

The Mediating Effect of Self-Efficacy on the Relationship between Servant Leadership and Job Satisfaction

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Abstract - The goal of the study was to determine if self-efficacy had a mediating effect on the relationship between servant leadership and job satisfaction. With a total of 400 respondents, the survey was conducted in public elementary schools in five districts across the Division of Davao del Sur. Descriptive-correlation quantitative non-experimental design was used and the researcher utilized adopted survey questionnaires. The test of mediation was also used to determine the relationship of the three variables. After thorough analysis of the data, results showed that the level of servant leadership, job satisfaction and self-efficacy are very high. Moreover, it showed that there is no significant relationship between servant leadership and job satisfaction. Similarly, there is no significant relationship found between servant leadership and self-efficacy. In spite of that, it showed that there is a significant relationship between self-efficacy and job satisfaction. Finally, self-efficacy was determined to have no mediating effect on the relationship between servant leadership and job satisfaction.

Keywords: job satisfaction, self-efficacy, servant leadership, mediating effect, Philippines

1 INTRODUCTION

Employment satisfaction relates to how happy a person is with their job, particularly pay, benefits, and rewards. Employees that are pleased are proud of their employment, their teams, and their accomplishments, and they are more devoted to the company's objectives, going above and beyond to meet them. On the other hand, employers have difficulties due to job satisfaction. Job unhappiness affects performance ratings and may threaten the employer-employee relationship by producing conflict between employees and managers (Judge et al., 2020; Kong et al., 2018; Moro et al., 2020).

Indeed, job satisfaction is essential in motivating employees to stay loyal to and employed by a firm or organization. A dissatisfied employee is more inclined to air her grievances in public. When a current employee speaks negatively about the firm, the likelihood of the listener joining the company decreases, and the company's reputation suffers (Ulibrk et al., 2018; Lu et al., 2019; Travers & Cooper, 2018).

On the other hand, servant leadership positively impacts employees' psychological states and behaviors, resulting in increased job satisfaction. Servant leaders go above and beyond typical administration by highlighting those individuals who are more engaged in their work are more likely to be pleased, putting them ahead of the competition. As a result, servant leadership effectively manages businesses (Eva et al., 2019; Gandolfi & Stone, 2018; Heyler & Martin, 2018).

Self-efficacy is a critical component of achieving life's objectives. Put another way, it is the way people think, act,

and feel about planning and carrying out the appropriate activities to deal with future difficulties. Incorporating an emphasis on the development of teacher self-efficacy into servant leadership boosts work satisfaction and, as a result, improves school effectiveness (Latikka et al., 2019; Marsh et al., 2019; Marshman et al., 2018). However, research on how

OBJECTIVES OF THE STUDY

self-efficacy influences the relationship between servant leadership and job satisfaction is scarce. Researchers were encouraged to look into the relationship between and among these three variables.

The goal of this research was to see if self-efficacy played a role in mediating the relationship between servant leadership and job satisfaction. Specifically, at achieving the following objectives:

1. To ascertain the level of servant leadership in terms of:
 - 1.1 empowerment,
 - 1.2 standing back,
 - 1.3 accountability,
 - 1.4 forgiveness,
 - 1.5 courage,
 - 1.6 authenticity,
 - 1.7 humility, and
 - 1.8 stewardship.
2. To assess the level of job satisfaction in terms of:
 - 2.1 salary,
 - 2.2 work environment,
 - 2.3 job responsibilities, and
 - 2.4 community attachments.
3. To describe the level of self-efficacy;
4. To determine the significant relationship between servant leadership and job satisfaction, servant leadership and self-efficacy, and self-efficacy and job satisfaction; and
5. Determine the impact of servant leadership on job satisfaction as mediated by self-efficacy.

HYPOTHESES

The following null hypotheses were tested at .05 level of significance:

1. There is no significant relationship between servant leadership and job satisfaction; servant leadership and self-efficacy; and self-efficacy and job satisfaction.

2. There is no significant effect on job satisfaction given servant leadership as mediated by self-efficacy

REVIEW OF RELATED LITERATURE

This section highlights the various literature and studies that have made significant contributions to this research. Through the readings presented, the readers will understand the variables in this study. The variables in this study are servant leadership, job satisfaction, and self-efficacy.

Servant leadership is adopted from Servant Leadership Survey: Development and Validation of Multidimensional Measure by Van Dierendonck & Nuijten (2011) that has the following indicators: empowerment, standing back, accountability, forgiveness, courage, authenticity, humility, and stewardship. Job Satisfaction is adopted from the Job Satisfaction Questionnaire by Romero and Bantigue (2017) with the following indicators: salary, job responsibilities, work environment, and community attachments. Self-Efficacy is adopted from General Self-Efficacy Scale by Schwarzer and Jerusalem (1995) with no indicators.

Servant Leadership

Servant leadership is a leadership paradigm in which the leader's primary goal is to serve others. A servant leader shares power, puts employees' needs first, and encourages people to grow and realize their full potential. Traditional leadership, in which the leader lives to serve the people, is the polar opposite of servant leadership. It empowers the group by prioritizing the requirements of the members while simultaneously taking into account the organization's overall aims and objectives (Boamah et al., 2018; Chadi & Hetschko, 2018; Dobrow Riza et al., 2018).

On the other hand, others-oriented servant leadership includes leaders with a high level of empowerment and other moral components, including sharing, decision-making, valuing people, creating connections, acting honestly, and demonstrating accountability. Many high-performing firms choose people-oriented CEOs who have optimistic and honorable pride in their positions. It necessitates a culture of facilitation and collaboration. This leadership style encourages team collaboration, self-organization within teams to enhance efficiency and deal with challenges, transparency, and honesty when working together, and the correct mix of communication across various channels to improve effectiveness (Hoch et al., 2018; Lemoine et al., 2019; Liu, 2019).

Furthermore, servant leadership necessitates the formation of relationships. A leader who establishes genuine connections with their followers creates an environment in which their actions are affected. Servant leadership is built on the foundation of serving others. Individual growth, mutual trust, and self-determination were encouraged. The servant-leader puts his followers first. Servant leaders identify and remove external roadblocks in collaboration with other departments (Amah, 2018; Andersen, 2018; Blanchard, 2018).

The seven constructs of servant leadership are forming relationships, empowering subordinates, helping subordinates grow and flourish, ethical behavior, putting aides first, possessing intellectual talents, and delivering value for the organization. Servant leadership behaviors include empowerment, taking a step back, authenticity, interpersonal acceptance, accountability, humility, courage, and stewardship (Chon & Zoltan, 2019; Ferch, 2020; Franco & Antunes, 2020).

In addition, in servant leadership, there are four moral authority norms. These include self-sacrifice, dedication to a noble purpose, and teaching that the ends justify the means. A servant leader listens, empathizes, heals, and brings people together. An ideal leader uses power and influence to inspire followers and build trust. A servant leader is accountable for helping others learn and grow and feeling meaningful, motivated, invigorated, and offering their best. It's not about you; it's about the people who are important to you (Elcheet al., 2020; Karatepe et al., 2019; Kiker et al., 2019).

In addition, servant leadership necessitates leaders adapt business procedures to meet organizational expectations and change situations while also considering their followers' requirements. Employee requirements are addressed, resulting in a more engaged workforce and improved productivity. To put it frankly, servant leaders have the humility, wisdom, and bravery to see that they can learn from individuals at all company levels. Put another way; servant leadership encourages people to do good work that brings out the best in them (Lapointe & Vandenberghe, 2018; Lee et al., 2020; Ye et al., 2019).

Similarly, servant leadership emphasizes the need to value, listen to, and empower staff. Leaders' ability to connect with people is crucial when altering the lives of internal stakeholders. High-performing companies develop trusting relationships by treating their people with respect and establishing and honoring their loyalty. Leaders sustain commitment through long-term partnerships. (Bao et al., 2018; Langhof & Guldenberg, 2020; Megheirkouni, 2018). The servant-leader aims to maximize talent and optimize team performance.

As a result, high-performance firms might use servant leadership to focus on organizational goals at the expense of relationships. Under servant leadership, relationships between a healthy work environment, job satisfaction, and retention develop. Servant leadership boosts individual self-confidence, fosters trust, shares critical information, provides constructive comments, and provides essential tools to help followers achieve their full potential (Al-Asadi et al., 2019; Bavik, 2020; Kumar, 2018).

Similarly, organizational goals are a secondary concern for servant leadership, but they will be reached even if leaders put their people's needs first. Servant leaders go above and beyond what is expected of them. Servant leaders are more

adaptable, receptive to new ideas, and enjoy cheerful, creative, and eager-to-learn personnel. A leader's humble behavior validated their followers' changing learning goals, allowing followers to enjoy psychological freedom as well as organizational engagement (Bauer et al., 2019; Li et al., 2018; Van Dierendonck & Patterson, 2018).

However, servant leadership has obstacles due to a lack of widespread recognition. The logic of transformational leadership, which focuses on corporate mission-driven orientation, is opposed to prioritizing the needs of followers. Followers are more likely to believe in a humble leader. Followers feel more at ease discussing their personal development. When a leader devotes their entire effort to helping individuals improve their performance, a strong sense of trust is formed (Kgatle, 2018; Sahawneh & Benuto, 2018; Sihombing et al., 2018).

Nonetheless, servant leadership promotes the good of others over self-interest by valuing others. It has the potential to have a one-of-a-kind impact on businesses and their constituents. It gives people an opportunity to learn and grow. Followers know and masterwork tasks, which leads to better outcomes. On the other hand, nothing creates distrust like an indifferent, self-absorbed leader who sees their people as only a means to an end (Giambatista et al., 2020; Latif & Marimon, 2019; Qiu & Dooley, 2019).

Servant leadership, in reality, creates healthy culture through leaders' servant leadership acts and the degree to which employees are focused on serving others. If the core of company goals is excellent outcomes, stakeholders and managers who align with servant leadership achieve organizational goals. Educators serve as servant leaders. They teach by thoroughly and comprehensively presenting the rationale for changes, plans, projects, and priorities. They understand that those closest to the problem have the best ideas, creativity, and judgment to solve the most pressing issues (Allen et al., 2018; Holtzhausen & de Klerk 2018; Xie, 2020).

As a result, servant leadership established clear goals and direction, resulting in a happier workforce. If employees believe their supervisors are committed to service, empowerment, and a shared vision, they are more likely to consider their company as one that values servant leadership. It increases everyone's dedication to the organization's common goals. The servant leader's goals include teacher experience, safety, operational excellence, and organic growth (Aboramadan et al., 2020; Brohi et al., 2019; Laub et al., 2019).

As a result, servant leadership creates an environment conducive to learning. The link between followers' commitment and improved organizational and job performance and lower absenteeism, tardiness, and turnover demonstrates the importance of followers' burden. Servant leaders help build learning companies where individuals are comfortable taking risks and making mistakes. It is a concept and set of activities that improve

people's lives, strengthen organizations, and make the world a more just and loving place in the end (Chughtai, 2018; Ruiz-Palomino et al., 2019; Tuan, 2020).

When led by a servant leader, followers can perceive their selfless and sincere motives in particular. Servant leadership emphasizes trust, collaboration, and flexibility to create a pleasant work environment and culture. Traditional leadership prioritizes the company's requirements, whereas servant leadership prioritizes the needs of the people. They focus on assisting people in being the best they can be. It also boosts organizational efficiency by encouraging followers to mimic their leaders' activities (Peachey et al., 2018; Stollberger et al., 2019; Zhang et al., 2019).

In truth, there are two types of servant leadership: functional and accompanying. Creating a vision, emphasizing a service orientation, encouraging honesty, becoming a role model via trust, appreciating others' ideas, and empowering employees are all aspects of servant leadership. A servant leader is a strong communicator, an engaged listener, informed and competent, encouraging through coaching and appropriate delegators. On the other hand, a servant leader places a higher value on active listening. They are sensitive to the demands of the entire group and would rather listen than speak (Frost, 2019; Harju et al., 2018; Lu et al., 2019).

Furthermore, servant leadership increases favorable psychological responses in employees, which improves job happiness. On the other hand, traditional leaders try to synchronize their goals in more minor personal ways. Because people who serve others feel good about themselves, followers equate service activities with doing the right thing. Servant leaders can see things from other people's perspectives. They fully understand and feel the impact of something, which shapes their decisions and actions (Farrington & Lillah, 2019; Jang & Kandampully, 2018; Wang et al., 2019).

Similarly, servant leadership differs from other leadership styles in that it can affect nursing and healthcare organizations in a good way. Employees had developed strong, long-term bonds with servant leaders who prioritized personal integrity. Personal integrity and providing excellent service to all stakeholders within the company, including workers, customers, and communities, are top priorities (Chiniara & Bentein, 2018; Crippen & Willows, 2019; Saleem et al., 2020).

When it comes to establishing whether leaders apply to leaders as foundational constructions versus complementary attributes or qualities, defining servant leadership is equally murky. The literature is inconsistent in identifying elements that influence the effectiveness of leadership activities and follower responses, and they are commonly confused. Because there is a misconception about leadership, several descriptions of the same thing

have been used (Hernández-Perlines, & Araya-Castillo, 2020; Newman et al., 2018; Qiu et al., 2020).

Furthermore, servant leadership creates a healthy work environment when leaders exhibit observable behaviors, characteristics, and qualities and demonstrate mastery of specific competencies. Because determining which aspects of servant leadership are considered qualities, features, or characteristics is complex, the constructions studied include humility, communication that includes listening, commitment to staff growth and development, and empowering actions (Kaya & Karatepe, 2020; Lee, 2019; Lu et al., 2018).

Finally, being a servant leader requires being helpful, approachable, visible, and successful in sharing information with employees. Leaders who emphasize the needs of others, facilitate performance and provide continual support display humility. Humility typically entails recognizing and appreciating information and advice from others. When leaders behave humble, their followers respond by demonstrating more loyalty to the leaders and the organization, resulting in stronger leader-follower connections (Lumpkin & Achen, 2018; Luu, 2019; Madison & Nathan, 2019).

In general, servant leadership is critical in the educational sector to establish a supportive work environment where people feel appreciated, have worth, and are respected and improve employee morale and engagement. If outstanding leaders are caring, empathic, humble, and serve their employees, the organization can grow, and teachers will feel empowered. Furthermore, servant leaders must prioritize the success of others over their interests. They understand that it is their job as leaders to bring out the best in others and help them perform better. As a result, there is more efficiency in the educational sector and a happier, more effective, and productive team, which leads to higher performance. As a result, training and ongoing professional development are critical components in broadening knowledge, improving abilities, and learning new approaches to be effective.

Job Satisfaction

Job satisfaction refers to a person's favorable or unfavorable feelings about a job and how they feel about it in general or in specific areas such as the type of work, compensation, promotion, supervision, and co-workers. Job satisfaction is an affective behavior that reflects contentment with one's current employment status and how much one enjoys or dislikes one's job. It examines employees' working environments and how they link to other characteristics such as results, turnover, and financial success (Ulibrk et al., 2018; Lu et al., 2019; Yuen et al., 2018).

Job satisfaction is also defined as a positive or pleasant emotional state resulting from an appreciation of their job or experience. Several things influence the level of satisfaction instructors have with their professions.

Working circumstances, employment security, colleague quality, teacher autonomy, and prospects for promotion are all factors to consider. Employees who are happy in their jobs, regardless of their position or pay grade, are more productive. To put it another way, happy employees are less likely to leave (Arian et al., 2018; Iwu et al., 2018; Ramli, 2019).

In reality, job satisfaction is linked to management. Managers' leadership conduct immediately boosts satisfaction, loyalty, and productivity when prioritizing an employee's well-being. It was also discovered that leadership conduct and job satisfaction are positively associated. The quality of manager/staff relationships is linked to job satisfaction. When employees believe the organization has its best interests at heart, they usually embrace its mission and work hard to help it achieve its goals (Bernarto et al., 2020; Chan, 2019; Dhamija et al., 2019).

Furthermore, job happiness promotes work efficiency. Teachers' perceptions of their school and work environment have a higher link to job satisfaction in general. However, the focus is on teacher work satisfaction. As a result, job satisfaction is an essential factor in overall happiness. Employees desire to be regarded and trusted while working in a secure environment with good benefits and opportunities for progress (Eliyana & Ma'arif, 2019; Pang & Lu, 2018; Webber & Rogers, 2018).

Job satisfaction is sometimes defined as the sum of an individual's emotional and psychological experiences at work. Job satisfaction is the relationship between what people expect and what they get at work. Job satisfaction improves life satisfaction, service quality, performance, and a variety of demographic, occupational, and personal attributes. A happy employee is a loyal employee and a company brand ambassador. Employees satisfied with their jobs are more devoted to the company and its aims, go above and beyond to meet goals, and take pride in their work (Dilig-Ruiz et al., 2018; Luz et al., 2018; Scanlan & Still, 2019).

Furthermore, job happiness is essential in an employee's life cycle and motivation to stay with a company. Employee satisfaction is influenced both directly and indirectly by several tasks or responsibilities. Job satisfaction is one factor that contributes to school productivity. Teachers who are satisfied with their jobs are more motivated to teach their students well. Teachers will only perform at their best if they enjoy their work. (Castellacci & Viñas-Bardolet, 2019; Ramli, 2019; Tsounis & Sarafis, 2018).

Job satisfaction is defined as a pleasant emotional state that arises when a person values their job or experience. Both the job and the work environment have an impact on job satisfaction. Employee happiness must be considered from both a short- and long-term standpoint. It is intimately linked to attrition and employee-organization fit in the short term. It is more harmful in the long term when an

employee is unsatisfied but continues to work for an organization for other reasons (Lambert et al., 2018; Meng & Berger, 2019; Torlak & Kuzey, 2019).

Job satisfaction is, in fact, the result of a cognitive and judgmental process. Measuring instructors' emotional states will not give you a complete picture of how happy they are in their jobs. Organizational factors such as supervisor communication, commitment, stress, autonomy, recognition, routinization, peer communication, fairness, and professionalism are the 13 drivers of satisfaction: age, education, years of experience, and locus of control. A happy employee is enthusiastic, proactive, productive, and committed to the company's goals (Ahmad & Jameel, 2018; Blanchflower & Bryson, 2020; Garg et al., 2018).

Similarly, job satisfaction is determined by several elements, including supervisor satisfaction, work, salary, growth opportunities, co-workers, and customers. It has been discovered to act as a bridge between emotional intelligence and organizational commitment. Satisfaction and dissatisfaction impact performance since a happy employee is more productive and performs better. On the other hand, unhappy employees are less willing to put in the long hours and are more likely to depart in search of brighter pastures (De Simone et al., 2018; Asbender et al., 2019; Molero Jurado et al., 2019).

The amount of job satisfaction is crucial in this regard. Job satisfaction is the positive response to job content from various viewpoints over time. It simply refers to a worker's psychological attitude toward their job. It's a positive affective workplace reaction that displays how employees feel about their jobs. Employee happiness is a factor that contributes to a more enjoyable workplace. It's preferable to accomplish big things while having fun and in a supportive setting (Cucina et al., 2018; Duan et al., 2019; Steel & Warner, 2018).

Job happiness continues to excite the interest of managers, practitioners, and researchers for various reasons, including the awareness that happy employees can help organizations thrive in ways other than financial. Organizational citizenship practices, improved work conditions, increased worker health, and more efficient performance are linked to job happiness. According to studies, autonomy is crucial to employee satisfaction. Nobody enjoys being a cog in a machine (Cansoy, 2019; Farinde-Wu, & Fitchett, 2018; Holmberg et al., 2018).

Job satisfaction is also linked to work-related elements such as administrative control, instructional competency, and organizational culture. On the other side, job satisfaction is inversely related to absenteeism, intention to leave the company, ineffective interpersonal and organizational behaviors, job-related stress, psychological suffering, and biological markers of ill-health. Job-related stress severely impacts students' academic performance; hence, adverse

consequences are crucial (Allan et al., 2018; Dalkrani & Dimitriadis, 2018; Torres, 2019).

In the same way, many theoretical frameworks have structured job satisfaction elements in various ways. When it comes to satisfaction studies, there are two main study traditions. According to one line of research, job happiness is determined by an individual's cultural background, level of education, expectations or perceptions of equality, hierarchical theory of needs, and the two-factor idea of job satisfaction. Company culture is more significant than income regarding working satisfaction (Asbari et al., 2020; Shah et al., 2018; Suchyadi, 2018).

On the other hand, job happiness is seen as being determined more by the job environment and conditions and the specific elements of the job, such as salary, organizational atmosphere, and management's encouragement of inequity, than by personal characteristics. The job characteristics model and the job demand-control model are examples of this second thinking school. Because of its benefits to both instructors and students, job satisfaction is crucial for educational research. It is also well known that happy teachers contribute to organizational success (Abelha et al., 2018; Akbari et al., 2020; Tsai, 2018).

On the other hand, high levels of occupational stress are related to poor levels of job satisfaction among primary school teachers, demonstrating a negative relationship between job satisfaction and occupational stress. Another Italian study discovered that instructors' perspectives on self-efficacy influenced job satisfaction, which improved students' academic advancement. As a result, the quality of instructors' relationships with their co-workers plays a crucial role in their job happiness (Baluyos et al., 2019; Pinzone et al., 2019; Zhang et al., 2019).

On the other hand, job satisfaction is derived from fulfilling higher-order requirements such as healthy social interactions rather than lower-order demands such as money or incentives. Indeed, current evidence suggests that interpersonal contacts among teachers are vital and that job satisfaction associated with healthy relationships helps to attenuate some of the profession's negative implications. As a result, employee satisfaction enhances staff retention, productivity, and attendance. Steel et al., 2019; Kapárková et al., 2018; Rahmat et al., 2019).

Indeed, job satisfaction aids instructors in coping with work-related stress. Negative interactions in the classroom are frequently linked to classroom management concerns. Later in a teacher's career, it contributes to stress and burnout. As a result, the majority of businesses are concerned about employee satisfaction. For human resources, increased employee happiness is crucial. To keep employees engaged and satisfied, it needs more than good pay and benefits (Kim & Kim, 2020; Li et al., 2018; Mullen et al., 2018).

The job's level of engagement mainly determines the level of job satisfaction. The literature examined above covers many elements that can influence job satisfaction. Indirect research also points to diligent work as having a significant impact on job satisfaction—a lack of job security damages employee confidence in their capacity to meet the demands of their lives. Earning less than those doing the same or similar job causes job discontent and diminished happiness. While some people are delighted with their jobs, others are not.

On the other hand, job satisfaction is essential since it is linked to teacher retention and teacher and student well-being, school cohesion, and higher levels of teaching. Similarly, it is a factor that helps teachers stay happy and perform at their best. This is, in fact, dependent on the school management. That's why the administration needs to make programs that value teacher satisfaction, especially in terms of capacitating teachers in monetary and non-monetary rewards that constitute continuous teacher professional development. Therefore, a high level of job satisfaction is of utmost importance to provide quality education towards the academic and holistic growth of the students.

Self-Efficacy

Attitudes, talents, and cognitive capacity contribute to a person's self-efficacy. It is used to assist you in taking a more proactive management approach. People who influence their situation have a better quality of life. People who have a high sense of self-efficacy are more enthusiastic about their activities. They are more committed to their hobbies and pastimes. They are quick to recover from setbacks and disappointments, and they view challenges as opportunities to improve (Desombre et al., 2019; Ha et al., 2018; Klassen & Klassen, 2018).

On the other hand, people with low self-efficacy believe that difficult jobs and situations are beyond their talents, focus on personal flaws and negative results, and quickly lose faith in their abilities. People with poor self-efficacy view brutal occupations as dangers to avoid because they avoid setting goals and have low levels of commitment. Self-efficacy is a mental condition that evolves through time. The most efficient technique to develop a strong sense of efficacy is through mastery experiences. Self-efficacy can be eroded and harmed if a challenge is not met (Barni et al., 2019; Klaijnsen et al., 2018; Shiau et al., 2020).

Self-efficacy, in reality, relates to one's belief in one's skills. A harsh work environment or a traumatic experience can quickly erode a teacher's self-esteem. They frequently give up quickly when confronted with failures because they lack faith in their ability to succeed. They are more likely to be depressed and defeated. People with low self-efficacy are less resilient and less likely to recover from stressful circumstances (in & Aşkun, 2018; Lauren al., 2019; Lohbeck, 2019).

Self-efficacy is a term used to describe someone's belief in their own ability to succeed. Researchers have studied the relationship between teacher self-efficacy and student achievement for more than three decades. According to the study, teachers with high self-efficacy are better planners, more resilient in the face of failure, and more open-minded and helpful with their students. When a group of teachers believes that by working together, they can assist their pupils in growing and changing, they are said to be collectively effective (Putwain & von der Embase, 2019; Schwab, 2019; Webb-Williams, 2018).

Furthermore, self-efficacy has the most significant impact on success. Self-efficacy is a psychological quality that can be improved. Developing a strong sense of self-efficacy can assist you in achieving success in almost any aspect of your life. Higher levels of self-efficacy can help you deal with these problems more effectively. Motivation, self-esteem, and belief in one's abilities can all predict how much effort is put into achieving goals. Building confidence in one's abilities boosts self-efficacy and determines what one can do (Cerezo et al., 2019; Kornilaki et al., 2019; Latikka et al., 2019).

Self-efficacy is also defined as the belief in one's own ability to do a task successfully. Self-efficacy refers to one's confidence in using those abilities to achieve goals rather than one's abilities. People's feelings, thoughts, actions, and motivation are all influenced by their self-efficacy. Those with high self-efficacy tend to learn and achieve more than those with low self-efficacy, even when their absolute ability levels are equal. Self-efficacy beliefs are associated with improved outcomes (Liu & Hallinger, 2018; Makara-Studziska et al., 2019; Vatty, 2020).

Self-efficacy, on the other hand, takes time to acquire. Creating a culture of high self-efficacy necessitates a genuine acknowledgment of hard work and its outcomes. The conviction in one's potential to succeed and perform well in numerous areas of life, such as education, career, and relationships, is known as self-efficacy. Because it is influenced by one's belief in performing well in critical areas and achieving desired objectives, self-efficacy impacts self-esteem. Self-efficacy is rarely examined because it is an abstract phrase that cannot be touched or seen (Amer et al., 2018; Hatlevik & Hatlevik, 201; Müller & Seufert, 2018).

Furthermore, cultivating a collaborative environment is critical for improving collective and individual self-efficacy. Allowing time for co-planning, showcasing models of excellence, and organizing norming exercises for teachers to build and revisit a shared mission are all things that leaders can do to help. Once created, self-efficacy does not maintain its consistency. As a person progresses through life and encounters new experiences, it can change and expand. Self-efficacy development in youth has long-term consequences (Lazarides et al., 2018; Mahler et al., 2018; Ozyilmaz et al., 2018).

Self-efficacy is also defined as a person's belief in their capacity to carry out the actions necessary to meet specific performance objectives. It expresses confidence in one's ability to control one's motivation, behavior, and social environment. Self-efficacy gives light on how people make meaningful attempts at new things. It's also a team structure method that provides managers with managers a foundation for setting ever-higher standards of behavior and accomplishment in their organizations (Garaika et al., 2019; Marsh et al., 2019; Wilson et al., 2020).

As a result, self-efficacy has evolved, showing a plethora of evidence demonstrating that self-efficacy can assist teachers in various ways. Positive self-efficacy can increase teachers' desire to transfer abilities learned during in-service training to the classroom. According to a study, teachers with a high level of teaching self-efficacy are more inclined to try out new teaching methods, seek out better teaching methods, and experiment more with instructional materials (De Clercq et al., 2018; Falco & Summers, 2019; Roy et al., 2018).

Teachers' self-efficacy views can assist them in responding more successfully to stressful and difficult situations. People who believe in their efficacy are willing to take risks, attempt new approaches, experiment, and stay with challenging solutions. People who believe in high, positive efficacy feel more challenged but less scared by stressful situations than people who believe in low effectiveness. As a result, those with a high level of self-efficacy are more committed than people who have a low level of self-efficacy (Cziraki et al., 2018; Karimy et al., 2018; Moreno et al., 2018).

Furthermore, self-efficacy affects how hard and how long someone works on a task, how resilient they are when faced with obstacles, and how much stress or anxiety they experience in a given situation. Strong achievers and people who have a high sense of self-efficacy are known for taking on new challenges and sticking to their goals. On the other hand, people with low self-efficacy may retain some of those insecure beliefs due to external stimuli that contribute to a negative self-image. They may be afraid of new challenges, give up easily, or become apprehensive when doing activities (Burnette et al., 2020; Syed et al., 2019; Wang et al., 2018).

Individuals with higher levels of self-efficacy also perform better in training, and pre-training interventions aimed at increasing task-specific self-efficacy can dramatically improve performance during exercise. Furthermore, those who have high levels of self-efficacy have been found to have higher levels of professional commitment, meaning that they are more likely to attend and participate in activities that challenge their talents. Ayllón et al., 2019; Eller et al., 2018; Wickman et al., 2018) define self-efficacy as one's conviction in one's ability to control one's motivation, behavior, and social environment.

Teachers with high self-efficacy also yield better student outcomes because they are more persistent in supporting struggling students and are less likely to condemn pupils who make mistakes. Teachers who believe in their abilities are more organized, prepare more effectively, and are more inclined to set high-performance goals for themselves and their pupils. As a result, self-efficacy permits one to accept risks (Beatson et al., 2018; De Smul et al., 2018; Hamilton et al., 2018).

Because self-efficacy beliefs are associated with physiological conditions such as anxiety, stress, and exhaustion, they can provide extra efficacy data. Strong emotional reactions to activity can give information about the outcome's chances of success or failure. It is self-evident that providing a safe setting in which children can learn in a non-threatening, cooperative manner is necessary. To build a secure, non-threatening, supportive environment, all it takes is time to interact and establish rapport with one another in a risk-free environment while providing a free flow of ideas, opportunities for success, and feedback (Cmar et al., 2018; Hsu et al., 2019; Zhang et al., 2018).

Self-efficacy can provide a sound theoretical foundation for understanding why and how instructors grow, as can be seen. It also implies that a collection of practical tools, such as feedback, various instructional design components, and integrated support systems can be helpful. A related issue is that single-assessment validation procedures have hindered attempts to investigate self-efficacy measures. This research hasn't demonstrated that apparent correlations aren't primarily attributable to technique variance (Brenner et al., 2018; Cuganesan et al., 2018; Mannila et al., 2018).

Self-efficacy is influenced by various personal and contextual factors, including mastery experiences, vicarious experiences, social persuasions, and physiological and affective states. A multitude of individual and contextual factors influence teaching self-efficacy. People with a strong feeling of efficacy, on the other hand, are more mentally healthy and effective than those who doubt their abilities. Milam et al., 2019; Hase et al., 2018; Lazarides et al., 2018).

On the other hand, self-efficacy is distinct from self-image, self-worth, or any comparable construct. Self-compassion can help with self-efficacy growth. Although there are many various varieties of self-efficacy, it generally refers to our total belief in our ability to succeed. Although self-efficacy is tied to our feeling of self-worth or value as human beings, there is one key distinction. Self-worth can help one's overall value or worth, and self-efficacy can help one's overall value or cost (Metens et al., 2018; Tagkaloglou & Kasser, 2018; Umrani et al., 2019).

Finally, self-efficacy impacts overall effectiveness because it is founded on a person's belief in their potential to succeed. Although high motivation is often correlated with high self-efficacy, this is not always the case. Not only are high-self-efficacy teachers more common in high-performing schools,

but there is evidence that teacher self-efficacy is a crucial mediating element between a school's climate and professional culture and its educational achievement (De Clercq et al., 2019; Geerlings et al., 2018; Tharek et al., 2018).

The studies described above demonstrated indirect effects on teacher self-efficacy. When the concept of self-efficacy is applied to the field of education, self-efficacy is defined as individual teachers' belief in their capacity to plan, organize, and carry out actions necessary to meet specified educational goals. Even though qualitative self-efficacy research is less widespread than quantitative self-efficacy research, it has produced some intriguing and valuable results. According to the studies described above, teachers' self-efficacy is a significant predictor of teacher effectiveness and student outcomes. Furthermore, high-performing schools have been shown to have critical aspects that foster and reinforce skill development and efficacy beliefs. Individuals who have a high level of self-efficacy, on the other hand, approach activities with a positive attitude and report higher levels of job satisfaction. In addition, self-efficacy and an emphasis on growing teacher competency and enhancing student outcomes should be included in training programs.

Correlation between Measures

Several studies have been conducted to determine whether there is a link between servant leadership and job happiness. These studies all come up with identical findings, and the vast majority of them agree that servant leadership and job happiness are inextricably linked (Chinyerere, 2018; Chughtai, 2019; Yang, Ming, Ma, and Huo, 2017).

Similarly, a study on the relationship between servant leadership and job satisfaction conducted at a private institution in Atlanta, Georgia, discovered that servant leadership contributes to a contented workforce. The findings showed a significant association between the two variables (Crowther, 2018; Dodd et al., 2018; Tischler, Giambatista, McKeage, and McCormick, 2016; Guillaume, Honeycutt, & Savage-Austin, 2013).

Moreover, the University of Iceland discovered a substantial positive correlation between servant leadership and job satisfaction. In keeping with previous research, this study finds a possible positive relationship between job autonomy and job satisfaction (Iqbal et al., 2020; Ilkhanizadeh & Karatepe, 2018; Petrovskaya & Mirakyan, 2018; Spector, 2014).

Also, a study among telephone company employees revealed that servant leadership is favorably and strongly associated with job satisfaction. All participants appear to have high job autonomy and dignity (Karatepee et al., 2020; Opoku et al., 2019; Sepahvand, Pirzad, and Rastipour, 2015; Sousa and Dierendonck, 2015). Furthermore, a study examining the association between servant leadership, core self-evaluation, and job satisfaction

in three US businesses discovered that servant leadership predicts job satisfaction among white-collar workers (Linuesa-Langreo et al., 2018; Tischler, Giambatista, McKeage, & McCormick, 2016; Sepahvand, Pirzad & Rastipour, 2015).

Job satisfaction is similarly linked to servant leadership, and it works as a bridge between servant leadership and employee loyalty. As a result, servant leadership substantially correlates with job satisfaction (Staats, 2015; Saleem, 2015; Wang et al., 2018).

Servant leadership, on the other hand, interacts with job satisfaction that arises from organizational contexts, and their decision-making processes are influenced by the organizational structure of the specific location (Robinson et al., 2018; Rodriguez-Carvajal et al., 2018; Sendjaya, 2015; Rivkin, Diestel, and Schmidt, 2014).

Nonetheless, employee results are influenced by servant leadership and work happiness. Employee satisfaction is significantly linked to employee perceptions of servant leadership (Saleem, 2015; Rachmawati and Lantu, 2014; Reed et al., 2011; Zoghbi-Manrique-de-Lara et al., 2019). Previous research has found a correlation between servant leadership and job happiness. According to a study, servant leadership can improve job satisfaction by giving people more control over their effort, behaviors, and work schedule (Plessis, Wakelin, and Nel, 2015; Panaccio et al., 2015; Parris and Peachey, 2012).

According to the findings of a study, based on participants' work experiences, there appears to be a positive association between servant leadership and job satisfaction, which is consistent with previous research findings that servant leadership and job happiness may be linked (Olesia, Namusonge and Iravo, 2014).

Furthermore, it has been established that servant leadership is a strong predictor of job satisfaction. This study was both instructive and exciting. There were, however, times when work was strenuous and challenging (Lu, Zhang, and Jia, 2018; Liden, Wayne, Liao, and Meuser, 2014; Lunenburg, 2011).

Another study that looked at the impact of servant leadership on job satisfaction discovered a link between the two. A servant leader always has followers who follow in their footsteps, creating a positive association between the factors (Kadtong, Unos, Antok, and Midzid, 2017; Kashyap and Rangnekar, 2014; Leary, Green, Denson, Schoenfeld, Henley, and Langford, 2013).

Concerns concerning the relationship between servant leadership and job happiness have grown in recent years. Job satisfaction is strongly linked to servant leadership, notably in China (Jorge Correia de Sousa and van Dierendonck, 2014; Kelloway, Weigand, McKee and Das, 2013; Hughes, Ginnett, and Curphy, 2012).

According to the findings of a comparable study conducted in Pakistan, servant leadership boosts work satisfaction. Managers should develop their servant leadership style and consider the particular requirements of their employees to create psychological fulfillment (Guillaume, and Savage-Austin, 2013; Hoch, Bommer, Dulebohn, and Wu, 2016; Gutierrez-Wirsching, Mayfield, Mayfield and Wang, 2015). Indeed, job satisfaction, which has long been seen to be the basis and driving force of a company's long-term success, has been discovered to have a significant impact on servant leadership. As a result, servant leadership substantially impacts job satisfaction (Frost, 2019; Ekinci, 2015; Goh and Zhen-Jie, 2013).

This study looked at the impact of servant leadership on a workplace-related outcome at a private institution in Atlanta, Georgia (job satisfaction). There were, however, times when work was strenuous and challenging. According to the data, there was a significant link between servant leadership and work satisfaction among academic and non-faculty personnel (Chughtai, 2017; Dihn, Lord, Gardner, Meuser, Liden, and Hu, 2014; Ding, Lu, Song and Lu, 2012).

The findings show a correlation between servant leadership and job satisfaction in tiny rural towns, which often struggle to attract competent workers or face depopulation—employees and businesses, and society as a whole need job satisfaction and excellent work experiences. Information about the employment experiences of people who work and reside in tiny settlements in Iceland is scarce (Sepahvand, Pirzad & Rastipour, 2015; Sousa & Dierendonck, 2015; Tischler, Giambatista, McKeage & McCormick, 2016).

Thus, servant leadership and job happiness are essential values for employees in general, regardless of the type of job they do or where they live. Job satisfaction is critical for people's health and quality of life. As a result, servant leadership breeds contented workers (Dihn, Lord, Gardner, Meuser, Liden and Hu, 2014; Guillaume, Honeycutt and Savage-Austin, 2013; Ding, Lu, Song and Lu, 2012). Meanwhile, because leaders support representatives in clarifying duties and providing social assistance, servant leadership is an essential indicator of self-efficacy. Servant leaders are excited about giving followers opportunities to learn new skills and supporting them as they do so (Lazarides, Buchholz & Rubach, 2018; Walumbwa et al., 2010; Cerit, 2010).

Self-efficacy is boosted by servant leadership. Individuals who are aware of their talents and abilities are more motivated to take the efforts necessary to manage a potential disease. As a result, there is a strong and positive link between servant leadership and self-efficacy (Melchar and Bosco, 2010; Black, 2010; Evans, 2010).

A direct correlation was also discovered between servant leadership style and teacher self-efficacy. In the business realm, servant leadership has been thoroughly explored, revealing how it can lead to enhanced employee self-efficacy (Liden et al., 2014; Jacobs, 2011; Leithwood, 2010).

Servant leadership has a significant impact on teacher self-efficacy. Even though the concept of self-efficacy has been linked to effective teachers in several studies, the role of self-efficacy as a mediator has been disregarded in previous research (Tischler et al., 2016; Sousa and Dierendonck, 2015; Whitman, 2014; Drury, 2005; Metzcar, 2008).

However, one study found that servant leadership had no significant impact on teachers' self-efficacy, so this research aims to look into the role of self-efficacy as a mediator in the relationship between servant leadership and teaching effectiveness (Schwab, 2019; Rodriguez-Carvajal et al., 2018; Sepahvand, Pirzad, and Rastipour, 2015).

Servant leadership combines pedagogical and philosophical strategies to assist classroom instructors in redefining their roles and addressing self-efficacy concerns. The findings revealed a link between servant leadership and teacher self-efficacy (Panaccio, Henderson, Liden, Wayne and Cao, 2015; Rivkin et al., 2014; Rachmawati & Lantu, 2014).

Self-efficacy is boosted by servant leadership, according to another study. Servant leadership is frequently focused on increasing the number of people who follow them. These efforts, on the other hand, may be most effective when followers' competence and willingness to take charge of their activities are valued and found to have a significant impact on self-efficacy (Olesia, Namusonge and Iravo, 2014; Najafi, Noruzy, Azar, Nazari-Shirkouhi, and Dalvand, 2011; Moafian & Ghanizadeh, 2009).

Servant leadership is an excellent predictor of work satisfaction because it thinks that long-term organizational goals can only be achieved by first aiding the company's growth, development, and general well-being. Servant leaders devote attention to their subordinates, praise and assist them, and pretend to care about their needs (Machmu, 2018; Olesia, Namusonge & Iravo, 2014; Millner-Harlee, 2010).

Similarly, servant leadership qualities such as humility, relational power, service orientation, follower growth, support of follower autonomy, altruistic calling, emotional healing, persuasive mapping, wisdom, and organizational stewardship have been demonstrated to improve job satisfaction (Sousa and Dierendonck, 2015; Whitman, 2014; Black, 2010).

Self-efficacy is also influenced by servant leadership. A principal as a servant leader can cultivate self-efficacy in followers through three critical forms of influence: mastery experiences, vicarious experiences, and verbal persuasion. The servant leader's role, using a mastery experience, would be to create a vision of the teacher's role in the school, demonstrate trust in the teacher or offer the teacher

an opportunity to earn trust and empower instructors. A servant leader will use vicarious experiences (modeling) to assist a teacher in developing self-efficacy (Lohbeck, 2019; Lu et al., 2018; Luszczynska et al., 2011).

In other research, servant leadership has been shown to boost self-efficacy. Similarly, several studies have discovered a correlation between servant leadership and job happiness. As a result, there is a strong and positive correlation between servant leadership and job happiness (Amarasena et al., 2015; Bambale, 2014; Avey et al., 2011).

Another study looked at the relationship between followers' perceptions of servant leadership and work happiness. It was revealed that job happiness and perceptions of servant leadership had a significant association. The more job satisfaction there is, the more servant leadership is used in the school (Beck, 2014; Chan and Mak, 2014; Carmeliet et al., 2013).

There is a statistically significant positive relationship between participants' evaluations of servant leadership and their degree of self-efficacy. It was discovered that each of the six servant leadership constructs has a positive association with teacher job self-efficacy (Chiniara and Bentein, 2016; Chinomona et al., 2013; Chang et al., 2012).

Furthermore, servant leadership increases teachers' self-efficacy. In an attempt to explain the relationship between servant leadership and self-efficacy, this study looks at factors that influence teachers' job satisfaction and servant leadership attributes. Teachers' job satisfaction increased when they were involved in decision-making (Chughtai, 2017; Dierendonck and Nuijten, 2011; Ding et al., 2012).

In addition, servant leadership had an impact on instructors' self-efficacy. Furthermore, multiple studies have discovered that administrative support for teachers and a good school climate, open communication between teachers and principals, and principals' respectful attitude toward instructors all influence teachers' job satisfaction (Goh and Zhen-Jie, 2013; Guillaume et al., 2013; Ishtiaq et al., 2013).

Finally, servant leadership is a strong predictor of self-efficacy among teachers. Several studies have linked servant leadership to teacher job satisfaction, and teacher autonomy is essential for improving teacher job satisfaction. These attributes are related to servant leadership traits, including meeting employee needs, praising employees, growing employees, and leading compassion. These data suggest that servant leadership may affect teacher job satisfaction (Kadtong et al., 2017; Liden et al., 2014; Kassimet et al., 2013).

According to self-efficacy and job satisfaction research, the two characteristics are positively connected. Teachers with high levels of self-efficacy have strong workplace communication, which helps them be more satisfied in their

jobs. This study (Babaei and Abednia, 2016; Berg and Smith, 2016; Chan, Kalliath, Brough, Siu, O'Driscoll, and Timms, 2016) synthesizes 40 years of research on teacher self-efficacy (TSE) to evaluate the impact of TSE on job satisfaction.

In an article review, self-efficacy enhanced job satisfaction in a criteria-based evaluation technique. According to the data, self-efficacy has a positive link with job satisfaction. Hassall, Arquero, Joyce, and Gonzalez (2013) discovered a negative association between teacher self-efficacy and burnout features (Ghonsooly and Ghanizadeh, 2013; Gutiérrez-Doa, Lippke, Renner, Kwon, and Schwarzer, 2009; Hassall, Arquero, Joyce, and Gonzalez, 2013).

Few studies have discovered indirect relationships between teacher self-efficacy and psychological well-being via classroom structure and self-efficacy and work satisfaction via instructional aid. Regarding teacher self-efficacy on the efficacy to enlist parental involvement subscale and work satisfaction by age, there was a substantial difference (Karimi, Abdullahi, and Khaled Haghghi, 2016; Khani and Mirzaee, 2015; Karimi, 2011).

Furthermore, there were significant differences in self-efficacy to influence decision making and efficacy to recruit parental engagement subscales based on teaching experience. Based on their age, there was a significant difference in job satisfaction among teachers. As a result, there is a considerable contrast between job satisfaction and self-efficacy (Klassen and Tze, 2014; Klassen, Tze, Betts and Gordon, 2011; Kolbe, 2009).

Furthermore, the findings demonstrated a relationship between self-efficacy and job happiness. According to simple linear regression research findings, self-efficacy can be utilized to predict job satisfaction. Teachers who have a high self-efficacy level are likely to be satisfied in their jobs (Lau, Fang, Cheng and Kwong, 2019; Lohbeck, 2019; Kolbe, 2009).

Self-efficacy and job satisfaction were found to have a significant association in the research of 208 middle school teachers in the United States. A teacher's job is one of the most difficult in the world. Schools have a shortage of skilled teachers with solid self-efficacy beliefs in student engagement, instructional strategies, and classroom management due to work discontent (Machmud, 2018; Faye & Long, 2014; Millner-Harlee, 2010).

According to the data, self-efficacy and job satisfaction have a positive and substantial relationship. A happy workforce is one of any company's primary objectives. (Al-Tit and Suifan, 2015; Fu and Deshpande, 2014; Najafi et al., 2011; Najafi et al., 2011).

According to the research, self-efficacy has a significant positive impact on job satisfaction and employee job perception, both of which affect work-related performance. According to the findings of this study, self-efficacy

improves job satisfaction and work perceptions (Peng and Mao, 2015; Xiao, Zhou, Wu, Zhang, Miao, Zhang and Peng, 2014; Najafi, Noruzy, Azar, Nazari-Shirkouhi and Dalvand, 2011).

According to the calculations, self-efficacy significantly impacts job happiness, task performance, and work perception. Workplace impression heavily influences job satisfaction (Faye and Long, 2014; Guillaume, Honeycutt, and Savage-Austin, 2013; Fu and Deshpande, 2013). Self-efficacy boosts job happiness. This indicates that the person can work in a way that will benefit them in the long run and interact with people at work. Self-efficacy correlates with self-confidence (Battersby and Cave, 2014; Gençtürk and Memiş, 2010; Marri, Ahn, Fletcher, Heng, and Hatch, 2012).

In addition, self-efficacy improves job satisfaction. They can overcome obstacles in their work. According to this study, the more one's self-efficacy, the greater one's ability to complete the task (Peng et al., 2013; Skaalvik & Skaalvik, 2014; Zonoubi, Eslami, Rasekh & Tavakoli, 2017).

Another study found a strong link between teacher self-efficacy and job satisfaction and that teacher self-efficacy is a strong predictor of job satisfaction. This study looked into the relationship between self-efficacy beliefs and job satisfaction in this regard (Wyatt, 2014; Zee & Helma, 2016; Zehir & Yavuz, 2011).

Self-efficacy and work satisfaction are linked, according to studies. Using multiple regression analysis, the predictive potential of self-efficacy over job satisfaction was explored (Zonoubi et al., 2017; Peng & Mao, 2015; Xiao, Zhou, Wu, Zhang, Miao, Zhang & Peng, 2014).

Self-efficacy was the only shared predictor of job satisfaction, along with quality, opportunities for progression, working conditions, interpersonal interactions, and organizational context, according to the regression study (Faye & Long, 2014; Guillaume, Honeycutt & Savage-Austin, 2013; Najafi et al., 2011).

According to a similar conclusion, self-efficacy is one of the most important elements influencing job satisfaction. This research shows that teachers and friends get along well and make decisions together. Seminars on self-efficacy and job satisfaction may benefit teachers (Thompson and Gomez, 2014; Marri et al., 2012; Gençtürk and Memiş, 2010).

Finally, self-efficacy improves teacher job satisfaction. It is underlined that teacher education programs should be regulated in a self-efficacy manner, understanding that self-efficacy belief reduces negative thoughts and promotes motivation and performance (Wyatt, 2016; Battersby and Cave, 2014; Millner-Harlee, 2010).

Finally, teacher work satisfaction is improved by self-efficacy. It is stressed that teacher education programs should be self-efficacy-based, aware that self-efficacy belief minimizes negative thinking and increases motivation and

performance (Wyatt, 2016; Battersby and Cave, 2014; Millner-Harlee, 2010).

In essence, the factors listed above show whether or not there is a positive or negative interaction between them. Most studies show that servant leadership and job satisfaction, servant leadership, self-efficacy, and job satisfaction are linked. Furthermore, self-efficacy, servant leadership, and job happiness are essential factors in eliminating management gaps and enhancing performance in any firm. As a result, the researcher picked these factors because of their importance in the current literature.

Theoretical Framework of the Study

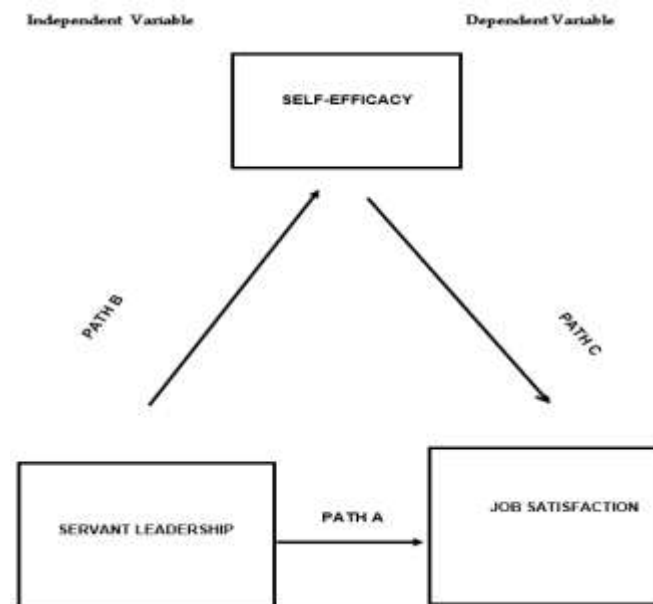
The research is based on three assumptions. The first hypothesis is based on research by Al-Mhady, Hai-Harhi, and Salah El-din (2016), who discovered that servant leadership improves teacher job satisfaction. According to the study by Afaq, Sajid, and Arshad (2017), servant leadership boosts teacher job satisfaction. In fact, according to Georgolopoulos, Papaloi, and Loukorou (2018), servant leadership improves teacher job satisfaction.

According to Tian, Peng, and Zhang, the second thesis is that servant leadership is linked to self-efficacy (2018). On the other hand, Whitman (2014) discovered that servant leadership does not affect teachers' self-efficacy.

Finally, the third argument is based on Turkoglu, Casnoy, and Parlar's (2017) findings, who found that self-efficacy is a substantial predictor of job satisfaction. According to a study (Shen, Leslie, Spybrook, & Ma, 2012; Zolu, 2010; zyuerek, 2009), self-efficacy is linked to job satisfaction among teachers.

Conceptual Framework

Fig. 1 shows the



conceptual framework for this. The indicators for servant leadership include empowerment, standing back, accountability, forgiveness, courage, authenticity, humility, and stewardship, as defined by Van Dierendonck & Nuijten

(2011) in their Servant Leadership Survey: Development and Validation of Multidimensional Measure. Empowerment is a motivating idea that focuses on empowering people and promoting personal growth; standing back refers to a leader's willingness to put others' interests first and provide them with the necessary support and credit; accountability refers to holding people accountable for performance that they have control over; forgiveness is defined as the ability to recognize and experience others' feelings, as well as the ability to let go of perceived wrongdoings and not carry a grudge into subsequent situations; courage is defined as the willingness to take chances and explore new ways to old problems; authenticity refers to the ability to express one's true self in ways that are consistent with inner thoughts and feelings; humility refers to the ability to put one's own accomplishments and talents into proper perspective; and lastly, stewardship is defined as a desire to take on responsibility for a bigger organization and prioritize service over control and self-interest.

Then, job satisfaction is by Job Satisfaction Questionnaire, by Romero and Bantigue (2017) with indicators such as: security refers work fulfilment in terms of salary, benefits, rewards performance, recognition, and promotion; work environment refers to job satisfaction in terms of policies, organizational structures, physical, and emotional work climate; job responsibilities pertain to job satisfaction about duties, moral and ethics; and community attachments/linkages is about job satisfaction in involving the community to school-related activities.

Schwarzer and Jerusalem's General Self-Efficacy Scale was used to develop self-efficacy (1995). Self-efficacy is the conviction that one can successfully handle events and achieve goals. Meanwhile, a mediation model is used, according to which the mediator variable describes the causal relationship between an independent and dependent variable (Baron and Kenny, 1986).

In other words, a mediation model uses a third hypothetical variable known as a mediator variable (also known as a mediating variable, intermediary variable, or intervening variable) to identify and explain the mechanism or process that underpins an observed relationship between an independent variable and a dependent variable (Hayes, 2009).

Fig. 1. Conceptual Framework Showing the Variables of the Study

2 METHOD

Research Design

The study employed a non-experimental quantitative descriptive-correlation design. The descriptive-correlational design uses statistical data to determine the strength of a relationship between two or more variables (Goertzen, 2017). It was used to examine the relationships between

servant leadership and job satisfaction, servant leadership and self-efficacy, and self-efficacy and job satisfaction. Similarly, it was used to determine whether or not the correlation is strong (Creswell, 2012).

The mediation test was also used to determine the relationship between a mediator, independent, and dependent variables. Furthermore, the mediation model presumes that the independent variable influences the mediator variable, influencing the dependent variable. In addition to the effect mediated by the mediator, the variable allows for a direct impact of the independent variable on the dependent variable. This study established a chain of influence between three variables: self-efficacy, servant leadership, and job satisfaction (Baron and Kenny, 1986).

Population and Sample

The respondents of the study were the 400 public school elementary teachers of selected districts namely Padada, Kiblawan North, Hagonoy I, Sulop and Malalag in the Division of Davao del Sur. Only the permanent teachers with 10 years of experience in the teaching profession were included as respondents of this study. Teachers with less than 10 years of experience and were not from the districts mentioned were excluded to participate in the study. In the event of doubt or uncertainty to pursue joining the survey, respondents were assured that they are free to withdraw their participation without incurring liability on their part. These participants were required to strictly follow minimum health safety protocols like the wearing of face masks and face shields. These respondents were drawn from the sample using universal sampling design. It is a process to randomly select sample that represent the target population (Kabera, 2009). Sampling procedures were made within the month of October 2018.

Research Instrument

In this investigation, a modified survey questionnaire was used. There were three components to this questionnaire: The first part is servant leadership from Van Dierendonck & Nuijten's Servant Leadership Survey: Development and Validation of Multidimensional Measure (2011). The second part is job satisfaction taken from Job Satisfaction Questionnaire by Romero and Bantigue (2017). Finally, the third part is Self-efficacy by General Self-Efficacy Scale by Schwarzer, and Jerusalem (1995).

This questionnaire was modified and contextualized to address the gap of cultural diversity among respondents. The survey questionnaire was answered using a 5-point Likert scale, with the corresponding criteria and interpretations established in each variable.

For servant leadership, the following considerations were utilized:

Range of Means	Descriptive Level	Interpretation
4.21 - 5.00	Very High	This means that items on servant leadership is always observed.
3.41 - 4.20	High	This means that items on servant leadership is frequently observed.
2.61 - 3.40	Moderate	This means that items on servant leadership is sometimes observed.
1.81 - 2.60	Low	This means that items on servant leadership is less observed.
1.00 - 1.80	Very Low	This means that items on servant leadership is not observed.

For Job satisfaction, the following considerations are followed:

Range of Means	Descriptive Level	Interpretation
4.21 - 5.00	Very High	This means that items on job satisfaction is always observed.
3.41 - 4.20	High	This means that items on job satisfaction is frequently observed.
2.61 - 3.40	Moderate	This means that items on job satisfaction is sometimes observed.
1.81 - 2.60	Low	This means that items on job satisfaction is less observed.
1.00 - 1.80	Very Low	This means that items on job satisfaction is not observed.

In terms of self-efficacy, the following measure was followed:

Range of Means	Descriptive Level	Interpretation
4.21 - 5.00	Very High	This means that items on self-efficacy is always observed.
3.41 - 4.20	High	This means that items self-efficacy is frequently observed.
2.61 - 3.40	Moderate	This means that items on self-efficacy is sometimes observed.
1.81 - 2.60	Low	This means that items on self-efficacy is less observed.
1.00 - 1.80	Very Low	This means that items on self-efficacy is not observed.

Data Collection

The following steps were taken in gathering the research data. First, a letter was sent to Davao del Sur's Schools

Division Superintendent, requesting permission to conduct the study in the following districts: Padada, Kiblawan, Hagonoy I, Sulop, and Malalag. After obtaining a permit, an endorsement letter from the Schools Division Office was obtained and forwarded to the respective Public Schools District Supervisors of the target districts as an ethical standard to request their support, and then to the school principals to finally allow the study to begin. In addition, as part of a research ethics, request letters and informed consent were sent to the respondents informing them of the study as well as the confidentiality of the data.

The researcher followed the Department of Health's (DOH) safety precautions and minimum public health standards during data collection, which included social distancing, wearing a face mask and face shield, regular handwashing, the use of alcohol or sanitizers, and checking the temperature with a thermal scanner upon entering the school grounds.

The researcher distributed printed copies of the survey questionnaire to the principals of the schools. The survey questionnaire was then distributed to the teachers who had agreed to participate in the study. During their onsite schedule, they filled out the survey questionnaire in their respective school classrooms. One week before the survey questionnaire was to be distributed, the researcher retrieved all of the survey questionnaires and delivered them to the school principals. Following retrieval, the collected data was compiled and statistically analyzed. Finally, the findings were examined, debated, and interpreted.

3 RESULTS

Level of Servant Leadership

The level of servant leadership is presented in Table 1 in terms of empowerment, standing back, accountability, forgiveness, courage, authenticity, humility, and stewardship. With an overall mean of 4.46 and a computed standard deviation of 0.31, therefore, the level of servant leadership is very high.

It is important to note that humility is the indicator with the highest mean of 4.59, which is described as very high. It is then followed by stewardship, which has a mean of 4.58 and is described as very high. Also, authenticity has a mean of 4.55, which is described as very high. Furthermore, empowerment has a mean of 4.54, which is considered very high. Similarly, standing back has a mean of 4.41 which is described as very high. Likewise, forgiveness has a mean of 4.39. Further, courage has a mean of 4.33 which is very high. Finally, accountability has a mean of 4.30 which is

interpreted as very high. Hence, the items per indicators on servant leadership is always observed.

Table 1 Level of Servant Leadership

Indicators	SD	Mean	Descriptive Level
Empowerment	0.46	4.54	Very High
Standing Back	0.52	4.41	Very High
Accountability	0.40	4.30	Very High
Forgiveness	0.50	4.39	Very High
Courage	0.59	4.33	Very High
Authenticity	0.46	4.55	Very High
Humility	0.38	4.59	Very High
Stewardship	0.41	4.58	Very High
Overall	0.31	4.46	Very High

Level of Job Satisfaction

The level of satisfaction in terms of salary, working environment, job responsibilities, and community attachment is shown in Table 2. As shown, the overall mean is 4.41 with a computed standard deviation of 0.46 which means very high. Hence, this result shows that the level of job satisfaction is very high.

Subsequently, job satisfaction in terms of the working environment has the highest mean of 4.50 with a

Table 2 Level of Job Satisfaction

Indicators	SD	Mean	Descriptive Level
Salary	0.47	4.26	Very High
Work Environment	0.49	4.50	Very High
Job Responsibilities	0.44	4.41	Very High
Community Attachment	0.56	4.45	Very High
Overall	0.46	4.41	Very High

descriptive level of very high. It is then followed by community attachment with a mean of 4.45 which is described as very high. Job satisfaction in terms of job responsibilities has a mean of 4.41 described as very high. Finally, the level of job satisfaction has a mean of 4.26 which is interpreted as very high. Therefore, items per indicators on job satisfaction is always observed.

Level of Self-Efficacy

Revealed in Table 3 is the level of self-efficacy. As shown, the overall mean is 4.61, with a computed standard

Table 3 Level of Self Efficacy

Items	SD	Mean	Descriptive Level
Being able to always manage to solve difficult problems if tried hard enough	0.46	4.70	Very High
Being able to find the means and ways to get what I want, if someone opposes me	0.50	4.58	Very High
Having ease to stick to my aims and accomplish my goals	0.30	4.58	Very High
Being confident that I could deal efficiently with unexpected events	0.71	4.45	Very High
Knowing how to handle unforeseen situations, thanks to my resourcefulness	0.70	4.58	Very High
Being able to solve most problems if I invest the necessary effort	0.46	4.70	Very High
Being able to remain calm when facing difficulties because I can rely on my coping abilities	0.70	4.58	Very High
Being able to find several solutions, when I am confronted with a problem	0.50	4.70	Very High
Being able to think of a solution, if I am in trouble	0.50	4.70	Very High
Being able to handle whatever comes my way	0.50	4.59	Very High
Overall	0.51	4.61	Very High

deviation of 0.51, which is considered very high. This indicates that the respondent has a high level of self-efficacy.

Being able to always manage to solve difficult problems if try hard enough, being able to solve most problems if I invest the necessary effort, being able to find several solutions when I am confronted with a problem, and being able to think of a solution if I am in trouble, have a mean of 4.70 with a verbal description of very high. Being able to handle whatever comes my way has a mean of 4.59 with verbal description of very high.

Being able to find the means and ways to get what is wanted, if someone opposes and having eased to stick to aims and accomplish goals have a mean of 4.58 described as very high. Knowing how to handle unforeseen situations, thanks to my resourcefulness, and being able to remain calm when facing difficulties because I can rely on my coping abilities have a mean of 4.58 with a verbal description of very high. Furthermore, being confident that I could deal efficiently with unexpected events has a mean of 4.45 which is interpreted as very high. Hence, the items on self-efficacy are always observed.

Significance of the Relationship between the Servant Leadership and Job Satisfaction

Revealed in Table 4 is the significance on the relationship between servant leadership in terms of empowerment, standing back, accountability, forgiveness, courage, authenticity, humility, and stewardship, and job satisfaction in terms of salary, work environment, job responsibilities and community attachments.

As shown, the overall r-value is.033 while the computed p-

Table 4 Significance of the Relationship between the Servant Leadership and Job Satisfaction

Servant Leadership	Job Satisfaction				Overall
	Salary	Work Environment	Job Responsibilities	Community Attachments	
Empowerment	-.048 (0.335)	.029 (0.568)	-.018 (0.721)	.030 (0.551)	.000 (1.000)
Standing Back	-.047 (0.346)	.007 (0.896)	-.031 (0.539)	.010 (0.844)	-.015 (0.762)
Accountability	.026 (0.603)	-.007 (0.888)	.002 (0.975)	.007 (0.890)	.008 (0.580)
Forgiveness	-.004 (0.940)	.042 (0.397)	-.009 (0.961)	.058 (0.250)	.027 (0.594)
Courage	.043 (0.392)	.073 (0.143)	.086 (0.088)	.090 (0.072)	.081 (0.104)
Authenticity	-.006 (0.904)	.025 (0.617)	.009 (0.851)	.053 (0.288)	.024 (0.626)
Humility	-.016 (0.752)	.047 (0.345)	.040 (0.429)	.048 (0.339)	.034 (0.489)
Stewardship	-.022 (0.666)	.006 (0.904)	.018 (0.715)	.014 (0.774)	.005 (0.924)
Overall	-.012 (0.814)	.044 (0.377)	.020 (0.691)	.061 (0.222)	.033 (0.506)

*Significant at 0.05 significance level.

value is 0.506 which is higher than the .05 level of significance; thereby, accepting the null hypothesis showing no significant relationship between servant leadership and job satisfaction. As presented, the significant

relationship between servant leadership in terms of empowerment and job satisfaction in terms of salary, work environment, job responsibilities, and community attachments has a computed r-value of .000 and p-value less than 0.05 level of significance. Moreover, the significant relationship between servant leadership in terms of standing back and job satisfaction in terms of salary, work environment, job responsibilities, and community attachments has a computed r-value of -.015 and a p-value of 0.762. Furthermore, the significant relationship between servant leadership in terms of accountability and job satisfaction in terms of salary, work environment, job responsibilities, and community attachments has a computed r-value of .008 and p-value of 0.880. Similarly, the significant relationship between servant leadership in terms of forgiveness and job satisfaction in terms of salary, work environment, job responsibilities, and community attachments has a computed r-value of .027 and p-value of 0.594. Likewise, the significant relationship between servant leadership in terms of courage and job satisfaction in terms of salary, work environment, job responsibilities, and community attachments has a computed r-value of .081 and p-value of 0.104. In addition, the significant relationship between servant leadership in terms of authenticity and job satisfaction in terms of salary, work environment, job responsibilities, and community attachments has a computed r-value of .024 and p-value of 0.626. Consequently, the significant relationship between servant leadership in terms of humility and job satisfaction in terms of salary, work environment, job responsibilities, and community attachments has a computed r-value of .034 and p-value of 0.499. Finally, the significant relationship between servant leadership in terms of stewardship and job satisfaction in terms of salary, work environment, job responsibilities, and community attachments has a computed r-value of .005 and p-value of 0.924.

The results on the significance between servant leadership in terms of empowerment, standing back, accountability, forgiveness, courage, authenticity, humility, and stewardship; and job satisfaction in terms of salary, work environment, job responsibilities, and community attachments indicated greater p-values than 0.05 level of

significance. This means that there is no significant relationship between servant leadership and job satisfaction.

Significance of the Relationship between the Servant Leadership and Self-Efficacy

Shown in Table 5 is the significance of the relationship between servant leadership and self-efficacy. The null hypothesis showing no significant relationship between servant leadership and self-efficacy is accepted with an overall r-value of 0.045 and a p-value of 0.368, which is greater than 0.05 level of significance.

In particular, the relationship between servant leadership in terms of empowerment and self-efficacy has r-value of .035 and p-value of 0.485 which is greater than 0.05 level of significance. The significant relationship servant leadership in terms of standing back and self-efficacy obtained r-value of .090 and a p-value of 0.071 which is greater than 0.05 level of significance. Likewise, the relationship between servant leadership in terms of accountability and self-efficacy has r-value of .056 and a p-value of 0.265 which is greater than 0.05 level of significance. In addition, the significant relationship between servant leadership in terms of forgiveness and self-efficacy has r-value of -.003 and p-value of 0.946 which is likewise greater than 0.05 level of significance. Apart from this, the significant relationship between servant leadership in terms of courage and self-efficacy shows a computed r-value of -.014 and p-value of 0.784) which is also greater than 0.05 level of significance. On the other hand, the significant relationship between servant leadership in terms of authenticity and self-efficacy has a computed r-value of .030 and a p-value of 0.556 which is likewise greater than 0.05 level of significance. Further, the significant relationship between servant leadership in terms of humility has r-value of .021 and a p-value of 0.680 which is greater than 0.05 level of significance. Finally, the significant relationship between servant leadership in terms of stewardship and self-efficacy has r-value of .045 and p-value of 0.370 which is also greater that 0.05 level of significance.

This finding revealed that there is no significant relationship between servant leadership in terms of empowerment, standing back, accountability, forgiveness, courage, authenticity, humility, and stewardship; and self-efficacy.

Significance of the Relationship between the Self-Efficacy and Job Satisfaction

Shown in Table 6 is the significance on the relationship between self-efficacy and job satisfaction. With an overall r-value of .371 and p-value less than 0.05 level of significance.

Table 5 Significance of the Relationship between Servant Leadership and Self-Efficacy

Servant Leadership	Self-Efficacy Overall
Empowerment	.035 (0.485)
Standing Back	.090 (0.071)
Accountability	.056 (0.265)
Forgiveness	-.003 (0.946)
Courage	-.014 (0.784)
Authenticity	.030 (0.556)
Humility	.021 (0.680)
Stewardship	.045 (0.370)
Overall	.045 (0.368)

*Significant at 0.05 significance level

Table 6 Significance of the Relationship between the Self-Efficacy and Job Satisfaction

Self-Efficacy	Job Satisfaction				Overall
	Salary	Work Environment	Job Responsibilities	Community Attachments	
Overall	.325* (0.000)	.365* (0.000)	.370* (0.000)	.296* (0.000)	.371* (0.000)

*Significant at 0.05 significance level.

Hence, there is a significant relationship between self-efficacy and the job satisfaction in terms of salary, work environment, job responsibilities, and community attachments as follows: the relationship between self-efficacy and job satisfaction in terms of salary has a computed r-value of .325 and p-value less than 0.05 level of significance; the relationship between self-efficacy and job satisfaction in terms of work environment reveals r-value of .365 and p-value less than 0.05 level of significance; the relationship between self-efficacy and job satisfaction in terms of job responsibilities has r-value of .370* and p-value less than 0.05 level of significance; and the significant relationship between self-efficacy and job satisfaction in terms of community attachments has r-value of .296* and p-value less than 0.05 level of significance.

Since the p-value on the significance of the relationship between self-efficacy and job satisfaction in terms of salary, work environment, job responsibilities and community attachments are less than 0.05 level of significance, therefore there is a significant relationship between self-efficacy and job satisfaction.

Mediating Effect of Self-Efficacy on the Relationship between Servant Leadership and Job Satisfaction

Shown in Table 7 is the path analysis of the mediating effect of self-efficacy on the relationship between servant leadership and job satisfaction.

The mediation procedures are described in terms of

Table 7 Mediating Effect: Path Analysis (No Mediating Effect)

PATH	ESTIMATES		SE	C.R.	P
	Unstandardized	Standardized			
SL → SE	.073	.045	.081	.902	.367
SE → JS	.325	.370	.041	7.949	***
SL → JS	.024	.017	.066	.358	.720

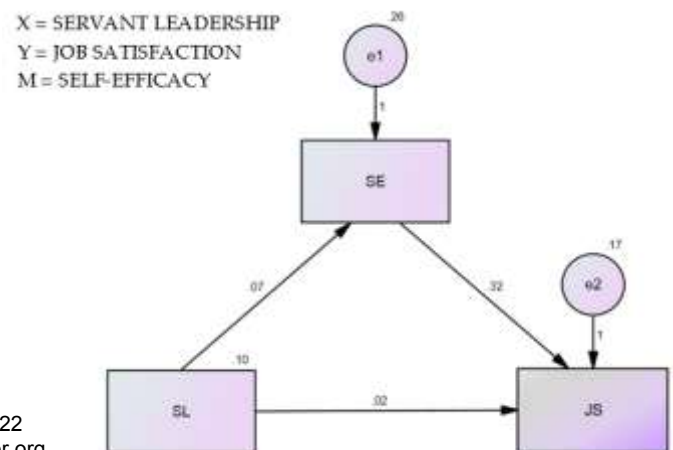
intermediary variables that exist between an independent variable and a dependent variable, with a minimum of three variables required, namely X, M, and Y. M is the mediating variable that is supposed to transmit the causal effect of X to Y. X is the independent variable (IV), Y is the dependent variable (DV), and M is the mediating variable that is supposed to transmit the causal effect of X to Y. The total effect (TE) of X on Y is defined as a mixture of a direct effect (DE) of X on Y and an indirect effect (IE) of X on Y that is transmitted through M. (Nitzl, Roldan, & Cepeda, 2016; Tingley, Yamamoto, Hirose, Keele, & Imai, 2019; Wiedermann, & von Eye, 2015). In other words, there are two types of relationships between X and Y: direct and

indirect. There is no mediating effect if the causal (X) and mediator variables (M) are significantly correlated with an outcome variable (Y), but the causal variable (X) is not significantly correlated with a mediator variable (M).

In particular, shown in the table is the path analysis of the mediating effect. Path A of this study which is the relationship between servant leadership and self-efficacy, the unstandardized estimate is .073 while the standardized estimate is .045, standard of error is 0.81, critical ratio of .902 and p-value of .367 which shows no significance at .05 significant level. Path B of this study which the relationship between self-efficacy and job satisfaction shows an unstandardized estimate of .325, standardized estimate of .370, standard error of .041, critical ratio of 7.949 and p value is *** is significant at .05 significance level. Path C of this study is the relationship between servant leadership and job satisfaction which reveals an unstandardized estimate of .024, standardized estimate of .017, standard error of .066, critical ration of .358 and a p-value of .720 which is also not significant. Therefore, self-efficacy does not mediate the relationship between servant leadership and job satisfaction.

Lastly, Fig. 3 shows the role of self-efficacy in mediating the relationship between servant leadership and job satisfaction. This is supposedly the concluding stage of intervention by Baron and Kenny (1978). However, no significant relationship was discovered between servant leadership and self-efficacy, and between servant leadership and job satisfaction. The only path which shows significance is the relationship between self-efficacy and job satisfaction. But it does not reach the fourth step, which is partial mediation. As a result, the relationship between servant leadership and job satisfaction is not mediated by self-efficacy.

Fig. 3. The Mediating Effect of Self-Efficacy on the Relationship between Servant Leadership and Job Satisfaction



4 DISCUSSIONS

Level of Servant Leadership

Results revealed a very high level of servant leadership in empowerment, standing back, accountability, forgiveness, courage, authenticity, humility, and stewardship. This is attributed to the fact that servant leaders completely flip the traditional power leadership model. Employees are at the very top of this new hierarchy, with the leader at the very bottom. On the other hand, transformative leaders have a serve-first mindset and are committed to empowering and elevating those who work for them. They serve rather than command, demonstrate humility rather than assert authority, and are constantly looking for ways to improve the development of their employees in ways that unlock potential, creativity, and a sense of purpose (Eva, Robin, Sendjaya, van Dierendonck, & Liden, 2019; Gandolfi, & Stone, 2018; Lemoine, Hartnell, & Leroy, 2019).

Similarly, servant leadership in terms of empowerment is very high. The appointment includes giving students the information they need to study well; encouraging students to use their talents; helping students to develop themselves; giving students the authority to make decisions; enabling students to solve problems instead of just telling what to do; encouraging my class to come with new ideas, and offering students abundant opportunities to learn new skills. This is consistent with the findings of Kusumaningrum, Sumarsono, and Gunawan (2019), who emphasized the importance of empowerment as demonstrated by its role in increasing teacher motivation, improving problem-solving skills, and teaching students to be empowered, all of which are critical to improving learning outcomes for all students.

However, the empowerment process is hampered by establishing a hierarchy in which some instructors have power and others do not because empowered teachers must be able to use their professional judgment without being controlled by others. In reality, empowered people do not always have authority over others, and this condition would stymie educational empowerment. Even if they are difficult to control, flexibility, innovation, and originality are essential aspects of assignment (Amzat, & Valdez, 2017; Hammond, 2018; Thomas, 2017).

On the other hand, the level of servant leadership in standing back is also very high. Standing back is about manager-keeping self in the background and giving credits to others, not chasing recognition or rewards for the things done for the class, and appearing to enjoy students' success more than self. This is consistent with Jesus' example of leadership. Jesus' model of servant leadership embodied the idea that by serving others, they can be empowered and helped in the same way. Jesus did not perform his miracles for the sake of fame or recognition but rather to assist those in need. Servant leadership focuses on other people's needs

rather than their own, helping those who are doing poorly to improve and helping those who are doing well to improve even more. Servant leadership combines both practical advice on how to be a better leader and philosophical ideas about what it means to be a good leader (Hanse, Harlin, Jarebrant, Ulin, & Winkel, 2016; Roberts, 2015; Van Dierendonck, Sousa, Gunnarsdóttir, Bobbio, Hakanen, Pircher, Verdorfer, & Rodriguez-Carvajal, 2017).

For the same reason, results also revealed a very high level of servant leadership in terms of accountability. Accountability in administration can be seen in terms of a manager holding staff responsible for the work carried out, being held accountable for their satisfaction, and holding everybody responsible for how the job is handled. In other words, servant leadership in terms of accountability is monitoring rather than mentoring people. Accountability is the modern reality of bosses controlling and judging employees. Accountability is defined as the duty to account for and explain one's actions and bear the consequences of one's actions. However, a new paradigm is emerging, one that broadens and deepens the meaning of accountability to include covenant. By generating a shared vision and agreeing on fundamental values and mission, the covenant becomes the shared blueprint of where to go as a team (Kgatle, 2018; Norris, Sitton, & Baker, 2017; Ragnarsson, Kristjánsdóttir, & Gunnarsdóttir, 2018).

Similarly, results also exposed a very high level of servant leadership in terms of forgiveness. Forgiveness here comprises of manager keeps criticizing people for the mistakes they have made in their work; manager maintaining a rigid attitude towards people who have offended them at work, and manager is finding it difficult to forget things that went wrong in the past. Servant Leaders understand the concept of forgiveness and strive to be mindful of forgiving one's own and others' flaws with each new day to see people's hearts in everyday life. Forgiveness is essential for the servant-leader because it strengthens all relationships and brings out the best in people. The ongoing expansiveness and unfolding of a servant-leader is their desire to honor all of the connections they are involved in and regard those ties as sacred. I appreciate the author's use of forgiveness, servant leadership, and social justice in his work (Akdol, & Arikboga, 2017; Ferch, 2020; Spears & Lawrence, 2016).

In like manner, results also showed a very high level of servant leadership in terms of courage. Courage in this study is about staff is taking risks even when they are not sure of the support from their manager, and the manager is taking risks and does what needs to be done in their view. A servant leader's honor is dependent on their ability to demonstrate high moral courage. Do the right thing just to do the right thing. This is especially true if you are under pressure to turn a blind eye or lower your standards to

encourage future positive behavior. Stand up for the leader's principles in defense of one's honor and make ethical decisions based on organizational ethical standards with actual values (Coetzer et al., 2017; Ferch, Spears, McFarland, & Carey, 2015; Green et al., 2016).

Similarly, results also revealed a very high level of servant leadership in terms of authenticity, which is being genuine professionally, publicly, and privately. Authenticity in this study comes from being open about their mistakes to the class, often touched by the things seen around, prepared to express feelings to the course, and showing true feelings to the class. According to Van Dierendonck (2011), authenticity is an important aspect that enables the servant leader to demonstrate to employees that they are free to be themselves and that the workplace climate genuinely promotes and embraces this. The servant leader must be truthful to be genuine. They must keep their promises, be trustworthy in their actions and principles, and remain true to themselves and the leadership philosophies they promote. Genuineness has the advantage of supporting and strengthening the principles of the servant leader.

In addition, results also revealed a very high level of servant leadership in terms of humility. In this study, humility is shown in learning from criticism, trying to learn from criticism from the superior, admitting mistakes to the ideal, learning from the different views and opinions, and trying to learn from criticism. This is related to the definitions of humility given by Van Dierendonck (2011) and Eva et al. (2019), which are an attitude and recognition by servant leaders that they are neither omniscient nor omnipotent and that others may have more knowledge and experience. This is especially important for servant leaders in organizations that rely on knowledge workers because employees are almost certainly more knowledgeable about their specialty than anyone else in the company. Accepting one's fallibility and the limits of one's knowledge, the servant leader contributes to creating a learning environment. Employees can learn and grow by experimenting on their own and learning from others. This ability to self-determine has a profound and positive impact on the workplace, and it also contributes to the development of a learning culture over time.

Finally, servant leadership in terms of stewardship is also very high. Stewardship is shown using emphasizing the importance of focusing on the good of the class, having a long-term vision, and emphasizing the societal responsibility of work. When servant leaders are responsible for their employees as individuals, they must also be accountable for the organization. Companies that embrace servant leadership as part of their structural philosophy prioritize increasing atmospheres and sustenance structures that adopt high levels of employee gratification. Aside from that, the servant leader strives to

create a learning organization in which people are encouraged to grow and contribute their unique value (Petrovskaya & Mirakyan, 2018).

Level of Job Satisfaction

Job satisfaction is very high in salary, work environment, job responsibilities, and community affiliations. This result implies that the employee is satisfied with their job because it meets their needs. Job satisfaction occurs when an employee perceives job stability, career advancement, and a healthy work-life balance. A happy employee is always advantageous to an organization because they strive to provide the best service possible. Every employee wants a steady career path and an excellent work-life balance. If an employee is pleased with their employer and job, they will go out of their way to contribute to the organization (Judge, Zhang, & Glerum, 2020).

Moreover, job satisfaction in terms of salary is very high. Compensation in this study refers to being satisfied with the amount paid for the work done, having the chance to be reclassified/ be promoted, being confident with the benefits received, all efforts are rewarded, being satisfied with the way the job provides a secured future, being confident with the way to get full credit for the work done, being able to take pride in a job well done, being happy with the pay compared to a similar position in other companies, and being satisfied the revenue compared with other co-workers. According to Lee and Sabharwal (2016), the perception of not being fairly compensated for one's workload harms motivation. Employees who are dissatisfied with their pay are more likely to change jobs than employees who believe their compensation is fair. In terms of job mobility, pay level is a critical point of contention.

Furthermore, job satisfaction in terms of work environment is likewise very high. This result implies that respondents are very satisfied with their work environment in terms of the policies & practice towards employees of the school, of the way immediate head & employees understand each other, of the spirit of cooperation among co-workers, of the working conditions (heating, lighting, ventilation, etc., satisfied of the way co-workers are easy to make friends with, confident of the way immediate head trains their subordinates, having the feeling of accomplishment from the job, satisfied of the course quick charge takes care of the complaints of their employees, confident of the pleasantness of the working conditions, and of the way immediate superior provides help on complex problems. This is consistent with the findings of Agbozo, Owusu, Hoedoafia, and Atakorah (2017). They claim that the working environment has a significant impact on employee satisfaction, emphasizing the importance of management improving employee work environments to increase productivity. While some people look forward to the next day's activities at work, others are overwhelmed by the

prospect of the job ahead and the next day's activities. These studies had one thing in common: employee satisfaction is related to the work environment. Industrialists, responsible employees, social workers, industrial and organizational psychologists, and others have been concerned about excessive pride for many years (Badrianto, & Ekhsan, 2020; Chandra, 2016; Raziq, & Maulabakhsh, 2015).

In addition, job satisfaction in terms of job responsibilities is very high. Job responsibilities in this study include being very satisfied with having the chance to rub elbows with influential people, being able to do things that don't go against one's conscience, of having the opportunity to do work that well suited to my abilities, of having the chance to tell other co-workers how to do the thing, of having the opportunity to try something different in the job, of having the opportunity to do something that makes use of one's abilities, of having the opportunity to develop new and better ways to do the job, of having the opportunity to do things that don't harm other co-workers, of the freedom to use own judgment, and of having the chance to the job without the feeling of cheating anyone. These outcomes indicate how well an employee accepts the responsibilities and tasks of their job role. Job role satisfaction is an essential aspect of a great workplace. In other words, employees must enjoy the work they do, feel valued, and have an impact. This is consistent with the findings of Kim, & Khil (2012), who state that job satisfaction varies by individual, but that after job responsibilities for everyone were clearly defined and established, all employees became happier in their jobs. Job analysis and constant feedback contributed to increased job satisfaction. It helps organizations achieve better results by clearly defining their tasks, which leads to higher job satisfaction.

Finally, job satisfaction in terms of community attachments is very high. This can be seen in terms of being satisfied with having the chance to have a definite place in the community; to be of some small service to other people; to encourage the stakeholders' participation in all school-related activities; to be somebody in the community; and to do the community outreach programs (i.e., lines barangay, coastal clean-up, tree planting). Additionally, this can be manifested in the linkages of the school in the immediate community; of the way quick head takes care of the complaints of some parents in the neighborhood of the pleasantness of the school community towards external stakeholders; and being satisfied with the social position in the society that goes with the job. Community attachment encompasses one's local social relationships and attitudes toward one's community. The extent of a community's social relations influences its level of attachment. Examining community attachment and satisfaction and their links to job satisfaction could be an essential component of a successful recruitment and retention

strategy. Developing and implementing effective recruitment and retention strategies should be a top priority given the current labor shortage. One option is for rural communities to become more involved in ensuring that job experiences foster a sense of community belongingness, boosting job satisfaction (Beggs, Hurlbert, & Haines, 1996). According to Scrima, Rioux, and Guarnaccia (2019), community attachment is an emotional bond between an employee and their work environment related to job satisfaction. Several studies have identified place attachment as a predictor of place satisfaction, while others have focused on the impact of contentment on place attachment. According to the findings, community attachment is a predictor of job satisfaction. Finally, this research backs up Tian, Peng, and Zhang's (2018) claim that servant leadership is associated with self-efficacy. According to Whitman (2014), servant leadership does not affect teachers' self-efficacy.

Level of Self-Efficacy

Results revealed a very high level of self-efficacy. This is consistent with the findings of Webb-Williams (2018). They found that teachers with a high level of self-efficacy are better planners, more resilient in the face of failure, and more open-minded and supportive with students. Furthermore, the results are consistent with those of Dybowski et al. (2017), who discovered that teachers' self-efficacy is positively related to performance. Similarly, developing confidence in one's abilities boosts self-efficacy and influences what one is capable of (Cerezo et al., 2019; Kornilaki et al., 2019; Latikka et al., 2019). Higher levels of self-efficacy are associated with better outcomes (Liu & Hallinger, 2018; Makara-Studziska et al., 2019; Vatty, 2020). Furthermore, self-efficacy is defined as one's belief in one's own ability to influence one's motivation, behavior, and social environment. Ayllón et al. (2019); Eller et al. (2018); Wickman et al. (2018) Self-efficacy illuminates how people try new things in meaningful ways. It is also a method of team structure that provides people managers with a framework for establishing ever-higher standards of behavior and achievement in their organizations (Garaika et al., 2019; Marsh et al., 2019; Wilson et al., 2020). Furthermore, people who believe in high, positive efficacy are more challenged but less afraid of stressful situations than those who believe in low effectiveness. As a result, people with a high level of self-efficacy are more committed than people with a low level of self-efficacy (Cziraki et al., 2018; Karimy et al., 2018; Moreno et al., 2018).

This is consistent with Klassen and Klassen's (2018) findings that positive self-efficacy can increase teachers' willingness to transfer skills learned to the classroom. People who have strong self-efficacy beliefs, on the other hand, are not afraid of a challenge and are willing to experiment and persist with challenging strategies. On the other hand, people with low self-efficacy believe that

complex tasks and situations are beyond their abilities, focus on personal failings and adverse outcomes, and quickly lose confidence in individual skills, according to Shiao et al. (2020).

Significance of the Relationship between the Servant Leadership and Job Satisfaction

The overall r-value is .033 while the computed p-value is 0.506, which is higher than the .05 level of significance; thereby, accepting the null hypothesis showing no significant relationship between servant leadership and job satisfaction. In particular, the results on the importance of servant leadership in terms of empowerment, standing back, accountability, forgiveness, courage, authenticity, humility, and stewardship; and job satisfaction in terms of salary, work satisfaction, job responsibilities, and community attachments indicated higher p-values than .05 level of significance. This means that there is no significant relationship between servant leadership and job satisfaction.

This contradicts the findings of McCann, Graves, and Cox (2014), who claim that servant leadership provides a unique lens for evaluating leadership behaviors and their impact on employee and job satisfaction. According to the findings of this study, there is a strong link between servant leadership and job satisfaction. Furthermore, the leader-follower relationship is critical, particularly in educational institutions that require a deep understanding of human character and a high level of social interaction. As a result, unlike modern leaders who see people solely as units of production or expendable resources in a profit and loss statement, servant leadership focuses on meeting the needs of followers, allowing them to reach their full potential and thus perform optimally order to achieve organizational goals and objectives. However, this result is contrary to the anchor and support propositions of Afaq, Sajid, and Arshad, 2017; Al-Mhady, Hai-Harhi, and Salah El-dinn (2016); Georgolopoulos, Papaloi, and Loukorou (2018), which state that servant leadership has been found to have a positive impact, influence and positive contribution on teacher's job satisfaction.

Significance of the Relationship between the Servant Leadership and Self-Efficacy

With an overall r-value of 0.45 and p-value of 0.368, which is much higher than 0.05 level of significance, the null hypothesis showing no significant relationship between servant leadership and self-efficacy was accepted. In other words, there is no significant relationship between servant leadership in terms of empowerment, standing back, accountability, forgiveness, courage, authenticity, humility, and stewardship, and self-efficacy. This is consistent with the findings of Schwab (2019), Rodrguez-Carvajal, et al. (2018), and Sepahvand, Pirzad, and Rastipour (2015), who found no significant effect of servant leadership on teacher self-efficacy. In other studies, however, servant leadership

has increased self-efficacy. Similarly, various studies have found a link between servant leadership behaviors and job satisfaction. As a result, there is a strong and positive link between servant leadership and job satisfaction (Amarasena et al., 2015; Bambale, 2014; Avey et al., 2011).

This finding contradicts Tian, Peng, and Zhang (2018) 's anchor and support propositions, revealing that servant leadership was positively related to self-efficacy. Furthermore, Whitman (2014) discovered that servant leadership does not affect self-efficacy.

Significance of the Relationship between the Self-Efficacy and Job Satisfaction

With an overall r-value of .371 and a computed p-value of (0.000), which is lower than the .05 level of significance. Therefore, there is a significant relationship between self-efficacy and job satisfaction. There is an important relationship between self-efficacy and the indicators of job satisfaction in terms of salary, work environment, job responsibilities, and community attachments since the p-value on the significance of the relationship between self-efficacy and job satisfaction in terms of salary, work environment, job responsibilities, and communities are lower than .05 level of energy.

This study shows that self-efficacy has a strong positive effect on job satisfaction and employee job perception, affecting work-related satisfaction. According to the study's findings, self-efficacy improves job satisfaction and work perspective (Peng and Mao, 2015; Xiao, Zhou, Wu, Zhang, Miao, Zhang, and Peng, 2014). Another study discovered that self-efficacy boosts job satisfaction. This state indicates that the individual can operate in a way that will result in long-term benefits and engage with others at work. Individuals with high self-efficacy are more likely to have high self-confidence (Battersby and Cave, 2014; Gençtürk and Memiş, 2010; Marri, Ahn, Fletcher, Heng, and Hatch, 2012). Similarly, the regression analysis revealed that, along with quality, opportunities for development and promotion, working conditions, interpersonal relationships, and organizational setting, self-efficacy was the only common predictor of job satisfaction (Faye and Long, 2014; Guillaume, Honeycutt and Savage-Austin, 2013; Najafi et al., 2011).

This finding was supported by the anchor and support propositions of Turkoglu, Casnoy, and Parlar (2017), Shen, Leslie, Spybrook, and Ma (2012), Ozoglu (2010), and Ozyurek (2009), which revealed self-efficacy as a significant predictor of job satisfaction.

Mediating Effect of Self-Efficacy on the Relationship between Servant Leadership and Job Satisfaction

The relationship between servant leadership and job satisfaction was tested in Path A, but the results revealed no significant association. The relationship between servant leadership and self-efficacy was tested in Path B, but the

results showed no meaningful relationship. Path C also tested the relationship between self-efficacy and job satisfaction, and the results revealed a significant relationship between the two variables. According to the findings, only Path C is statistically significant, and no other evidence of mediation is found. As a result, no partial mediation will be tested to account for all variations between the independent and dependent variables. This is ostensibly not the final stage of Baron and Kenny's intervention (1978). However, this study found no significant relationship between servant leadership and job satisfaction or between servant leadership and self-efficacy. It does not progress to the fourth step, which is partial mediation. As a result, self-efficacy does not affect the relationship between servant leadership and job satisfaction.

The significant relationship found between self-efficacy and job satisfaction, on the other hand, revealed similar findings with Peng and Mao (2015), Xiao, Zhou, Wu, Zhang, Miao, Zhang and Peng (2014), and Najafi, Noruzy, Azar, Nazari-Shirkouhi, and Dalvand (2011), which revealed a significant positive effect of self-efficacy on job satisfaction and employees' job perception, which influenced work-related performance. According to the study's findings, self-efficacy improves job satisfaction and work perceptions. Furthermore, self-efficacy increases job satisfaction by demonstrating that individuals can act in ways that help them achieve long-term goals and interact with others at work. Individuals with high levels of self-efficacy are more likely to have high levels of self-confidence (Battersby & Cave, 2014; Gençtürk & Memiş, 2010; Marri, Ahn, Fletcher, Heng, & Hatch, 2012).

5 CONCLUSIONS

Based on the findings of this study, it can be concluded that the level of servant leadership in terms of empowerment, standing back, accountability, forgiveness, courage, and authenticity is described as very high. It implies that servant leadership is always observed. In addition, the level of job satisfaction in terms of salary, work environment, job responsibilities, and community attachments is also described as very high. It means that job satisfaction is always observed. Moreover, the level of self-efficacy is described as very high. It implies that self-efficacy is always honored.

The significant relationship found between self-efficacy and job satisfaction, on the other hand, revealed similar findings with Peng and Mao (2015), Xiao, Zhou, Wu, Zhang, Miao, Zhang and Peng (2014), and Najafi, Noruzy, Azar, Nazari-Shirkouhi, and Dalvand (2011), which revealed a significant positive effect of self-efficacy on job satisfaction and employees' job perception, which influenced work-related performance. According to the study's findings, self-efficacy improves job satisfaction and work perceptions. Furthermore, self-efficacy increases job satisfaction by

demonstrating that individuals can act in ways that help them achieve long-term goals and interact with others at work. Individuals with high levels of self-efficacy are more likely to have high levels of self-confidence (Battersby & Cave, 2014; Gençtürk & Memiş, 2010; Marri, Ahn, Fletcher, Heng, & Hatch, 2012).

Finally, self-efficacy has no mediating effect on the relationship between servant leadership and job satisfaction.

6 RECOMMENDATIONS

A very high level of servant leadership, job satisfaction, and self-efficacy was found in this study. This result implies that the Department of Education may introduce programs that can sustain these values among its school leaders and teachers to

efficiently and effectively perform one's duties and responsibilities in school.

On the other hand, no significant relationship was found between servant leadership and job satisfaction and between servant leadership and self-efficacy. These can be utilized as the basis for the sustainability of the educational sector to improve commitment in the organization, increase motivation and performance, and achieve shared goals. These results connote that schools should promote servant leadership among school heads to foster teacher self-efficacy to sustain their job satisfaction in terms of the salary, work environment, job responsibilities, and community attachments, but continuous professional development. Moreover, solid partnerships and positive relationships between school heads and teachers must be established and maintained at all times for the cultivation of a democratic and disciplined-friendly working environment to build one's trust and respect, and more importantly, to impact student achievement.

Finally, future researchers may use the results of this study as their springboard to conduct similar studies to substantiate claims, especially in terms of the indicators of servant leadership, job satisfaction, and self-efficacy.

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