Instructional Delivery

The connection between servant leadership and teacher work performance is becoming increasingly more popular due to the fact that it demonstrates the possibility of improving instructional delivery in secondary schools. Turner (2022) found that the job satisfaction and commitment and enthusiasm of the teachers in the jobs were higher and better when their



leaders were engaged in servant leadership. Those teachers who had positive affective commitment due to serving leadership showed improved instruction practices that resulted in improved teaching standards. Prajanti and Handoy (2024) conducted a time-based research in order to comprehend the evolution of the servant leadership-to-teacher performance relationship. Long-term improvement in the teaching methods among servant leaders was demonstrated by the assessment of student learning and direct observation in the case of teacher leaders. According to the authors, the environment created by servant leadership gave the teachers a chance to develop continuously as they collaborate through professional development activities. Research studies have examined the organizational climate in order to capture the effects of the climate between the practices of servant leadership and work performance of teachers.

As it was shown by Tucker (2023), positive climates in organizations demand that the organizations should have trust-based communication and collective decision-making operations to succeed. In the schools where leaders use servant leadership style their teachers will see an improvement in the climate of the organization that increases job satisfaction and improves their teaching. The results of a meta-analysis report by Zhang et al. (2023) affirmed that servant leadership produces significant indirect changes to teacher work performance in case it improves the organizational climate. Through this research, educational leaders need to understand that they ought to contribute to the personal growth of the teachers, as well as the construction of a culture that favor them. The studies show that servant leadership has a positive impact on the work performance of teachers but further investigation of this association is required. The study suggests more profound analysis of the situational variables that define the levels of servant leadership performance in institutions of different educational settings (Maloles, 2024). Further research needs to be carried out to reveal which conditions predetermine the possibility of the sustainability of positive impacts demonstrated in the existing studies.

Learning Environment

The study by Smith W. C. and Holloway J. (2020) points to the positive classroom climate as the major factor to enhance the level of teacher work performance. Favorable learning environment helps teachers to establish student rapport that optimally controls student behavior resulting in reduced teacher stress and burnout (Smith, W. C., & Holloway, J., 2020). According to the authors (Wang, J., Tigelaar, D. E., Luo, J., and Admiraal, W., 2022), well-operating classrooms with positive student behavior make the learning and teaching experiences effective and appropriate. Learning in secondary education is highly dependent on both the leadership performance and administrative support by the educators (Leithwood et al., 2020). Effective leadership builds the teamwork and provides teachers with the relevant resources and operation-independence to succeed (Leithwood et al., 2020). Strength in leadership brings an increase in the levels of teacher satisfaction resulting to an increase in teacher work delivery. Sharing of the knowledge among teachers and maintaining good relationships among teachers enhances the learning environment (Graham et al., 2020). According to research on the topic conducted by (Smith, S. M., Brown, H., and Cotterill, S. T., 2021), collaboration between teachers leads to successful distribution of teaching practice



and creation of a sense of educational community. The practice itself creates a collaborative and innovative teaching environment, which results in improved teacher work performance.

The use of the modern technology has emerged as one of the dominant aspects that influence the teaching environment as well as the teacher work output (Omilabu et al., 2023). Effective involvement of students in content, conducive educational learning environment provide both the students and teachers with opportunities. Teachers who effectively apply technology in education practice are able to exhibit high competence of role along with high performance in their teaching activities. Leithwood et al. (2020) say that school leaders need to adopt distributed leadership due to its allocation of administration and instructional roles among the employees in an attempt to instill a sense of collaboration in workplaces. This strategy fosters more commitments among the teachers which have a positive influence on their quality of work as it brings about ownership to them. Positive cultural practices in a school setting provide good learning environments that could be beneficial not only to teachers but also to students (Ingersoll et al., 2021). Based on the data gathered by Ingersoll and Strong such schools are able to provide better teacher performance and increase job satisfaction because of strong communities and positive communication and supportive relationships. This should be developed in the school environment to facilitate inclusiveness and positivity to facilitate a favorable learning environment.

Impact of servant leadership on Learning Environment

Greenleaf (1977) introduced the notion of servant leadership in which leaders are committed to serving others as they help to grow their professional lives. It is agreed that servant leadership offers the necessary basis of establishing positive working relationships and cooperation in educational institutions (Kilag et al., 2023). The servant leadership principle is an influential mechanism to promote positive learning environments since it emphasizes the needs of the followers and educates leaders in serving direct reports. The review considers various research outcomes, which explored the relationship between servant leadership and teacher work performance at the secondary schools. Greenleaf, R. K. (1970). “The Servant as Leader.” Greenleaf original works defined servant leadership concepts that today are extended by the researchers in their works concerning the impact of the given approach on teacher work performance. A servant leader in the view of Greenleaf is a servant of people and helps in the growth of the community as well as personal growth. Khatri, Dutta, and Kaushik, (2022) a systematic literature reviews of the theory of servant leadership in organizations. A massive review carried out by Khatri, Dutta, and Kaushik revealed that servant leadership produces favorable outcomes on the part of workers. This paper establishes the theoretical framework through which servant leadership practices can help in triggering positive transformations in the outcomes of teacher work performance.

As the results of Jones (2023) show, educational institutions have an increased teacher job satisfaction due to the application of servant leadership. By prioritizing the needs of teachers, servant leaders are able to establish teaching environments in which teachers feel valued in their workplace. The positive impressions caused by the servant leadership programs are more likely to generate more job satisfaction in the teaching profession. Salazar Jr. (2024) says that the ability of servant leaders to establish learning partnerships based on shared



decision-making and communication facilitates teacher work performance. The secondary level of education needs the instruction that is performed in groups since cooperative teaching approaches yield significant advantages to student achievement. Servant leadership leaders offer their teachers professional development opportunities, which allow them to both learn and expand professionally (Thai'Atun et al., 2024). The dedication to continuous learning delivers good work performance outcomes since it provides the educators with the appropriate skills they require in managing emerging educational systems.

The literature reviewed points to the fact that the servant leadership style benefits teacher performance, instructional delivery and the overall learning conditions in secondary schools. The majority of the studies point out that when leaders embrace the servant leadership practices, they will foster collaboration, trust, professional development, and job satisfaction among the teachers, which eventually leads to improved teaching and learning and improved student achievement. Nevertheless, critical review of the literature indicates that most of the studies mainly aim at finding out positive relationships but not the critical comparison of servant leadership with other forms of leadership like transformational, instructional, or distributed leadership. Moreover, some of the studies are carried out in varying organizational and cultural settings, which can reduce the generalizability of their results to particular educational settings. The other weakness is that most of the current studies are based on cross-sectional studies thus rendering it challenging to establish the long-term effects of servant leadership on the delivery of instruction and learning environments. Thus, more empirical studies are required to investigate the situational specifics that can enhance or disrupt the performance of servant leadership in educational establishments.

The theoretical background of the issue of servant leadership is the idea of servant leadership presented by Greenleaf (1970, 1977), which implies the focus on needs, development, and the welfare of the followers. Servant leadership, when combined with more comprehensive theories of education leadership, has some significant similarities with transformational leadership as well as social exchange theory that focuses on trust, empowerment, and mutual commitment in organizations. This theoretical combination in the educational sphere implies that the leaders who act as servants can build positive school conditions through the empowerment of teachers, the promotion of teamwork, and the presentation of professional developmental opportunities. These leadership behaviors are one of the factors that enhance delivery of instruction and a conducive learning environment that allows teachers to feel appreciated and motivated to deliver effectively. Thus, servant leadership may be considered as a holistic approach to leadership that connects leadership behavior and the performance of teachers, instructional effectiveness, and a positive school climate, thus being specifically applicable in improving the educational outcomes in the secondary schools.

Research Gap

Even though it has been established that leadership is a key element in enhancing the performance of teachers and quality of schools, the particular importance of servant leadership on the work performance of teachers at the secondary school level has not been comprehensively studied. Most of the current educational leadership literature has also



concentrated more on transformational, instructional and transactional leadership models, whereas servant leadership has received relatively little empirical evidence. This has led to the lack of a clear picture on the unique impact of servant leadership on the instructional practice and learning atmosphere in secondary schools, even though it has a high theoretical focus on service, empowerment, ethical practice, and follower growth. Furthermore, although past researchers indicate the potential of the supportive and people-focused leadership practices to stimulate teacher motivation and commitment levels, the absence of empirical studies that directly correlate servant leadership practices with tangible elements of teacher instruction delivery is apparent. The effect of servant leadership on areas like lesson planning, application of innovative teaching methods, classroom management, classroom assessment, and responsiveness to learning needs of students have not been thoroughly explored in relation to lesson planning. The majority of the existing research discusses teacher performance in broad lines and there is lack of knowledge on how the concept of servant leadership is converted into better teaching practices in the classroom at the secondary level.

Further, the role of servant leadership in learning environment has not been explored adequately. Current studies tend to talk about school climate or organization culture in general, but not specifically classroom based learning environments which are influenced by leadership practices. The major dimensions like emotional safety, student engagement, mutual respect, and inclusivity, teacher student relationships are underrepresented in the literature of servant leadership. As a result, scanty evidence has been provided on the role of servant leadership in designing good and favorable learning conditions that favor teaching and learning activities in secondary schools. The other important gap is contextual limitation of previous studies. Most of the research in the area of servant leadership has been done in the Western countries or within institutions of higher learning and business organizations. Literature on this topic is minimal in developing nations, where there is a vast difference in educative systems, leadership frameworks, scarcity of resources, and cultural practices. Such a de contextualization of research limits generalizability and applicability of current results across educational contexts in developing countries such as secondary schools where leadership strategies might not work as effectively and teachers have different challenges in their work. In addition, most of the past researchers are largely cross-sectional surveys and self-reported, which do not provide insight into the mechanisms by which servant leadership influences the work performance of teachers. Longitudinal and mixed-method designs that might allow tracking the changes over time and considering the lived experiences of teachers are mostly deficient. The opinions of the secondary school teachers, especially on how they understand and feel servant leadership as it applies to their teaching instructions and classrooms, are not well-documented. Lastly, the current literature does not combine practices of instruction and learning atmosphere in one analytical framework in the discussion of servant leadership. Research frequently considers these outcomes in isolation rather than taking them into account as they are connected to one another. The lack of a unified framework elucidating how servant leadership can affect several aspects of work performance of teachers at the same time and how such can affect the overall school performance, in its turn, is obvious. It is necessary to fill these gaps to facilitate the further



development of theoretical knowledge as well as maintain some practical impacts in order to enable educational leaders to enhance the quality of teaching and learning processes in the secondary school.

Objectives of the Study

This study consists of the following objectives.

- To find out the impact of servant leadership on Teachers' Instructional delivery at secondary school level.
- To investigate the impact of servant leadership on Learning Environment at the secondary school level.

Research Hypotheses

In the current research study, the following research hypotheses are examined.

- H₀₁: There is no significant impact of servant leadership on teachers' Instructional delivery at the secondary school level.
- H₀₂: There is no significant impact of servant leadership on Learning Environment at the secondary school level.

Study Delimitation

The following are the delimitations of the study.

- Only public secondary schools of district Mianwali and district Bhakkar of Sargodha Division in Punjab are included in the choice of a smaller sample rather than a larger one.
- This study was conducted on secondary school teachers of the Sargodha division.

Research Method and Design

This section entails research method, research design and population of study, sampling method, sample size, research tool, data collection and process of the research. These sections also described the instruments development, sample to be used, the statistical methods to be used, the approach of collecting data, and data treatment methods. The study was quantitative as it was necessary to manage a large sample and simultaneously share it. The information was gathered through two questionnaires because it is the primary research instrument of the quantitative methodology. The research information was subjected to the procedures of statistical measurements that made it possible to evaluate the research findings. The quantitative research strategies produce final results to illustrate the scenario being observed (Berger, 2018). The research was descriptive. One of the methods to explore some of the specifics of the current state of affairs is the descriptive research. The research method involves a specific descriptive study of the natural variables and conditions of the topic including setting up of degree of extent in doing analysis of notable variables. The current study is a descriptive survey because it examines the current situation about the degree to which the heads of the secondary schools are servant leaders and how servant leadership influences instructional delivery and learning climate.



Population of the study

The present study consists of the teachers at secondary school level in Sargodha division of Punjab. The below table show the population of secondary schools teachers in Sargodha division of Punjab.

Table 1

Description of Population District wise Population, No of Schools and Teachers

Division	District-wise Sample	No of Schools	No of Teachers
Sargodha	District Bhakkar	146	2268
	District Mianwali	244	2730
Total		390	4998

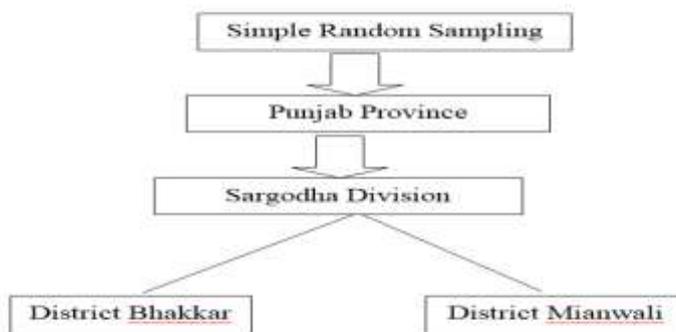
Source; Punjab: *School annual census. Punjab School education Department (2023-24)*

Sampling techniques

Sample is the representative of the entire population which is the small group of population. It will be presumed that the sample will be chosen among the population with some of the sampling techniques in mind. Random and non-random sampling can be adopted in this case. It should be mentioned that during any investigation sampling method is selected with reference to its specifications of the study. Simple random method of sampling seems to be the most suitable in this study. Some rules or formula of sampling have been selected due to the size of the sample. The total population of the study was 4998 in all. A sample of 5000 (399) was therefore selected according to the L R Gay (2003). The areas identified to be used as the sample of the research are four administrative districts of the Sargodha division Punjab, namely, Bhakkar, Mianwali, Khushab and Sargodha. District Bhakkar and District Mianwali of Sargodha Division were reduced to narrow down the research. The sample of the study is as presented below:

Figure 1

Simple Random Sampling



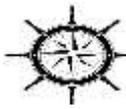


Table 2
District wise Sample, No of Secondary Schools and Teachers

Division	District wise Sample	Total Schools	Sec. Teachers
Sargodha	District Mianwali	40	207
	District Bhakkar	32	192
	Total	72	399

Source; Punjab: *School annual census. Punjab School education Department (2020-21)*

Response 207 out of 218 secondary school teachers responded from Mianwali District and 192 out of 215 secondary school teachers responded from Bhakkar District. Total responses of teachers were 399 out of 4998.

Research instruments of the study

Two instruments were used in this study.

a. Servant Leadership Scale (SLS)

The questionnaire was based on five point likert scale to collect responses from secondary school teachers regarding the involvement of school heads as servant leaders.

b. Teachers' work performance (TWP)

The questionnaire was based on five point likert scale to collect responses from secondary school teachers regarding teacher work performance under the impact of instructional delivery and learning environment

Pilot Testing and Reliability of Servant Leadership Scale

The instrument was pilot tested on 50 secondary school teachers. The item total statistic of the servant leadership scale has 06 factors. The servant leadership scale has 06 factors. The average reliability of the six factors obtained a reliability coefficient, Cronbach's Alpha, was .856.

Table 4

Reliability Statistics of Servant Leadership Scale

<i>Reliability Statistics of Servant Leadership Scale</i>		
No. of Respondents	No of Statements	Cronbach's Alpha
50	38	.856

The overall Alpha reliability is .856. The reliability analyzer used Cronbach's alpha (α) as its statistical tool. The internal consistency coefficient becomes available through Cronbach's alpha coefficient. A reliability analysis leads to modifications or removal of items to elevate the instrument's reliability level.



Pilot Testing and Reliability of Teacher Work Performance Scale

The instrument was pilot tested on 50 secondary school teachers. The reliability of teachers work performance scale obtained a reliability coefficient, Cronbach's Alpha, was .856.

Table 5

Reliability Statistics of Teacher work Performance Scale

Reliability Statistics of Teacher work Performance Scale

No. of Respondents	No of Statements	Cronbach's Alpha
50	50	.858

The overall Alpha reliability is .858. The reliability analyzer used Cronbach's alpha (α) as its statistical tool. The internal consistency coefficient becomes available through Cronbach's alpha coefficient. A reliability analysis leads to modifications or removal of items to elevate the instrument's reliability level.

Data Collection

The questionnaire has been applied in this research study as the main data collection tool. This is because, as Ibrahim and Mahmood (2016) suggested that a questionnaire method is the most common in the social science research. The data was collected using two tools. The key peculiarities of servant leadership were identified in the first stage of the given research. The second phase provided the impact of servant leadership characteristics on the professional development and the instructional planning. To participate in the study, an online questionnaire was prepared, and a random list of teachers was formed at the secondary level schools to address them. The developed questionnaire was given to the teachers of the secondary school of two different sites called Bhakkar, Mianwali and information was collected.

Data Analysis

The analyzed information was based on descriptive and inferential statistics. Mean and standard deviation were used to identify the qualification of the existence of secondary school heads as servant leaders. The impact of servant leadership on the instructional practice and learning condition was identified through Linear Regression. In case of the data analysis, SPSS (version 21) statistical package was used. This section of the study is the one that is concerned with the data analysis and the interpretation of the quantitative data acquired among secondary schools teachers on the impact of servant leadership on the aspect of professional development and instructional planning.

There was the use of descriptive and inferential tools of analysis. The descriptive examination and linear regression used mean and standard deviation in the identification of the role of servant leadership in instruction delivery and learning landscape.

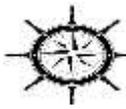


Table 6
Descriptive analysis of secondary school teachers responses for teachers work performance regarding Instructional Delivery.

Statement	Factor 3 : Instructional Delivery	M	SD
15	Leader emphasis on professional growth in instructional design and delivery.	2.75	1.09
16	Leader positively impacts my ability to adapt new changes in instructional delivery.	3.12	1.08
17	Leader encourages effective use of technology.	3.41	0.95
18	This approach positively influences on my motivation to enhance instructional delivery.	3.17	1.06
19	Leader contributes to a positive work environment, enhancing instructional outcomes.	3.27	1.03
20	Learning by doing is encouraged in our school.	3.51	0.90
TF3	Statements 15 to 20	3.20	1.02

According to table 6 on teachers' perception regarding Instructional Delivery, the factor of teachers work performance in public secondary schools of Sargodha Division (Punjab) indicates M 3.20 and SD 1.02. The data indicated enhanced teachers work performance regarding the mentioned factor.

H_{01} : There is no significant impact of servant leadership style on teachers work performance regarding Instructional Delivery at secondary school level.

Table 7
Showing Servant Leadership Impact on Teachers' Work Performance regarding the factor Instructional Delivery

Hypothesis	Variable	B	t(398)	P
H_{01}	SLS→ID(TWP)	.047	2.40	.017

Note: $*P < .05$, $R^2 = 0.60$, $Adjusted R^2 = 0.58$, $F(1, 398) = 5.781$, SLS=Servant Leadership, ID= Instructional Delivery

Table 7 reflects that servant leadership was a predictor of Instructional Delivery, the factor of teacher work performance, with $\beta = .047$, $t(398) = 2.40$, and $p < .017$. A one standard deviation increase in SLS on Instructional Delivery, the factor of teacher work performance is indicated by the standardized beta ($\beta = .047$). Therefore, H_{01} is rejected, indicating that servant leadership has an impact on Instructional delivery, the factor of teachers work performance.

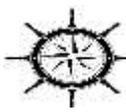


Table 8
Descriptive analysis of secondary school teachers' responses for teachers work performance regarding Learning Environment.

Statement	Factor 4 : Learning Environment	M	SD
21	Teachers feel empowered to make decisions that positively impact the learning environment.	2.69	1.16
22	This style in our school promotes a culture of trust and mutual respect.	3.19	1.03
23	Leader prioritizes the well-being of teachers, fostering a positive work environment.	3.47	0.93
24	Leader cultivates a positive organizational climate for effective teaching learning process.	3.42	0.94
25	Leader's approach enhances my overall well-being at work.	3.39	0.98
26	Leader encourages open communication and constructive feedback in our school.	3.23	1.08
27	Leader fosters a collaborative environment, enhancing teacher effectiveness in student academic programs.	3.14	1.06
28	Leader facilitates collaborative learning opportunities.	3.50	0.91
TF4	Statements 21 to 28	3.25	1.01

According to table 8 on teachers' perception regarding Learning Environment, the factor of teachers work performance in public secondary schools of Sargodha Division (Punjab) shows M 3.25 and SD 1.01. The data resulted enhanced teachers work performance regarding the mentioned factor.

H_{02} : There is no significant impact of servant leadership style on teachers work performance regarding Learning Environment at secondary school level.

Table 9
Showing Servant Leadership Impact on Teachers' Work Performance Regarding the Factor Learning Environment

Hypothesis	Variable	B	t(398)	P
H_{02}	SLS→LE(TWP)	.060	2.46	.014

Note: $*P < .05$, $R^2 = 0.62$, $Adjusted R^2 = 0.60$, $F(1, 398) = 6.040$, SLS=Servant Leadership, LE= Learning Environment

Table 9 reflects that servant leadership was a predictor of Learning Environment the factor of teacher work performance, with $\beta = .060$, $t(398) = 2.46$, and $p < .014$. A one standard deviation increase in SLS on Learning Environment, the factor of teacher work performance is indicated by the standardized beta ($\beta = .060$). Therefore, H_{02} is rejected, indicating that servant leadership has an impact on Learning Environment, the factor of teachers work performance.

Findings of the Study

1. Table 6 shows on teachers' perception regarding Instructional Delivery, the factor of teachers' work performance in public secondary schools indicates M 3.20 and SD 1.02. The data indicated enhanced teachers work performance regarding the mentioned factor.



2. Table 7 shows that Servant leadership significantly impacts on Instructional Delivery with, $P = .017$. A one standard deviation increase in servant leadership indicating a significant impact on Instructional Delivery the factor of teachers' work performance.
3. Table 8 shows the teachers' perception regarding Learning Environment, the factor of teachers' work performance in secondary schools indicates Moderate M 3.25 and SD 1.01. The data depicts enhanced teachers' work performance regarding Learning Environment.
4. Table 9 shows that Servant leadership significantly impacts on Learning Environment with, $P = .014$. A one standard deviation increase in servant leadership indicating a significant impact on Learning Environment.

Conclusion and Discussion

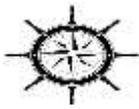
Conclusion

1. The effects of the Servant Leadership on the Instructional Delivery are statistically significant according to the statistical findings and it is one of the aspects that impact the work performance of the teachers significantly. According to the regression analysis, $p = .017$ less than the level of significance of 0.05. This demonstrates the fact that servant leadership and instruction delivery are statistically significant. The model is capable of accounting 60 percent of the difference in the work performance of teachers in the context of instructional delivery, which is shown by R^2 value of 0.60, but the Adjusted R^2 value of 0.58 confirms the reliability of the model.
2. According to the statistical findings, one may conclude that there is a statistically significant relationship of the Learning Environment, an important aspect of the work performance of teachers, to the impact of Servant Leadership. The regression analysis reveals that the $p = .014$ is less than the level of significance of 0.05. This shows that the interaction of servant leadership and learning environment is significant. Further, the value of R^2 is 0.62, which means that the model explains the work performance of teachers based on the learning environment, covering 62 percent of the total variance, and also the Adjusted R^2 0.60 value is another reason to show the strength of the regression model and its credibility. Conclusion is that servant leadership is the variable that has significant effects on the learning environment as the factor of the work performance of the teachers.

Discussion

Impact of Servant leadership on Instructional Delivery

The findings show that Servant leadership has significant impacts on work performance of instruction delivery by teachers. The study illustrates the way teachers in secondary schools perceive Servant leadership to bring about profound alterations in the performance of a teacher. The study results are consistent with the findings that show that a larger proportion of teachers in secondary schools agree that a high degree of influence of the Servant leadership in teachers work performance is evident. Norman (2018) demonstrates that effective instructional leadership allows leaders to increase teacher instruction. Servant leadership whereby the leader is serving and supporting others makes it easy to create



teaching environments where teachers get more resources and support to work with. Findings of this research indicate that there is solid evidence on the positive impact of servant leadership on the instructional practice within an educational context. Servant practices at educational leadership have positive impacts on various indicators of leadership effectiveness that contribute to the provision of instructional practices. The delivery of student instruction is enhanced when the teacher receives a higher level of the support of servant leadership since servant leadership acts as a support factor (Eva, Liden, Robin, Sendjaya and Van Dierendonck 2019).

The result of the research is the same as Bradley, et al. (2023) who proved that leader behaviors that encourage support lead to improved teaching practices and instructional delivery. This paper explores how the perception of strong servant leadership by the teachers leads to high-quality instructional delivery. The study illustrates significant results and practitioners ought to study other variables which may influence the outcomes. According to a study conducted by Cooke (2015), instructional delivery is an effective measure based on the quality of material and the method of teaching. The impact of servant leadership on instructional delivery may vary depending on other numerous factors that determine performance. Scholars proved that servant leadership boosts the means of instructional delivery. Greenleaf (1977) indicated that followers served by their leaders are able to create better relationships resulting in high educational outcomes. To be able to provide effective teaching, teachers need to be provided with better servant leadership principles.

Impact of Servant leadership on Learning Environment

Brophy (2024) attributes practical leadership to the development of the most effective learning spaces through creating supportive and engaging environments of learners. Leadership like servant leadership complements performance by equipping the educators with service-oriented programmers in the learning environment as well as offering support. The above research reveals that the study findings are not off course with the existing research that has indicated that most secondary school teachers believe that the concept of Servant leadership has a significant effect on the performance of teachers working. As pointed out by Brophy (2024), good leadership has a positive impact on the learning environment through the creation of a conducive and interesting climate. Servant leadership is also very appropriate here since it prioritizes serving and supporting other people, and this will help to provide an environment where teachers will feel important to help. The outcomes of the studies indicate that there is considerable evidence that proves the fact that servant leadership has a positive influence on the learning environment. Servant leadership practices have a beneficial environment in several areas of leadership. According to research findings, servant leadership on high levels makes teachers recognize the improved learning conditions that are possible determinants of the supportive nature of servant leadership (Eva, Liden, Robin, Sendjaya and Van Dierendonck 2019). The findings of the research are similar to those that Milan (2018) found establishing that the support and development practices as a way of leadership have resulted in better learning environments. This study shows that the perceptions of teachers regarding strong servant leadership are associated with positive learning environments since teachers in such case are more likely to have positive learning



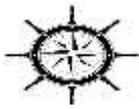
experiences. The research proves the presence of significant influences, but researchers need to consider the impact of the other variables on the effectiveness of the learning environment as proposed by Helms (2017) specifically using classroom control techniques and the quality of teacher-student relationships. Effects of servant leadership on learning environment depend on a number of moderating variables. The findings of the research indicate that servant leadership is central to enhancing education areas. Greenleaf (1977) believes that servant leadership involves the development of empowering systems that nurture the teachers, but yield better outcomes to students and teachers. The training of school leader servant leadership will enhance learning environment that is bound to bring about improved educational results.

According to the current research, the statistically significant effect of servant leadership on instructional delivery and the environment as the elements of the work performance by teachers are observed. The regression findings indicate that there are significant correlations between instructional delivery ($\beta = .047, p = .017$) and learning environment ($\beta = .060, p = .014$), thus indicating the positive role of servant leadership in the professional functioning of teachers. The results are in line with the previous research that underlines that supportive and service-oriented leadership positively influences teaching practices and a better classroom setting (Norman, 2018; Eva, Liden, Robin, Sendjaya & Van Dierendonck, 2019). Nevertheless, the statistically significant relations can still be characterized by comparatively small coefficients of beta, which denote a comparatively small effect size, that is, servant leadership is not the only factor affecting the work performance of the teachers. Teaching resources, institutional support, classroom management strategies, and teacher student relationships are also other variables that can be important in influencing the instructional delivery and the learning environment (Cooke, 2015; Helms, 2017). However, the results support the thesis put forward by Greenleaf (1977) that service-based, support-based, and empowering leadership practices may have a positive impact on educational processes. Thus, it is possible to discuss servant leadership as a valuable leadership method which contributes to the instructional process of teachers and contributes to creating a more efficient and supportive learning atmosphere in educational institutions..

Recommendations

According to the findings, following recommendations emerged from this study
The training programs for public secondary school heads may be conducted on various aspects of servant leadership style to make them more servant leaders.

- 1) The Secondary School Heads may empower public secondary school teachers for the improvement of teacher work performance.
- 2) The public secondary school heads should monitor student advancement frequently to boost student academic success.
- 3) The public secondary school heads may maintain high visibility to monitor and support his or her staff to resolve problems.
- 4) The public secondary school heads can lead staff training sessions for Instructional Delivery and Learning Environment that develop teaching capabilities of school teachers.



- 5) The public secondary school principals should provide incentives and appreciation to teachers whose achievements lead to greater objective fulfillment.
- 6) The upper management should create policies which enable public secondary school leaders to act as servant leaders.
- 7) The value of servant leadership requires managers to direct their efforts toward service activities rather than traditional leadership. The development of a positive healthy work environment happens through opportunities including expert sessions with servant leaders while showing examples of successful service-based leadership both in individual leaders and complete organizations.

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