SERVANT LEADERSHIP AND ORGANISATION PERFOMANCE: THE MEDIATING ROLE OF EMPLOYEE SATISFACTION IN MOROGORO MUNICIPALITY

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES (MED. APPS) DEPARTMENT OF EDUCATION, PLANNING AND ADMINISTRATION OF THE OPEN UNIVERSITY OF TANZANIA

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled, **Servant leadership and Organisation performance: The mediating role of employee satisfaction in Morogoro Municipality**, in partial fulfillment of the requirements for the award of the Degree of Master of Education in Administration, Planning and Policy Studies.

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Date

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DECLARATION

I**, Mary Ndongo,** declare that the work presented in this dissertation is original. It has never been presented to any other university or institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work is originally mine. It is hereby presented in partial fulfillment of the requirement for the award of the Degree of Master of Education in Administration, Planning, and Policy Studies.

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Date

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ABSTRACT

The study investigated the relationship between servant leadership and organization performance through employee's satisfaction in primary schools in Morogoro municipality. Specifically, the study examined the relationship between servant leadership behavior and organization performance, relationship between servant leadership behavior on employee satisfaction, relationship between employee's satisfaction on organizational performance and indirect relationship between servant leadership and primary school organizational performance through employee's satisfaction. Cross-sectional study design involving five public primary schools was used and 100 respondents were selected by using purposive and systematic random sampling techniques. Data were collected using a questionnaire, interviews, focus group discussions and documentary review and analyzed by using SPSS and Structural Equation Model (SEM). The findings revealed that there is positive relationship between servant leadership behavior and organization performance. Also, the results of analysis indicated that servant leadership is positively and significantly related to employee's satisfaction. The findings also indicated that job satisfaction has positive and statistically significant relationship with organization performance. Also, the results of the mediation analysis for the fourth objective there is mediating effect of employee's satisfaction in the relationship between servant leadership and organization performance the performance of an organization. The study recommends the government to facilitate the motivation attainment to local government employees which will impact positively performance of the organizations. Also, the government should ensure the availability of sufficient conditions to the employees in their working stations all over the country. Nevertheless, the government should be open to its employees through the management of the entities responsible for the operationalization in their areas on the efforts undertaken to foster employees' job satisfaction and appreciations to be attained.

Keywords: *Leadership, servant leadership, Organizational performance, employee satisfaction, Primary School*

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LIST OF ABBREVIATIONS

BOA   Bank of Africa

LGA   Local Government Authority

LMX   Leader Member Exchange Theory

OCB   Organization Culture Behaviour

OP   Organization Performance

PCA   Principal Component Analysis

SEM   Structural Equation Model

SPSS   Statistical Package for Social Science Research

SL   Servant Leadership

UNIDO   United Nations Industrial Development Organization

URT   United Republic of Tanzania

CHAPTER ONE

BACKGROUND OF THE PROBLEM

1.1 Introduction

This chapter presents the background of the problem, problem statement, general and specific objectives as well as research questions. It further extends to highlight the significance of the study, the scope and limitation of the study.

1.2 Background of the Problem

Recently, the issue of performance has been a major concern to most of the organizations worldwide. In order to achieve the required performance, organizations need to have service-oriented leaders, who can allow creativity and innovative behavior to happen without tossing blame to individual or group of employees. As such servant leadership style is considered to be essentially important; as it changes the focus of the leadership element from influence-oriented emphasis to service oriented whereby leader and follower cooperate at the horizontal level. Hoveida, Salari and Asemi (2011) argued that servant leadership is that which is mainly centered on two pillars of caring and serving others and focuses on values of trust, appreciation of others and empowerment. Potentially, the servant leadership brings about followers' satisfaction, improves inspirations, enhances organizational commitment and increases follower motivation to participate in goal attainment (Van Dierendonck, 2010). Other scholars observed that servant leadership increased organizational trust and bridges leader-follower and the context into mutual interaction built under trust of one another (Wiston, 2005).

Servant leadership style existed since then in the human life, although it is only over recent decades that it has received more scholarly attention. Greenleaf was the first

person to coin the word servant leadership in 1977 to infer to a person who leads with the desire to serve. The inner drive of the leader is not to own power but to bring about change through service to those in need (Wilson, 2014). Leaders must first be servants (Carter & Beal, 2013). Servant leaders should strive to first achieve the needs of followers before their own ambitions (Ozylmaz & Cicek, 2015).

The servant leadership was found to be associated with values and attitudes related to integrity, empathy, competence building, listening, awareness, persuasion, foresight, stewardship, commitment, conceptualization, healing and building community (Washiton et al, 2006; Spears, 2004). In the course of practicing servant leadership, the leader and follower can benefit as it embodies personality and professional growth (Russell, 2016; Savage-Austin, 2011). Most of the leadership models focus on creating influence to followers. The servant leadership goes beyond the traditional focus of the rest of the models of leadership since it is intrinsically concerned with service delivery as the central objective.

Casterlow (2010) once paraphrased the words of the late Nelson Mandela saying that "it is better to lead from behind and to put others in front especially when you celebrate victory, when nice things occur, but you take the frontline when there is danger". Explaining the statements alternatively that of the major tenet of servant leadership is that followers of the servant leader are expected to become healthier, wiser, freer, and more autonomous and ultimately become servants to each other (Barbuto & Wheeler, 2006). Russell & Stone (2002) suggested that the servant leadership is further categorized into two levels: functional leadership attributes and accompany attributes. The functional attributes are related to issues of having vision, being honest,

trustworthy, service oriented, a role model, demonstrating appreciation of others' service, and empowerment. The accompanying attributes of the servant leadership implies to good communication, listening, credible, encouraging of other, delegators, teachers and competence (Sendjaya, Sarros, & Santora, 2008; Laub, 2003; Sauser, 2005). It follows that the fundamental premise of servant leadership is to serve others first and look forward to the development of followers. In the context of this study followers represent the team members of the given area.

In the need to conceptualize servant leadership, academicians and researchers have developed different meanings for the content of servant leadership. Casterlow (2010) defined servant leadership as a philosophy and set of practices that enrich the lives of individuals, build better organizations, and ultimately create a more just and caring world. The concept of servant leadership is further explained in terms of moral and ethical theories, such as that a leader is supposed to bring about a spiritual dimension to manage and reduce annoyance among employees (Susser, 2005). Page and Wong (2014) conceived of a servant leader as one whose primary purpose of leading is to serve others, though not limited to that, and who goes further to invest in the development and wellbeing of the people and accomplish the targeted goals for the common good. Servant leadership urges leaders to not just be 'service-oriented, as it is in transactional leadership, but rather incorporate the ideals of empowerment, total quality, team building, participatory management, and the service ethic into a leadership philosophy (p.3). The need to improve organizational performance sounds like one of the major concerns that challenges most leaders and managers. Scholars embed organizational performance with leadership styles, thus coining leadership as one of the

means to enhance the performance of the organization (Brachears, 2012). In other contexts, the debatable notion is whether there is a specific kind of leadership style that could breed organizational performance at a more sustainable level. Some scholars are of the view that organizational performance can only be attained if the leader-follower relationship is improved and maintained. Thus, it suggests that servant leadership is one of the best approaches that could impact employee turnover and improve the quality of relationships among team members (Chughtai, 2016). Other scholars asserted that employee turnover increased as trust between leader and follower increased (Mulki et al., 2013).

On the other hand, Brachears (2012) is of the view that when leaders promote harmony, support followers, and improve employee's careers, the level of organization performance is likely to increase. Such characteristics are only dominant in servant leadership, which cultivates service attitudes and a greater concern for the employee's needs than that of the employer, as found in traditional styles of leadership. Thus, servant leadership is believed to increase organizational performance, although the parameters through which it could be enhanced are not clearly explained.

On the other side of the same coin, servant leadership is said to affect employee motivation, work spirit, stewardship, and servant attitude among employees (Luu, 2016). If the essential drive of servant leadership is the desire to serve, then followers are expected to be served and trained to serve others. The existing relationship breeds employee loyalty in the workplace, resulting in increased job satisfaction among employees. In consequence, the organizational goals are met not as the first target of the leader but as a combined effort of the mutual and integral demands of the team

members. In other words, the organization's performance is seen as an indirect effect of employee satisfaction (Ding, Lu, Song, & Lu, 2012). However, bearing in mind that most of the studies that strive to affirm the existing relationship between servant leadership and organization performance through the mediating role of employee satisfaction are conducted in developed countries like China (Ding et al., 2012) and the USA (McCann, Graves, & Cox, 2014), there is still a need to uncover the claimed relationship in developing countries like Tanzania.

1.3 Statement of the problem

Servant leadership stresses the importance of cultivating among people a sense of team building, service ethic, participatory management of issues, group empowerment, and quality trust, among others. In this regard, this kind of leadership approach is suggested to be one of the most desired leadership models of our time because of its impact on organization performance. While the list of values attributed to servant leadership cannot be exhausted, there still remain challenges as to how employee satisfaction could play a mediating role in bringing about organizational performance.

Although a number of empirical studies have documented the impact of servant leadership on organization performance, little attention has been paid to establishing the mediating role of employee satisfaction in servant leadership and organization performance. In a more concrete way, some studies dwelt on studying the relationship between servant leadership and employee loyalty using employee satisfaction as a mediating variable (Ding et al., 2012), McCann et al. (2014), and Chinomona (2013) studied the effect of servant leadership on organization performance using employee trust as a mediator variable, and Hashim, Khan, and Adnan (2019) studied the linkage

between servant leadership and employee performance enhancement. Taking into analysis, the previous scholars have engaged their studies in health and business organizations; some have focused on government organizations, while the present study seeks to measure the existing relationship between servant leadership and organizations performance by looking at the mediating role of employee satisfaction in school contexts.

The study is important at this moment when schools as organizations are found to suffer from poor academic performances, in particular among public schools. The study therefore emphasized the need to embark on potential management problems that hinder school performance. Therefore, there was a need to understand how leaders instill a sense of employee commitment and satisfaction to come out with the best school performances.

1.4   General objective

To investigate the relationship between servant leadership and organization performance through employee satisfaction in primary schools in Morogoro municipality.

1.4.1   Specific objectives

1. To examine the relationship between servant leadership behavior and organization performance

2. To determine the relationship between servant leadership behavior and employee satisfaction.

3. To assess the relationship between employee satisfaction and organizational performance.

4. To examine the indirect relationship between servant leadership and primary school organizational performance through employee satisfaction

1.5   Research hypotheses

H1µ: There is no relationship between servant leadership behavior and organization performance

H1ɑ: Servant leadership behavior relates with organizational performance

H2µ: Servant leadership behavior does not lead to employee satisfaction.

H2ɑ: There is positive impact of servant leadership behavior on employee satisfaction.

H3µ: There is no link between employee satisfaction and organizational performance

H3ɑ: Employee satisfaction has positive relationship with organization performance

H4µ: There is no association between servant leadership and organization through the employee satisfaction

H4ɑ. There is an indirect association between servant leadership and organization through the employee satisfaction.

1.6   Significance of the Study

The study has helped to reveal the reality of how servant leadership empowers school employee's commitment and satisfaction towards achieving organizational performance. It has also added information to education stakeholders on the importance of applying a servant leadership approach in view of attaining the best performance in schools. Also, the study has identified the perceptions of different stakeholders towards the effectiveness of servant leadership styles in enhancing school academic performance in primary schools.

1.7   Limitation of the Study

The limitation of this study depended on the attainment of cooperation from knowledgeable respondents about the topic under study. The field of leadership is seen as very common, although in academics, there is limited literature related to servant leadership and empirical evidence. With such an informed status, the study may face limited data. The other limitation would be failure to distinguish the roles of other leadership styles in community participation since the servant leadership approach has a distributive character and is more dynamic in its execution.

In view of responding to the aforementioned limitations, the researcher made use of appropriate sampling design techniques based on the suggestions of the literature to be reviewed to attain the appropriate sample of people to represent the rest of the population, thereby ensuring the validity of the data to be gathered. Regarding time, the study adopted a cross-sectional study design that facilitated the timely collection of data and then proceeded with data analysis and report writing. A detailed analysis of the literature was undertaken to find plausible and informative literature and methods or tools that have contributed to making the study valid and distinct.

1.8   Scope of the Study

The study was carried out in Morogoro municipality and was based on public primary schools. The Morogoro municipality has many public primary schools that need to be assessed on how leadership is being undertaken by identifying elements of servant leadership. The selection of Morogoro municipality as a study area was based on the fact that, for five years now, the performances of primary schools have been declining compared to previous years. Therefore, the study intended to show the relationship

between employee behavior, job satisfaction, and the performance of the organization, basically based on primary school.

1.9   The conceptual framework

The conceptual framework has worked on the four major assumptions that the SL relates directly to the OP at first sight, keeping other factors constant. However, admitting that organizational performance is an outcome variable, there should be a process through which the performance could be brought about. To mean that in the organization there is an interaction of members that is a leader practicing a servant leadership approach who could affect the followers who are known to be employees in this case. Thus, when servant leaders motivate and empower employees, it leads to employee satisfaction. When there is employee satisfaction, there is the possibility of increased commitment and high-quality employee performance, thereby leading to organizational performance. In this regard, the conceptual framework has combined the dummy variables with their indicators, as seen in figure 1.1.

Figure 1.1 Conceptual Framework

The conceptual framework was developed under the theoretical assumption that servant leaders tend to empower and develop followers; they show humility; they are authentic;

they accept people for who they are; they provide direction; and they are stewards who work for the good of the whole. These were discussed in the following aspects:

Empowering and developing people are motivational concepts focused on enabling people (Conger, 2000). Empowerment aims at fostering a proactive, self-confident attitude among followers and provides them with a feeling of personal power. Leaders who empower tend to encourage self-directed decision-making, share information, and coach for innovative performances. Another important aspect is the humility of the servant leadership approach. The humble leader dares to learn and admit the limitations of his talents, thus seeking the contributions of others. Humility also implies readiness to prioritize the interests of others to facilitate the performance attitude of followers. It also results in a sense of responsibility and commitment among employees.

Authenticity is closely related to the consistent expression of the self. It is related to integrity and the observance of moral conduct. The authenticity of servant leadership is shown through honesty, truth, vulnerability, and visibility in the organization. Interpersonal acceptance refers to the ability to understand and experience the feelings of others. It amounts to empathy, which helps to cognitively adopt the psychological situation of the other and thereby promote compassion and forgiveness. In return, trust and fairness are created among people who mutually accept and are thus satisfied with the workplace conditions.

The servant leader provides direction to benefit followers and prepares them to meet the organization's set goals or needs. Accountability is sought to manifest through interpersonal relations. Stewardship focuses on willingness to take responsibility on behalf of the institution and opt for service delivery instead of control and self-interest.

Stewardship calls for leaders to play a role model that stimulates social responsibility, servitude behavior, loyalty, and teamwork spirit, hence an organization's performance. In a nutshell, the six key characteristics of servant leadership together have helped to explain the rest of the minor but useful elements of servant leadership qualities and contexts that have resulted in improvements in organization performance through the acquired satisfaction of workers in the schools.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

The chapter provides a thorough analysis of the studies that have dwelt on the field of servant leadership and organizational performance. The study had four particular objectives, all of which were intended to establish relationships between servant leadership behavior and organization performance: employee satisfaction on the one hand, the relationship between employee satisfaction and organization performance on the other, and lastly, the relationship between servant leadership and employee satisfaction and organization performance.

2.2   Theoretical Review

2.1.1   Leader Member Exchange theory

Recent research depends upon LMX, established on this principle; it is observed that the supportive nature of the leader allows the employees to have the same effect, i.e., a responsible and supportive nature, and as a result, the whole organization's success elevates with servant leadership. Furthermore, it is observed that employee performance helps in the success of organizations by obtaining high employee performances, and one of the underlying factors for this success and employee performance is trust in their leader (the boss), who is a servant leader. Blau (1964) likewise defined exchange associations, while the trend of the causal arrow is slightly unclear. For instance, Blau claimed the character of the relationship between exchange partners may affect the process of social exchange, with the connotation that the connection affects the sort of exchange. On the other hand, he also deduced that a healthy relationship can make an

individual devoted to another individual, suggesting smooth conversation regularly has an effect on the relationship. Blaus (1964) justifications have another point: in the given explanation, the word exchange is used to address a form of connection or relationship, but the words association and exchange are different in terms of their meaning; however, they are related. This statement is not flawless; Blau used this association as an intervening variable, which is commonly used in organizational contexts. Blau used this as a type of transaction, somewhat as a type of connection. Blau (1964) and Homless (1981) recognize trust as an inspiring factor. Trust is very important for a healthy exchange.

Both leaders (the boss) and subordinates (the workers) use the LMX philosophy of development in order to discover what is referred to as a (vertical dyad linkage, the relationship of vertical orientation (Graen 2004). A dyadic philosophy, LMX, is established from role philosophy (Dienesch & Liden, 1986) and social exchange philosophy (Cropanzno& Mitchel, 2005). Leaders will always choose an individual who is regarded as an awesome employee other than their personal likeness, as suggested by LMX. More importantly, this LMX philosophy is considered an emerging philosophy.

The LMX philosophy is grounded in the social exchange philosophy (Gouldner, 1960) and states that bosses have a special connection with every subordinate (Graen & UhlBien, 1995). This special relationship amongst leader and subordinates develops over a period of time as a result of the tasks assigned to the subordinate and how they do them. Smooth work environments and healthy performance are among some of the favorable outcomes associated with a healthy relationship between boss and subordinate. (Kelley & Thibaut, 1978; Ilies et al., 2007). Dienesch & Liden (1986) at

the start made the point that the development of LMX relations is based on three factors: salary: the amount of money they get from the work they do, devotion, and combined friendliness. Further studies deduced that a fourth factor should also be kept in mind, which is professional respect (Liden & Maslyn, 1998).

Based on the concepts outlined in Leader-Member Exchange Theory, I expect employees to impact the relationship between servant leadership and organizational performance. Although the importance of LMX theory in servant leader behavior is recognized in the literature, one area that has been empirically overlooked is the ability of servant leaders to enact a stewardship climate through which they can influence follower citizenship behaviors. By empowering their followers, holding them accountable for their actions, and promoting stewardship, servant leaders create a stewardship climate that allows their followers to take pride and responsibility in their work and ultimately the organization as a whole. Servant leaders help followers be their best and trust the followers to do what is best for the organization (Stone et al., 2004). In turn, this encourages followers to offer assistance to others in need. Therefore, through empowerment and accountability, I expect servant leaders to create strong leadership, which will promote organizational citizenship behaviors among their followers.

Furthermore, given previous findings of the partial mediation effects of procedural justice on the relationship between servant leadership behaviors and organization performances (Ehrhart, 2004; Walumbwa et al., 2010), I expect LMX theory to explain variance over and above that explained by developing the following hypothesis:

P1: Servant leadership behavior relates to organizational performance

2.1.2 Social Exchange Theory

Social exchange theory provides the appropriate theoretical foundation to explain how employee's satisfaction with the servant leader influences individually-oriented follower citizenship outcomes. Social exchanges in the workplace are interpersonal connections such as those that are formed between servant leaders and followers when leaders "take care of employees, which thereby engender beneficial consequences" (Cropanzano and Mitchell, 2005). By primarily focusing on the needs of their followers, servant leaders ensure their followers satisfaction and hope that the followers will reciprocate by doing what is best for the organization (Stone et al., 2004). Similarly, followers trusting the servant leaders and reciprocating with actions towards others within the organization is a way to repay the leader's actions (Hernandez, 2008).

The follower's feeling of an obligation to repay the kindness bestowed upon them by the servant leader reflects a norm of reciprocity. Gouldner (1960) provided a foundation for the study of these 'norms of reciprocity', claiming that the stability of social systems is contingent upon the moral code related to the "exchange of gratifications, that is, reciprocity of exchange. The basis of this moral code rests on two main assumptions (Wayne, Shore, and Liden, 1997): "(1) people should help those who have helped them, and (2) people should not injure those who have helped them" (Gouldner, 1960). Therefore, when one person provides a benefit to another, an obligation is created in which the benefactor becomes indebted to the donor and remains indebted until the donor is repaid.

Building on Gouldner's (1960) work, Blau (1964) suggested that there are two basic types of exchange relationships: economic and social. Social exchanges tend to

"engender feelings of personal obligations, gratitude, and trust" (p. 94), creating social obligations that an economic (financial) exchange cannot create. These social-exchange relationships, which are different from social relationships that do not have explicit repayment expectations, involve socio-emotional benefits, and focus more on the needs of the other party (Cropanzano and Mitchell, 2005), are different from economic exchange relationships that often come with explicit repayment demands, involve material goods, and are geared toward personal self-interest (Mills and Clark, 1982).

Settoon, Bennett, and Liden (1996) argued that most organizational research on social exchange focuses on the relationship between the employees as followers and (1) the organization, which tends to be a more global exchange, or (2) their supervisory leader, which is a dyadic relationship. Cropanzano and Mitchell (2005) extended this by noting that there are distinguishable qualities between the relationships employees as followers have with their immediate supervisor as leader, coworkers, the employing organization, customers, and suppliers. Since each relationship carries a different set of benefits, the follower's behavior may vary based on the nature of the relationship with the leader. The underlying theory behind this relationship is that when followers perceive the leader's satisfaction as their own, they reciprocate in a similar manner.

Social exchange theory is an appropriate framework to explain how employee satisfaction with the leader may be the venue through which servant leadership influences follower effectiveness and outcomes such as OCBs (Dirks and Ferrin, 2002). Mayer, Davis, and Schoorman (1995) defined employee satisfaction as the "willingness of a party to be vulnerable to the actions of another party based on the expectation that

the other will perform a particular action important to the employee satisfaction, irrespective of the ability to monitor or control that other party".

Blau (1964) stated that since social exchanges require employee satisfaction for others to reciprocate, "the initial problem is to prove one employee's satisfaction". Mayer et al. (1995) noted that there are three main factors that followers use to assess the employee satisfaction and worthiness of a leader. First, a leader can be deemed satisfactory based on his or her abilities, expertise, and competencies in a particular domain. Second, employee satisfaction can be established based on benevolence, which is the perception that the leader is helpful and genuinely cares for the follower without a self-serving motive. Third, the leader can establish employee satisfaction with followers through his or her integrity. This involves the followers believing that the leader "adheres to a set of principles that the [follower] finds acceptable".

Greenleaf (1970) suggested that by selflessly serving others, servant leaders are likely to establish employee satisfaction in their relationships. Moreover, creating and establishing employee satisfaction is an essential function of servant leaders (Russell and Stone, 2002), because employee satisfaction is an important mechanism through which servant leaders impact follower outcomes such as OCBs (Van Dierendonck, 2010). Greenleaf (1970) also noted that servant leaders create follower success by building a community within followers that fosters employee satisfaction. Servant leaders are especially poised to develop an employee satisfaction climate due to their inherent capacity for listening, healing, empathy, and stewardship, which in turn enhances performance (Reinke, 2004). In this regard, employee satisfaction is a venue through which servant leaders influence their followers.

Several past empirical studies have provided support for employee satisfaction as a mediator between servant leadership and follower outcomes. A study conducted by Joseph and Winston (2005) provided preliminary support for this relationship when examining faculty and administrative staff in two educational institutions in Trinidad and Tobago. Specifically, the authors found a positive and significant correlation between servant leadership and follower perceptions of employee satisfaction in both their organization and their leader.

Sendjaya and colleagues (Sendjaya, Sarros, and Santora, 2008; Sendjaya & Pekerti, 2010) studied the effects of servant leadership behaviors on employee satisfaction. They conceptualized servant leadership as inclusive of the following dimensions: (1) voluntary subordination; (2) authentic self; (3) covenantal relationship; (4) responsible morality; (5) transcendental spirituality; and (6) transforming influence. These authors argued that social exchanges between the leader and follower would impact the followers' employee satisfaction with the leader. While the servant leadership construct as a whole had a positive effect on follower employee satisfaction, only three of its dimensions had a significant effect on follower employee satisfaction.

First, 'covenantal relationships, which are defined as leader behaviors that foster lasting relationships with their followers, had a significant effect. This relationship is based on shared values and mutual employee satisfaction. The second effect was exhibited by 'responsible morality', which refers to moral reasoning and action. Servant leaders display this through relational power (Graham, 1991), which builds employee satisfaction by facilitating "good moral dialogue between leaders and followers" (Sendjaya & Pekerti, 2010, p. 649). Lastly, significance was found in 'transforming

influence', which captures the servant leader's ability to positively change the behavior and emotions of followers, ultimately resulting in employee satisfaction and similar actions by the followers towards others (Greenleaf, 1970; Graham, 1991). These findings suggest that servant leaders build perceptions of employee satisfaction and worthiness in their followers by cultivating moral relationships and helping them grow both as employees and individuals.

An important conceptualization of employee satisfaction in the leader is provided by McAllister (1995), who defined interpersonal employee satisfaction as "the extent to which a person is confident in, and willing to act on the basis of, the words, actions, and decisions of another" (p. 25). He argued that interpersonal employee satisfaction consists of both affect- and cognition-based aspects, which are formed due to differing perceptions. In terms of the leader-follower relationship, affect-based employee satisfaction stems from emotional bonds between the leader and follower. These develop through the leader's expressions of care and concern for the followers. Similar to Mayer et al.'s (1995) factor of benevolence, affect-based employee satisfaction consists of the leader's belief in the intrinsic value of the followers. On the other hand, cognition-based employee satisfaction is rooted in evidence of employee satisfaction worthiness, which consists of the leader's competence, reliability, and dependability. This is similar to Mayer et al.'s (1995) ability factor and includes extrinsic factors such as professional credentials or awards that the leader has obtained. McAllister (1995) found support for cognition- and affect-based employee satisfaction as different aspects of interpersonal employee satisfaction.

Schaubroeck, Lam, and Peng (2011) showed how the relationship between servant leadership and employee satisfaction can lead to differing organizational outcomes compared to other leadership styles. The authors focused on two leadership styles (specifically, transformational and servant leadership) and their influence on team performance through employee satisfaction. They hypothesized that transformational leaders would create employee satisfaction by developing confidence in the team members' 29 abilities to achieve the goal. In contrast, servant leaders would create employee satisfaction by showing support and care for their follower's well-being. Measuring employee satisfactions in a way that was consistent with McAllister's (1995) measurement of cognition- and affect-based employee satisfactions, the authors found support for cognition-based employee satisfactions mediating the relationship between transformational leadership and team potency, which is a team member's "generalized beliefs about the capabilities of the team across tasks and contexts" (Gully, Incalcaterra, Joshi, and Beaubien, 2002).

Affect-based employee satisfaction mediated the relationship between servant leadership and psychological safety, which is "a shared belief that the team is a safe environment for interpersonal risk taking". In turn, both team potency and psychological safety were shown to lead to improved team performance. Hence, it should be noticed that servant leadership operates only through psychological safety because servant leaders, through their inherent concern for their follower's well-being, engender affect-based employee satisfaction in the followers, which in turn makes them feel safe. In this way, servant leadership explained an additional 10% of the variance in team performance above that explained by transformational leadership.

Based on insights derived from the application of social exchange theory, servant leadership behavior and employee satisfaction operate as mediating mechanisms between servant leadership and the citizenship behaviors of followers. Consistent with Schaubroeck et al. (2011), I expect that servant leadership will influence employee satisfaction. Extending the work of Schaubroeck et al. (2001), who used Liden et al.'s (2008) multidimensional Servant Leadership Scale and collapsed its dimensions into one composite index of servant leadership, I separate the servant leadership dimensions into 'servant' and 'leader' components and propose that the 'servant' component will influence servant leadership behavior. In other words, owing to their follower-centric focus, servant leaders will engender servant leadership behavior in their relationship with their followers, who in turn will reciprocate by exhibiting their individual-level citizenship behaviors. Furthermore, servant leaders will enact an organizational climate based on fairness towards followers and all stakeholders, which will cause followers to reciprocate by exhibiting organizational-level servant leadership behaviors as shown in the following developed hypothesis.

P2: There is a positive impact of servant leadership behavior on employee satisfaction.

P3: Employee satisfaction has positive relationship with organization performance

2.3 Empirical review

The empirical review works to inform the study based on the practical evidence from previous works that show the relationship between servant leadership and organizational performance through the mediating role of employee satisfaction. This started with analyzing studies from outside Africa, then came to Africa and Tanzania.

2.3.1 Relationship between servant leadership behavior and organizational performance

There is a growing concern about the linkage between servant leadership and organizational performance, but few have paid attention to the mediation role of employee satisfaction. In the study by Ding et al. (2012), the relationship between servant leadership and employee loyalty was studied through the mediating role of employee satisfaction. They used a sample size of 186 respondents and carried out the structural equation model (SEM), which helped to find that servant leadership is positively related to employee loyalty and that employee satisfaction has an effect on employee loyalty and servant leadership. The study recommends that, to enhance employee loyalty, there is a need to not only develop their servant leadership style but also take into consideration the individual needs that will promote psychological satisfaction.

Mulki et al. (2016) assessed the quality of servant leadership and found that it was found to please followers, thereby increasing satisfaction and ultimately leading to increased performance. During the study, they observed that loss of trust in the leader by followers weakened organizational performance since employees chose to leave the organizations. In other words, when servant leaders cultivate a sense of trustful and harmonious interaction with followers, they ultimately improve their organizational commitment and loyalty (Brushers, 2012). While other scholars are of the view that servant leadership creates a positive work environment, thus enhancing employee work commitment and a sense of belonging that lead to organizational performance (Liden et

al., 2008), there are others who argue that such factors are of no effect if employees are not satisfied with the action of the servant leader (Jaramillo et al., 2015).

In the USA, the study by McCan, Graves, and Cox (2014) examined the role of servant leadership, employee satisfaction, and organizational performance in rural community hospitals. The study was probed by the fact that healthcare settings are supposed to provide services to clients and develop employees needs, thus originating the need to assess servant leadership behavior on employee and patient satisfaction. How did leaders in the community hospitals play a servant leadership role, and how were employees satisfied? These were major, specific questions. The study collected data from 219 samples of respondents from 10 community hospitals. The survey design was used to facilitate the use of the questionnaire method. It was found that employee satisfaction and servant leadership have a strong and positive correlation. It was recommended that hospital administrators work to adopt servant leadership behaviors in their organizations and find out their impact on their performance.

Harwiki (2013) in Indonesia studied the influence of servant leadership on organizations culture, organizational commitment, organizational citizenship behavior, and employees' performance. A total of 249 employees was used as a sample, and 30 managers were involved as key informants. The SEM was used for the analysis of the data. It was revealed that SL has a significant influence on organizational culture, organizational commitment, and employees' performance but a negative influence on organizational culture behavior (OCB). In turn, the OCB has a significant effect on employees' performance and organizational commitment.

Melchar and Bosco (2010) found out how to achieve high organizational performance through servant leadership. The need was to assess the ability of servant leaders to develop the corporate culture that develops other servant leaders. The study observed that servant leaders can develop a culture of followers who are servant leaders themselves. The study recommended that servant leadership be applied in firms and organizations to improve the performance of organizations.

2.3.2 Relationship between servant leadership behavior and employee satisfaction

Florina, Virlanuta, Zungun, Nicoleta, Pinar, and Guven (2021) studied Generation Y's perception of servant leadership and job satisfaction. The study probed the relationship between servant leadership practices and business performance. It is a case study project that focused on analyzing the organized industrial zone. The zone hosts about 53,500 employees. The study collected data from 248 respondents, and the factory analysis method and structural equation model were used to analyze the gathered data. The need was to define causal relationships between latent variables and categorical variables in the model. The study found that aspects of accountability and forgiveness in servant leader behavior have a significant effect on follower's success.

In addition, elements of empowerment, accountability and personal success have positive effect on job satisfaction. The modesty dimension does not have a significant effect on personal success or job satisfaction, and the dimensions of accountability and forgiveness do not have a significant effect on job satisfaction. In addition, the empowerment dimension does not have a meaningful effect on personal success. It is useful to do other studies on the effect of modesty on personal success linked to servant leadership theory.

In South Africa, Chinomona (2013) sought to know about the influence of servant leadership on employee trust in the leader's commitment to the organization. It was affirmed that servant leadership requires leaders to depend on interpersonal communication in order to understand the abilities, needs, desires, goals, and potentials of their followers in order to attain the intended outputs from each individual. Employee trust was the mediating variable between leader behavior and employee commitment to the organization. A sample of 150 respondents was used to respond to three alternative hypotheses. Serving leadership has a positive effect on employee trust and commitment.

In Tanzania, Machumu and Kaitila (2014) examined the influence of servant leadership style on teacher's job satisfaction in primary schools around Songea and Morogoro districts. The cross-sectional survey design was employed with a sample of 200 respondents from twenty primary schools. Interviews, questionnaires, and documentary reviews are used to collect data. The analysis follows quantitative and qualitative methods.

The results showed that servant and democratic leadership were the dominant styles used in most of the best-performing schools. The servant leadership was seen as encouraging teachers and students in the teaching and learning processes. The democratic leadership, on the other hand, enhanced the teacher's ability to copy with the students. In addition, the level of teacher satisfaction was found to be high in the best-performing schools due to the observance of servant leadership styles by teachers and the heads of schools.

2.3.3 Relationship between employee satisfaction and organizational performance

Gillespie and Mann (2004) and Dirks and Ferrin (2002) proposed that trust is the main element of a good leader; he or she trusts his subordinates and gets trust in return. This trust relationship forces the subordinates to work more effectively and efficiently. Having faith in leadership is a vital component of an effective and healthy work environment. Tyler (2003) debates whether trust develops healthy mutual relationships in organizations. This is backed by Bijlsma & Koopma (2003), who state that trust constructs performance, which in turn helps an organization. Trust is very valuable to the workings of organizations (Dirks and Ferrin, 2001; Costa et al., 2001). It is studied that trust relationships work in a straight line; they affect behaviors, mutual relations, and productivity. On the contrary, trust can turn by impelling the situations beneath that the advanced results are probably to occur.

Trusting a leader makes the followers susceptible to the activities of his supervisor, whose behaviors and activities he cannot manage and whose duty it is to speak to them about the goals and policies determined by higher management (Tan & Tan, 2000). The insight of trust is created on the personality of the leaders and proposes that workers make implications regarding the personality of leaders like accountability and honesty and use them to see their level of trust in their leaders. This viewpoint of trust in management exposes the susceptibility of the worker to the ability of the management in a gradable relationship, with trust by the worker seemingly depending upon their insights into the character of the structure of leadership. Trumpeter & Mann (2004) state that it's vital that managers act in a way that not only constructs followers beliefs

regarding the leader's trustworthiness but also their actions and emotional trust in the leader.

Davenport & Prusak (2000) state that trust is the key unit when it comes to the exchange of information. They debated that trust is a key; one cannot only rely on technology and infrastructure for a smooth flow of information. Proper interaction is vital if organizations want to get the most out of their workers intellect and skills. The organizer of a smooth statement is trust, which is influenced by friendship, name, and assurances of mutuality. Reinforced by Garvey & Williamson (2002), if interaction between employees is smooth, it's apparently to lead the meeting of recent ideas and ways regarding doing things. They argue that there should apparently be honesty in the communications wherever trust is found, admiration for individuals, and a promise to honesty. Trust is considered a personal observation and has two factors: how they need to be treated by their management, organization, and different workers; a question on their truthfulness and fulfillment of their duties; and maybe they will be able to carry on their duties in the future (Guest and Conway, 2001; Emil Klaus Julius Fuchs, 2003).

This study debates whether trust is the DNA of positive mutual relations between people, groups, or organizations. Moreover, a high level of communication helps in the smooth transfer of information and skills (Newell et al., 2002). Kaser and Miles (2002) deduced that to maintain a smooth working environment for smooth transfer of information and data management, one has to give the workers a chance and develop a level of trust to proceed. Thus, one-on-one interaction is required in the data exchange market, which in turn is a weakness as well. These weaknesses originate as a consequence of organizations having no clue that aptitude and information are located at

intervals throughout the organization, and partly as a consequence of skills and information not being similarly disclosed throughout the organization. Goh (2002) argues that relationships between people have an important impact on a person's tendency to add. A lesser amount of communication or transfer of information is carried out where the relationships are extended, like associate degree relations. The reason for this is that the linkage between the people or interaction is difficult. It is only the key and vital element of trust that can let the worker perform more than the organization expects from him. (Von Krogh et al., 2000), debates, same as Chami and Fullenkamp (2002), if the trust level, motivated and cultured by its organization, is high and robust, then it is doubtless to aid the development of a network of connections. This system is vital to increasing the value of optional extra-role behaviors among workers.

Performance is described as the level of the specific work done by a person (Shore, 1990). Performance is the result of assigning work to an employee and evaluating him on the outcome of the job with reference to the criteria assigned. Robbins (1998) elaborates that a person's performance is directly related to capability and motivation. Employees performance is defined as accomplishments scaled by the ethics or values set by the organization. Performance is a result of someone's achievement through certain phases in acting out the responsibilities associated with the level of task given. (Rivai, 2004). Rivai says performance is not an unaccompanied factor; it is linked with other factors like job satisfaction and benefits involved, which are further influenced by the abilities, skills, and also an individual trait. So, to have an honest performance, the worker should try his utmost to achieve the targets associated with him. Simanjuntak (2001) states that performance is influenced by: (1) the excellence and skills of

employees, i.e., the stuff concerning training and education, work motivation as well as work ethic, as well as the strength and cognition of the staff; (2) supporting the facilities, i.e., the matters concerning work setting and matters concerning the welfare of workers; (3) the above services, i.e., the matters concerning policies of government and also industrial management relations. A higher level of performance is a result of doing a job consistently within the set limits. (Wirawan, 2009). The performance of employees can be measured by the variety of work that he will finish in time, according to the objectives of the organization, and by inadequate time and value. The value of leadership trust in obtaining optional determination from employees and increasing the efficiency of the system is slowly being recognized (Dirks, 2000). Furthermore, trust is taken as a major contributor to performance structure as a result of discretionary contributions by employees that cannot necessarily be repeated or copied (Jones & Saint George, 1998). Management strategies and procedures that are capable of mirroring the principles and convictions shared by management will have significant effects on the company when employees perceive them.

If expectations of the worker are positive, then sharing opportunities can be strengthened. Unfortunately, competitive stresses usually cause management to follow procedures that reduce employees' chances of speaking and building trust (Bolman and Deal, 2003; Sharkie, 2005). Performance is the total result or achievement of an individual throughout the bound time of work in comparison to the quality of work and the goals or standards that have been determined before and have been unified (Rivai, 2004). Rivai further argues that performance is not an independent variable; it is linked with job satisfaction and consideration of work, which are further influenced by

aptitudes, expertise, and individual characters. Similarly, employee performance is measured by flexibility, need, and atmosphere. Each employee has his own characteristics that help them perform better. In a highly modest and globalized era, organizations are certainly looking for high achievers.

2.3.4 Indirect relationship between servant leadership and primary school organizational performance through employee satisfaction

Servant leadership is about the honesty and truthfulness of leaders and is committed to enhancing the position of everyone else (Ehrhart, 2004). The most prominent standard, as highlighted by the researchers, of servant leadership is that it focuses on the interests of subordinate's way before focusing on their own interests (Dierendonck, 2011; Ehrhart, 2004; Lapoint &Vandenberghe, 2018). Within the last twenty years, studies on servant leadership have well developed as an approach to leadership that is on paper and, through many experiments, is separate from transformational leadership (Liden et al., 2015). SL is based on many affirmative qualities like selflessness, spirituality, ethics, and genuineness. Servant leadership is where leaders are expected to serve first and have a self-concept as stewards (Sendjaya & Sarros, 2002), further influenced by the honesty and truthfulness of their bosses (Liden et al., 2008). As the actions of bosses are found dependable, ethical, and selfless by the followers (Sendjaya & Pekerti, 2010), they have greater self-confidence (Searle &Barbuto, 2011), higher job contentment, and a committed appointment (Simon & Wai Ming, 2014; van Dierendonck, 2011), which results in enhanced enactment.

Meanwhile, many different authors have tried to put into operation Greenleaf's (1977) important workings upon servant leadership (Ehrhart, 2004; Liden et al., 2008; van

Dierendoncks, 2011). While Sendjaya et al. (2008) (SLBS) gather part of sanctity, a particular idea of SL, Sendjaya et al. (2008) identified six aspects of servant leadership behavior: volunteer subservience, that is about placement of leaders to place needs of others on the far side one's self; authentic self, repeated show of modesty, honesty, reliability, surety, and vulnerability by leaders; contractual connection, real & long-lasting leader-follower association distinguished via mutual trust and mutual principles, responsible ethics, having a connected moral liability that confirms the ends and therefore the suggests which are required by leaders are virtuously made legitimate, ethically justified and properly reasoned, transcendental spirituality, that tells about the extent to which leaders promote the way of transcendence, link, which means among the employees and changing the structure of influence, however the leaders get a way of amendment through empowering, role modeling, casting vision, trusting, and giving advices to the followers.

The main differences among servant leadership and other designs of leadership are three in total. First, in relation to empowering and transformational leaders, the followers are inspired by the World Health Organization to give their best in order to achieve structure aims; servant leaders primarily emphasize their subordinate's own interests (Stone et al., 2004; Dierendonck, 2011). Secondly, servant leaders contain strong issues regarding providing space to supporters, the applicable behaviors, and ethical parts, which are the basic declaration of moral, authentic, and moral leadership (Ehrhart, 2004). Third, there is no opposite leadership design listed that contains all the main characteristics highlighted by Dierendonck (2011). Servant leadership is a lot different from other leadership styles (Dierendonck, 2011).

Employee performance is the measurement of assigned job tasks against the standards set by the organization. According to Gngr (2011), employee work results can also be measured as what staff can do and what they cannot do, depending on the following factors: output magnitude, time of output, flexibility, and work attendance. The duties performed by the staff are acknowledged together with the duties they perform for the main operations of an organization. (Borman& Motowidlo, 1993). A lot of study has been done on employee performance, from corner to corner, studying different cultures for a long time to understand behaviors that encourage performance (Bono & Judge, 2003; Piccolo & Colquitt, 2006). Investigating and co-relating different studies on behavior and elements that progress performance can alter organizations benefits by investing in their physical, mental, and expressive abilities (Habberhon et al., 2003; Pham Thai et al., 2018). This can be supported by the degree of emotional help and the transfer of respected resources. (Wayne et al. 2002, p. 590).

In step with Harris et al. (2013), the LMX combines boss and subordinate in a relationship that endorses worker performance, flexibility, motivation, and accountability. This bond between the boss and subordinate is backed by trust, smooth correspondence, and sharing or weakness that refrains from work duties (Walumbwa et al., 2011). Tariq et al. (2014), in their examination of creating and overhauling work places mainly in Gujranwala, examined how performance and LMX have crucial relationships. Furthermore, workers with these attitudes can safeguard organizations and motivate others (Atuahene-Gima, 2005; Diamond State Jong and Den Hartog, 2010; Stoffers& Vander Heijden, 2009; Walumbwa et al., 2009).

2.4   Research Gap

There was a reasonable contribution from the reviewed empirical studies on the influence of servant leadership on employee performance, the creation of organizational culture, organization performance, and employee loyalty. The studies have also provided insights on the number of participants used as a sample size and methods of data collection and analysis. Despite the rich contribution of the previous studies, there was still a need to establish the relationship between servant leadership behavior and organizational performance through the use of employee satisfaction as a mediator. In the former analysis of the empirical studies, only one study used employee satisfaction as a mediating variable to study the relationship between servant leadership and employee loyalty, which is still far from the current study. It is well argued in the other studies that servant leadership could enhance organization performance, but they did not clearly state how it looks when employee satisfaction is applied in the mediating role.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents aspects of the research methodology used in the study. It comprises the research design, area of the study, sampling design and techniques, and methods of data collection and analysis. Other elements of methodology treated in the study are the validity and reliability of the data and ethical considerations.

3.2 Research Paradigm

The study has adopted the quantitative research paradigm in order to generalize its findings. The quantitative research paradigm is an approach that facilitates the investigation of a phenomenon from an objective level where knowledge is naturally observed from the outside and the researcher's experience does not affect the result or interpretation of the findings. In addition, the quantitative paradigm helps the study be more objective and stand out from possible subjective bias, thus validating deductive conclusions.

3.3 Research Design

The study sought to establish relationships between variables surrounding servant leadership, employee satisfaction, and organization performance in particular primary schools. It has therefore used a cross-sectional survey design. The reason behind the selection of this research design was to facilitate data collection of a predominantly quantitative nature, draw conclusions, and make generalizations of the findings. In other words, the cross-sectional survey design facilitates data collection at once and continues

with data analysis and report presentation. It also helps to use triangulation methods in data collection and analysis.

3.4 Sampling Techniques and Sample Size

3.4.1 Sample Size

According to Kothari (2014), sample size is the number of items to be selected from the universe. The sample contains all the major characteristics of the population to allow generalizations about the entire population. According to Cohen et al. (2007), there is no clear cut for the correct sample size, as it depends on the purpose of the study and the nature of the population under scrutiny. The estimated sampling size consisted of the heads of school, teachers, municipal educational officers, and quality assurance specialists in education. Therefore, the study approximated the sample size of 100 participants, as clarified in Table 3.1.

Table 3.1 Sample size

Category of participants	Used Sampling techniques	Sample size
Municipal educational officer	Purposive Sampling	1
Head of schools	Purposive Sampling	5
Quality assurers of education	Purposive Sampling	4
Teachers	Stratified Sampling	90
Total number of participants		**100**

Source: Researcher's constructs

3.4.2 Sampling Techniques

The study has used both probability and non-probability sampling designs to select the list of respondents. The probability sampling design implies that all research

participants have an equal chance to take part in the study (Given, 2008). The probability sampling technique applies the systematic random sampling technique. Within the probability sampling design, there are different techniques that could be used in the selection of the population sample. Other kinds of techniques found in probability sampling design include simple random sampling, stratified sampling, clustered random sampling, and systematic random sampling (Creswell, 2014). Teachers were selected by systematic random sampling since all teachers from the selected schools had the quality and right to take part in the study. The systematic random sampling formula was applied after having a finite number of teachers from the selected schools, such that every third teacher in the list of teachers was appointed to participate. This has reduced bias in the selection of respondents.

The non-probability sampling design involves judgmental criteria in the selection of respondents for the study. The non-probability sampling design adopts purposive sampling techniques. In the application of the non-probability sampling design, the researcher focused on some criteria that designate respondents to be selected out of the large population. In this study, the purposive sampling technique was employed to select heads of schools, municipal educational officers, and quality assurers. The use of purposive sampling based on the positions held by the respondents was due to the need of the study to get information from the top management individuals about the association between servant leadership and organization performance. Together with the purposive sampling technique, the non-probability sampling design comprises convenient sampling, snowball sampling, accidental sampling, and quota sampling techniques.

3.5   Sources of Data

The research used both primary and secondary data. According to Kothari (2014), primary data are those collected through direct communication with participants. This study collected primary data from the experiences of head teachers, teachers, municipal education officers, and education quality assurers. The secondary sources of data consisted of different documentary sources like books, journals, internet sources, and school documents.

3.6   Data Collection Methods and Instruments

Data collection tools refer to the methods that the researcher uses to gather information from the participants (Kothari, 2014). Data collection tools for this study included questionnaires, an interview guide, and a documentary review.

3.6.1   Questionnaire

The questionnaire tool used to collect data from primary school teachers This tool was administered to 90 teachers. The reason for using a questionnaire was to help the researcher obtain quantitative data concerning the relationship between SL and organization performance in view of the mediating role of employee satisfaction in the selected primary schools. The questionnaire method is practical for the collection of data from a large number of respondents in a short period of time. It also facilitates the researcher's ability to carry out quantitative analysis of data using techniques such as regression and correlational analysis to study the effects and relationships among variables in the study.

The semi-structured questionnaire guide was designed to allow the presence of closed- and open-ended questions in the questionnaire. The application of both open and closed

questions helps respondents to focus on the questions and avoid easy drawing of responses, but it also provides a chance for respondents to give their viewpoints concerning the contents of the study. The questionnaires were administered to different groups, including heads of schools, teachers, and other education officers.

3.7 Data Analysis Procedure

The researcher conducted the analysis of both quantitative and qualitative data. Quantitative data were obtained through the use of questionnaires, while qualitative data were obtained through interview and documentary review methods.

Quantitative data were summarized, coded, and analyzed descriptively by the Statistical Package for Social Sciences (SPSS). Descriptive statistics were applied to get frequency distributions and percentages to describe major variables. The Structural Equation Model (SEM) was used to analyze the variables so as to understand the relationship and the effect of servant leadership on organization performance, as well as the effect of the mediating role of employee satisfaction on organization performance.

3.8 Validity and reliability

The study considered the validity and reliability of the findings. In fact, different attempts were made to ensure the collected data's results and presentation provided valid and reliable findings.

3.8.1 Validity

Validity is concerned with the degree to which the empirical measure or several measures of the concept accurately represent that concept (Orodho, 2009). According to Denzin and Lincoln (2005), the standard by which validity is determined is different

depending on the paradigms under which the research was performed. It means that this is the situation whereby a measuring instrument measures what is supposed to be measured. Thus, to achieve validity, the study involved the following techniques:

i. Triangulation

Triangulation refers to a comparison of different kinds of data and different methods to see whether they support one another (Silverman, 2010). This study used triangulation through the use of questionnaires and interview methods as well as a source of data for heads of schools, municipal educational officers, quality assurance officers, and teachers. The triangulation was used to ensure the complementarity of the data gathered for the study.

ii. Back-to back translation

Back translation is the process of translating the former translated content back to the original or source language. Kiswahili and English were used by the participants. Therefore, questionnaires and interview guides in the English language were translated into Kiswahili for some participants so as to help them understand. Then, the responses were translated again into the English language as the language of concern.

3.8.2 Reliability

Reliability is defined as the consistency found by repeating measurements to observe if they produce the same results across time (Creswell, 2009). A reliable research method is one that comes up with consistent results across different time periods and participants. The study conducted a pilot study in the selected public primary schools. The reliability of the study was measured by the proper formulation of research tools.

The questionnaire tool contained simple questions intended to measure the intended variables. The piloting technique was also applied to make sure that questions were set in a manner that was well-structured and answerable. In addition, the Cronbanch alpha was used to measure the reliability of the study, whereby when the responses fell between 0.5 and 1, the results were counted as reliable.

3.9   Ethical Issues

Ethical codes in research, like confidentiality, respect for research participants, and the demand for free consent from the respondent, are defined right practices to be upheld in the conduct of research. The study adhered to all ethical issues and considerations in conducting research by seeking a research clearance letter from the Open University of Tanzania. The researcher informed the participants of the objectives of the study and sought their consent to participate in the study. The researcher observed the rights of the participants to the privacy and confidentiality of the information that was provided by observing the anonymity of their names. According to Scheuren (2004), the confidentiality of data supplied by participants is of prime concern to all reputable survey organizations.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1   Introduction

This chapter presents the study's findings and data analysis of the key findings to assess the relationship between servant leadership and organization performance through employee satisfaction in primary schools in Morogoro municipality. The study demonstrated the relationship among the various variables, and the presented data was in tables as applicable. This chapter has four sections, which involve the characteristics of respondents as the first sections. The second section presents a descriptive analysis concerning specific objectives developed in this study. The section presents data diagnostics tests that involve testing tests for normality, test for linearity, test for multicollinearity, and test for sampling adequacy to ensure the assumptions of the regression model are satisfied. The fourth section involves hypothesis testing and discussions on key findings in the study.

4.2   Demographic Characteristics of Respondents

The researcher aimed to ascertain the attributes of the participants prior to drawing conclusions about the variables under investigation. The study provided a thorough and accurate description of the demographic characteristics of the respondents, which encompassed variables such as gender, age, marital status, educational attainment, and occupational position. The description primarily focuses on the potential association between the characteristics of the respondents and the relationship between servant leadership and organizational performance, specifically in terms of employee

satisfaction, within primary schools in Morogoro municipality. The demographic characteristics of the respondents are presented in Table 4.1.

Table 4.1: Characteristics of the Respondents

Sex	Frequency	Percent
Female	47	52.2
Male	43	47.8
Total	90	100.0
Age of respondents	**Frequency**	**Percent**
Less than 36 Years (Youth)	66	73.3
36 to 45 Years (Adult)	18	20.0
46 years and above (Elder)	6	6.7
Total	90	100.0
Level of Education	**Frequency**	**Percent**
Diploma	3	3.3
Advanced Diploma	1	1.1
Bachelor	84	93.3
Master	2	2.2
Total	90	100.0
Job title	**Frequency**	**Percent**
Academic	52	57.8
Discipline	32	35.6
Heads of department	2	2.2
Sports and game	4	4.4
Total	**90**	**100.0**

Source: Survey Data (2021)

Table 4.1 shows the characteristics of respondents and summary statistics of their distribution across various characteristics. The distribution of respondents was across genders. Male respondents were 47 (52.2%) while female respondents were 43 (47.8%). The included respondents show gender uniformity and the likelihood of obtaining balanced findings across genders. Having low female and high male participation from males indicates a marginalization of females in various activities. Therefore, there is a need to put more effort into meeting the policy need for equal participation in all sectors and decision-making in every aspect.

Regarding age, most of the respondents were less than 36 years old, represented by 66 (73.3%) respondents. Eighteen respondents (20.0%) were aged between 36 and 45 years, while 6 (6.7%) were over 45 years old. That is, most of the respondents involved in the study were young people who were the most active and creative.

The study also covered the education level of respondents, which intended to show how these projects need education. The results show that 84(93.3%) of respondents were Bachelor's Degree graduates, and three (3.3%) were holders. In comparison, those who had attained a master's degree were 2(2.2%) respondents, and respondents who had attained the advanced diploma of education were only 1(1.1%).

That is, all the respondents had relevant, appropriate training in their area of specialization. The higher an individual's education level may determine his/ her intellectual ability to perform work. Education is essential in determining the relationship between servant leadership behavior, employee satisfaction and organizational performance (Mbamba, 2018).

The respondents hold various positions in schools, which included academics being the majority, with 52 (57.8%) respondents, followed by discipline, 32 (35.6%) respondents, of the total sample. 4 (4.4%) respondents represented sports and games, while Heads of the department were as few as other sample groups represented by only 2 (2.2%) respondents. The findings imply that all respondents come from different organizations.

Along with measuring the degree of respondents based on the Likert scale, the study also considered the main activities performed by employees and the organization performance. The results show that intermediate white-collar worker or supervisor of white-collar workers were the main activities performed by employee in primary school

in Morogoro Municipal evidenced by 77 (85.6%) respondents, followed by Skilled blue-collar worker or foremen activities by 10 (11.1%) respondents, and 2 (2.2%) respondents were captured by Lower-level white collar worker as the results shown in Table 4.2.

Table 2Table 4.2: Activities performed employees in school

Activities	Frequency	Percent
Skilled blue-collar worker or foremen	10	11.1
Lower-level white collar worker	2	2.2
Intermediate white-collar worker or supervisor of white-collar workers	77	85.6
Upper white-collar worker, middle management/executive staff	1	1.1
Total	**90**	**100.0**

Source: Survey Data (2021)

4.3   Descriptive Analysis

This section presents the descriptive analysis of the study variables namely servant leadership behavior, employee satisfactions and organization performance as described in specific objectives with the performance of selected primary school in this study. In all the variables studied, the respondents were asked to rate the extent to which they agreed to the statements regarding each study variable on a scale of 1-5 where 1 represented Strongly disagree, 2 represented Disagree, 3 represented neutral, 4 represented Agree while 5 represented Strongly Agree.

4.3.1   Job Satisfaction

This is the scenario and practice at work whereas an employee or employees in an organization are pleased with the situation and the entire working environment on their own without being pushed and forced in any way. This is facilitated by various means

and ways in an organization such that motivation can be one of them whereas the management of the entity employs various measures to attract employees on the job. This has been producing positive results because the means used by the organizations to motivate employees some get to be moved such that satisfaction is attained. This is evident with several initiatives such as financial and non-financial initiatives that some employees are influenced where satisfaction is positively realized. A good example is the meal and transport services provided by some organizations to the employees that some employees with the fact that transportation and at least two meals are covered by the organization and the burden of such costs is relieved from the employee, they are influenced and tend to be satisfied with the jobs they perform.

Table 3.3: Respond on Job Satisfaction performances:

Statements	N	Mean	SD
All in all, I am satisfied with my job	90	3.62	1.13
In general, I don't like my job	90	4.07	1.16
In general, I like working here	90	4.02	.911

4.3.2   Servant Leadership and Performances

The study measured the servant leadership and performance of organizations based on a Likert-like scale with an underdeveloped index value. The respondents were asked to rate the statements of servant leadership and the performances of the organization. The respondents were asked to rate the statements on servant leadership on the performances of the organization, whereby a scale of 1–5 was used, where 1 represented strongly disagree, 2 represented disagree, 3 represented neutral, 4 represented agree, and 5 represented strongly agree. Means and standard deviations were then computed. The

results of responses on the servant leadership performances of organizations are shown

in Table 4.4.

Table 4.4: Respond on servant leadership and performances

Statements	N	Minimum	Maximum	Mean	Std. Deviation
Supervisor cares about my personal well-being	90	1.00	5.00	3.59	1.04
Supervisor takes time to talk to me on a personal level	90	1.00	5.00	3.87	1.19
Supervisor can recognize when I'm down without asking me	90	1.00	5.00	3.64	1.17
Supervisor emphasizes the importance of giving back to the community	90	1.00	5.00	3.69	1.00
Supervisor is always interested in helping people in our community	90	1.00	5.00	3.90	1.18
My supervisor is involved in community activities	90	1.00	5.00	3.84	1.09
Supervisor encourage to volunteer in the community	90	1.00	5.00	4.09	1.06
Supervisor can tell if something is going wrong	90	1.00	5.00	3.81	.89
Supervisor is able to effectively think through complex problems	90	1.00	5.00	3.63	1.19
Supervisor has a thorough understanding of our organization and its goals	90	1.00	5.00	3.74	1.18
Supervisor can solve work problems with new or creative ideas	90	1.00	5.00	3.74	1.08
Supervisor gives give me the responsibility to make important decision on my job	90	1.00	5.00	3.77	1.00
Supervisor encourages me to handle important work decisions on my own	90	1.000	5.000	3.93	1.17
Supervisor gives me freedom to handle important difficult situations in the	90	1.00	5.00	3.56	1.12

way that I feel is best					
Supervisor makes my career development a priority	90	1.00	5.00	3.97	.92
Supervisor is interested in making sure that I achieve my career goals	90	1.00	5.00	4.11	1.01
Supervisor provides me with work experiences that enable me to develop new skills	90	1.00	5.00	4.10	1.02
Supervisor wants to know about my career goals	90	1.00	5.00	3.97	.96
Supervisor seems to care more about my success than his/her own	90	1.00	5.00	4.00	1.17
Supervisor puts my best interests ahead of his/her own	90	1.00	5.00	3.63	1.05
Supervisor sacrifices his/her own interests to meet my needs	90	1.00	5.00	3.55	1.29
Supervisor does what she/he can do to make my job easier	90	1.00	5.00	3.70	1.16
Supervisor holds high ethical standards	90	1.00	5.00	3.76	1.17
Supervisor is always honest	90	1.00	5.00	4.03	.94
sacrifice is practiced to ensure attainment of organization goals	90	1.00	5.00	4.43	.97
Supervisors' values honesty more than profits	90	1.00	5.00	4.09	1.04

Source: Survey Data (2021)

The results from Table 4.4 represent the servant leadership's opinion on the organization's performance. The respondents show that the score for all attributes of statements is high enough to justify the extent of performance level in a practiced organization, as follows: Supervisor encourage to volunteer in the community define what employees need to achieve in the organization with the mean of 4.0889 and standard deviation of 1.06; Supervisor provides employee with work experiences that

enable to develop new skills with the mean of 4.10 and standard deviation of 1.01; Equality on utilizing the available resources supervisors' values honesty more than profits with the mean of 4.0889 and standard deviation of 1.05; Self -sacrifice is practiced to ensure attainment of organization goals with mean of 4.43 and standard deviation of 0.97; Teamwork spirit is frequently encouraged to employees in attain organizational goals with the mean of 4.03 and standard deviation of 0.94. This implies that, with regard to seeking to know the extent to which idealized servant leadership employees' performance was idealized, the management respondents had a high value for the overall mean and the deviation. Therefore, the respondents agree that to a great extent they practice idealized influence in servant leadership performance, which influences organization performance.

The results above concur with what was discovered by Nyakobi et al. (2017) in their study on the effect of idealized influence and inspirational motivation of the CEO on performance in the private sector in Kenya. Similar results were found by Aunga and Masare (2017) in their study on the effect of leadership styles on teacher's performance in primary schools in Arusha District, Tanzania, and in the results from the study of Anyango (2015) conducted in Kenya on the effect of leadership styles on employees' performance at BOA Kenya Limited. They all revealed the influence of idealization on employees' performance.

4.3.3   Performance of Organization in the Study

The study measured the performance of organizations based on a Likert-like scale with an underdeveloped index value. The respondents were asked to rate the statements on the performance of the organization, whereby a scale of 1–5 was used, where 1

represented strongly disagree, 2 represented disagree, 3 represented neutral, 4 represented agree, and 5 represented strongly agree. Means and standard deviations were then computed. The results of responses on performance are shown in Table 4.5.

Table 4.5: Responses on Performance of organization in the Study

	N	Minimum	Maximum	Mean	Std. Deviation
Leader makes me perform well my work	90	1.00	5.00	3.82	0.93
Leader is impressed with my skills	90	1.00	5.00	3.63	1.04
Supervisors promotes me to be committed in work	90	1.00	5.00	3.37	1.05
Perform well my duties	90	1.00	5.00	3.65	1.12
The organization is well performing in its goals	90	2.00	5.00	3.33	0.67
Subordinates contributes to organization performance	90	1.00	5.00	3.73	0.88
Level of satisfaction is a reason for my performance	90	1.00	5.00	4.21	1.03
Satisfied and thus eager to contribute to the organization performance	90	2.00	5.00	3.65	0.97
The work condition promotes employees to perform well	90	1.00	5.00	3.83	0.86
The delegation issues are very confusing in our organization	90	1.00	5.00	3.84	0.95
Disagree about the process to get work done	90	1.00	5.00	4.04	0.77
The team enters into disagreement in the way they to perform the work	90	1.00	5.00	3.84	1.02
Are there much disagreement about task responsibilities within the team	90	1.00	5.00	3.93	0.92

Source: Survey Data (2021)

Table 4.5 reveals that the highest mean score was 4.21 with a standard deviation of 1.03. This implied that the respondents agreed to a greater extent that the level of

satisfaction is a reason for employee performance, which helps to improve the quality of the services provided to the community. This was followed by a mean score of 4.04, which implied that there is disagreement about the process to get work done to meet quality efficiency in service provision. The standard deviation of 0.78 implies that the respondents' views were homogenous. The lowest mean score was 3.33, with a standard deviation of 0.67. This implied that the respondents agreed to some extent that employees admire the way the organization is meeting its goals regarding promotion, work assignments, and motivation. This implies that the employees' morale is very low, which consequently leads to average performance.

4.3.3.1 Performance Index

The results from the aggregate score of respondents' responses to statements on performance were 3.76. This indicates that the respondents agreed that the performance of the organization was high. The standard deviation of 0.45 implies that there was not much variation among respondents' views.

Table 4.6: Performance Index

	Frequency	Percent	Cumulative Percent
2.23	1	1.1	1.1
2.62	2	2.2	3.3
2.69	1	1.1	4.4
2.77	2	2.2	6.7
2.92	1	1.1	7.8
3.00	3	3.3	11.1
3.15	1	1.1	12.2
3.31	1	1.1	13.3
3.38	2	2.2	15.6
3.46	2	2.2	17.8
3.54	1	1.1	18.9
3.62	5	5.6	24.4
3.69	5	5.6	30.0
3.77	18	20.0	50.0
3.85	6	6.7	56.7
3.92	10	11.1	67.8
4.00	9	10.0	77.8
4.08	9	10.0	87.8
4.15	4	4.4	92.2
4.23	2	2.2	94.4
4.31	2	2.2	96.7
4.54	1	1.1	97.8
4.69	1	1.1	98.9
5.00	1	1.1	100.0
Total	90	100.0	
Mean			3.76
Std. Deviation			.45
Minimum			2.23
Maximum			5.00
Percentiles	20		3.62
	40		3.77
	60		3.92
	80		4.08

Source: Survey data (2020)

4.4   Results from Reliability Testing

Table 4.7: Reliability test

Table: Reliability Test		
Variable	**Cronbach's Alpha**	**N of Items**
Employee satisfaction	0.857	12
Servant leadership	0.969	17

Source: Survey data (2020)

Reliability analysis was done to test if the variables measured were free of errors. The alpha values for employee satisfaction and servant leadership were 0.86 and 0.97, respectively, as indicated in Table 4.12, which means that the data were reliable since Saunders *et al*. (2016) argue that good reliability is estimated to be an alpha value of 0.7

4.5   Results from Validity Testing

In addition to what has been explained under Section 3.10.2, factor analysis was carried out by running the Principal Component Analysis (PCA) as the extraction method with a direct Oblimin Kaiser Normalization as the rotation method, as indicated in Appendix 2. The findings show that the factor loadings for the variables employee satisfaction and servant leadership were all above the threshold value of 0.5, indicating the existence of construct validity.

4.6   Results from Diagnostic Tests

The study conducted diagnostic tests to ensure the basic assumptions of the regression model as suggested by Zhang (2017) are satisfied. The study tested the diagnostic tests discussed.

4.6.1 Results from Missing Values Analysis

Both visual inspection and frequency analysis were used to check for the presence of any missing data. Results indicated that there was no missing data.

4.6.2 Results from Outliers Checks

Since the responses ranged from 1 to 5, minimum and maximum values were computed using SPSS version 20 to establish whether outliers existed in the dataset. Results indicated the absence of outliers, i.e., any value lying outside the range.

4.6.3 Test for Normality

To determine whether the multiple linear regression models were fit for quantitative data analysis, a normality test was conducted using the Shapiro-Wilk test to assess the actual degree of departure from normality. A significance level of 5% (i.e., a *P-value of* 0.05) was used. The criterion used was that if the *P*-value is more than 0.05, it means the independent variables are normally distributed, and vice versa". Table 4.8 shows the results of the normality test conducted using the Shapiro-Wilk test statistic.

Table 4.8: Results of Test for Normality

	Shapiro-Wilk		
	Statistic	**Df**	**Sig.**
Employee satisfaction Index	0.95	214	0.40
Servant leadership Index	0.92	214	0.58

Source: Survey Data (2020)

According to Table 4.8, employee satisfaction and servant leadership had significance values of 0.40 and 0.58, respectively, all of which were more than 0.05. This implied that independent variables, namely employee satisfaction, servant leadership, and the dependent variable (that is, the performance of the organization), came from a normal

population since all their P-values were greater than 0.05, as suggested by Fernandez (2017).

4.6.4 Results from the Linearity Test

The study tested the linear relationship between the independent variables and the dependent variable using Pearson's correlation coefficient, as recommended by Cohen et al. (2018). This was to ensure that the assumption of linearity was fulfilled as recommended by Young (2012). Table 4.9 shows results for the linearity test.

Table 4.9 shows the bivariate correlation coefficients for employee satisfaction and servant leadership of 0.283 and 0.596, respectively. All their p-values were significantly below 0.05. This indicates that the relationship between the independent variables classified under variables is linear, as recommended by Field (2016). This shows that the regression model is suitable for further analysis.

4.6.5 Test for Multi-Collinearity

The study conducted a multi-collinearity test to ensure that the explanatory variables classified under strategic resources were not correlated with one another, as suggested by Myer (2015). The multi-collinearity problem exists when the independent variables are highly correlated with each other and can therefore lead to misleading results (Myers, 2015; Kothari, 2012). The essence of testing multi-collinearity among variables was to determine whether there were perfect linear correlations among selected variables in the model.

This study used a correlation analysis matrix to check for multi-collinearity. Correlation relationships among variables were tested under an absolute less than 0.6; absolutes

greater than 0.6 were termed to be perfectly correlated, hence no multi-collinearity problem. All variables tested were not perfectly correlated, as shown in Table 4.9.

Table 4.9: Results of Linearity and Multi-collinearity Tests

Control Variables			**Employee satisfaction Index**	**Servant leadership Index**	**Linear ?**
Performances Index	Employee satisfaction Index	Correlation	1.000		Yes
		Sig. (2-tailed)	.		
	Servant leadership Index	Correlation	0.596	1.000	Yes
		Sig. (2-tailed)	0.000*	.	
		Sig. (2-tailed)	0.000*	0.000*	

Source: Survey data (2020)

Table 4.10 shows the tolerance values for employee satisfaction and servant leadership were 0.596. The obtained value was less than the minimum limit of 0.6 as recommended by Menard (2015), showing no multi-collinearity.

4.7   Linear Regression Analysis and Hypotheses Testing

The study used multiple linear regression models to test the effect of independent variables on assessing the relationship between servant leadership and organization performance through employee satisfaction in primary schools in Morogoro municipality. The independent variable included servant leadership qualities, while the dependent variable was the performance of the organization in Morogoro. The municipal and intermediary variable is the employee's satisfaction.

Cooper and Schindler (2018) contend that multiple linear regressions are suitable for studies involving many dependent variables and one independent variable, as was the case in this study. Therefore, this study used multiple linear regression models to assess

the relationship between servant leadership and organization performance through employee satisfaction in primary schools in Morogoro municipality.

The study required testing three hypotheses that directly have an effect on the relationship between servant leadership and organization performance through employee satisfaction in primary schools in Morogoro municipality. The study sought to find out the extent to which the predictor variables explained variation in the performance of organizations. Additionally, the study established model significance by conducting an ANOVA test to find out whether it was suitable for further statistical analysis, as recommended by Mokaya (2014). This was done by computing F statistics and their corresponding P-values. The researcher used the criteria of comparing P-values of F statistics with a significance value of 0.05. If the p-value of F statistics was less than 0.05, the study concluded the model is significant and can be used for further statistical analyses, and vice versa.

This was followed by the computation of the coefficients of predictor variables. Table 4.11 shows the relationship between servant leadership and organization performance through employee satisfaction in primary schools in Morogoro municipality.

Based on regression results, R^2 was 0.51; therefore, explanatory variables were able to explain the model by 51.2%, and the remaining percent (48.8%) was explained by other variables that were not included in the regression model. This indicated that the independent variables, that is, employee satisfaction and servant leadership, jointly explained 51.2% of variations in the performance of the organization. ANOVA reveals the relationship between the residual sum of squares and the total sum of squares,

whereby the residual sum of the square was 69.094, while the total sum of squares was 141.499.

Table 4.10: Model Summary of regression analysis

Model Summary

Model	R	R-Square	Adjusted R Square	SE
1	0.715[a]	0.51	0.50	0.89

Predictors: (Constant), Employee satisfaction Index, and Servant leadership Index

Dependent Variable - Performances of organization

ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	72.405	2	36.202	45.584	.000[b]
Residual	69.094	87	.794		
Total	141.499	89			

The p-value of 0.000 (P-value < 0.05) as shown in the results indicates that the regression relationship was highly significant in predicting the relationship between servant leadership and organization performance through employee satisfaction in primary schools in Morogoro municipality. Thus, the model was significant and could be used for further statistical analysis.

Table 4.11: Relationship between servant leadership, employee's satisfaction and organization performance

	ITEMS	Mean	SD	1	2	3
1.	Servant leadership	3.80	.51	1		
2.	Employees Satisfaction	3.83	.63	.39**	1	
3.	Organization Performance	3.76	.45	.47**	.70**	1

N = 90, ** Correlation is significant at $p < .05$ (2- tailed)

Source: Survey Data (2021)

The data in Table 4.13 signifies that all explanatory variables in the model were significant at a maximum 5% critical level. Therefore, the results in Table 4.17 were summarized using the equation model **Y = 0.992 + 0.820X$_1$ + 0.846X$_2$ + ε ……………………………………….…………. (i)**

Where:

Y is the dependent variable, namely the performance of the organization; **X1 and X2** are independent variables, namely employee satisfaction and servant leadership, respectively; and ε is the error term. The results are discussed as per each objective and aligned with the hypothesis.

4.7.1 The relationship between Servant leadership behavior and organization performance

Objective one of the study sought to examine the relationship between servant leadership behavior and organizational performance. It was hypothesized that H1: There is no relationship between servant leadership behavior and organization performance, and *H1: Servant leadership behavior relates to organizational performance.* The hypothesis was tested using regression analysis. Results of the analysis indicated that servant leadership is positively and significantly related to organizational performance (*b* =.41; 95% CI [.254,.583]). Servant leadership style had a coefficient of.41 and a *P 0.001,* indicating a significant positive relationship between servant leadership and organizational performance and therefore endorsed *H1*. This implies that when other factors are kept constant, a unit increase in servant leadership behavior results in a 0.41 increase in the performance of the organization. Table 4.12 confirms the tested hypothesis.

Table 4.12: Regression Coefficients, Standard Errors and Model Summary for the Relationship between Servant leadership and Organizational performance.

Model	Organization Performance		
1	B	SE	P
Servant leadership	.41	.08	<.01

The findings of this study corroborated those of Dasanayaka (2010), who found a significant positive relationship between servant leadership behavior and the performance of organizations in Sri Lanka because they were responsible for various purposes such as the acquisition and maintenance of equipment and devices and staff training. The findings are also reliable, as Immyxail and Takahashi (2015) found that servant leadership behavior was significantly linked to the performance of organizations irrespective of who heads them.

Additionally, the findings concur with results from URT and UNIDO (2015), which argue that the organization's performance remains unimpressive due to servant leadership behavior and investment problems. Tanzania lags behind regional role models both in terms of the quantity and quality of service provisions.

The study findings are consistent with those of Dye and Webster (2017), who found that servant leadership behavior was critical to sustaining business success. The findings are consistent with Maureen (2015), who found that timely receipt of adequate funds had a significant relationship with organizational performance.

4.7.2 The relationship between servant leadership behavior and employee satisfaction.

Objective two of this study examined the relationship between servant leadership behavior and organizational performance. To accomplish this objective, two hypotheses

were developed. Hypothesis H2 suggested that servant leadership behavior does not lead to employee satisfaction, while Hypothesis H2 suggested that there is a positive impact of servant leadership behavior on employee satisfaction. The hypothesis was tested using regression analysis. Results of the analysis indicated that servant leadership is positively and significantly related to employee satisfaction (b =.48; 95% CI [.250,.729]). Servant leadership style had a coefficient of.39 and a *P*< 0.001, indicating a significant positive relationship, and therefore endorsed H2 and rejected H2. This implies that when other factors are kept constant, a unit increase in servant leadership behavior results in a 0.48 increase in employee satisfaction in an organization. Table 4.13 confirms the tested hypothesis.

Table 4.13: Regression Coefficients, Standard Errors and Model Summary for the Relationship between Servant leadership and employee's satisfaction.

Model	Employees Satisfaction		
2	B	SE	P
Servant leadership	.48	.12	<.01

In sum, the findings of this study indicate that servant leadership is positively and significantly related to an employee's job satisfaction. The findings are supported by Schneider (2013), whose findings indicate that the performance of the organization is largely influenced by job satisfaction since it fosters the behavioral type that is in place pertaining to the organization by employees. This is mostly associated with the level of satisfaction employees as individuals possess in the organization. This is due to the fact that satisfaction ensures the commitment of the employee(s) at work, which is essential to the performance pattern. Moreover, this is to say that organization performance through job satisfaction in local government authorities (LGAs) is determined by

employees' involvement. The findings are also in line with Sohail et al. (2014), who provide that employee involvement is an important remedy to be embedded within the organization by the employees to foster performance. This is not a linear process but rather a reciprocal one. This is evident with the truth that employees must first be satisfied through ensuring their needs and wants as expectations for outputs correspond well with the requirements of the job for performance results, for that matter. In addition to that, Robinson and Perryman (2004) further suggest that job satisfaction is something that is strived to be achieved by several employers for their employees in various ways through motivational efforts and initiatives. This is relevant since the issue that is expected is usually the performance of the organization, since once employees are satisfied, they automatically perform well in the organization. In regard to the joint relationship, the study sought to establish if job satisfaction (employee commitment, employee involvement, and employee productivity) collectively influence organization performance. This implies that collectively independent variables influence organization performance.

4.7.3 The relationship between Employees job satisfaction and organization performance

The third objective of this study examined the relationship between employee job satisfaction and organizational performance. Two hypotheses were developed to test this relationship. These hypotheses are *H3µ: There is no link between employee satisfaction and organizational performance,* and *H3ᾳ: Employee satisfaction has a positive relationship with organizational performance.* Regression findings indicate that job satisfaction has a statistically significant positive relationship with organization

performance (b = .50; 95% CI [.393,.610]). Employee job satisfaction had a coefficient of.50 and a P<0.001 indicating a significant positive relationship, which therefore endorsed *H3α* and rejected *H3μ* which predicted no link between employee satisfaction and organizational performance. This implies that when other factors are kept constant, a unit increase in an employee's job satisfaction results in an increase in organization performance. Table 4.14 confirms the tested hypothesis. The results in the table of combined variables indicated that the p-value = 0.000 which is less than alpha = 0.05. This denotes that we reject the null hypothesis and conclude that individual job satisfaction influences organizational performance at a significance level of 0.05. Schneider (2013) also provides that the performance of the organization is largely influenced by job satisfaction since it fosters the behavioral type that is in place pertaining to the organization by employees. This is mostly associated with the level of satisfaction employees as individuals possess in the organization. This is due to the fact that satisfaction ensures the commitment of the employees at work, which is essential to the performance pattern.

This is to say that organization performance through job satisfaction in local government authorities (LGAs) is determined by employees' involvement. The view is in line with Sohail et al. (2014), who found that employee involvement is an important remedy to be embedded within the organization by the employees to foster performance. This is not a linear process but rather a reciprocal one.

This is evident with the truth that employees must first be satisfied through ensuring their needs and wants as expectations for outputs correspond well with the requirements of the job for performance results, for that matter. In addition to that, Robinson and

Perryman (2004) further suggest that job satisfaction is something that is strived to be achieved by several employers for their employees in various ways through motivational efforts and initiatives. This is relevant since the issue that is expected is usually the performance of the organization, since once employees are satisfied, they automatically perform well in the organization. In regard to the joint relationship, the study sought to establish if job satisfaction (employee commitment, employee involvement, and employee productivity) collectively influence organization performance. This implies that collectively independent variables influence organization performance at significance level of $p< 0.05$.

Table 4.14: Regression Coefficients, Standard Errors and Model Summary for the Relationship between job satisfaction and Organizational performance

Model	Organization Performance		
1	B	SE	P
Job satisfaction	.50	.05	<.01

4.7.4 Relationship between servant leadership and organizational performance through employee's satisfaction

The Pearson correlation matrix of all variables in Table 4.16 indicates that employee satisfaction leads with a significant and strong positive correlation with organization performance with a correlation coefficient $r= 0.530$ followed by servant leadership of 0.405 respectively. Therefore, the study indicates all independent variables have a positive correlation with the dependent variable and are statistically significant; however, the predictors differ in terms of the strength of their relationship with the dependent variable, that is, the organization's performance. Moreover, individually and collectively independent variables are statistically substantial at a P-value = 0.000 of

which is less than alpha = 0.05, and hence influence performance in primary school in Morogoro Municipal.

The fourth objective of this study was to establish the mediating effect of employee satisfaction in the relationship between servant leadership behavior and organization performance. To accomplish this objective, two hypotheses were developed: namely H4µ which predicted that *there would be no association between servant leadership and organization through employee satisfaction,* and H4ἀ which suggested that *there is an indirect association between servant leadership and organization through employee satisfaction.* Regression analysis using the SPSS program with PROCESS dialogue (Hayes, 2013) was carried out to test the model, with a 95% confidence interval and 5000 bootstrap re-samples specified (Zhao et al., 2010).

The results of the mediation analysis to determine the existing relationship between servant leadership behavior, employee job satisfaction, and organization performance show that all the conditions that are required for the existence of mediation do exist. When the mediating variable comes in, the results of the relationship were found to be significant positive (b = .21; 95% CI [0.0818, 0.3732]). These results suggest that there is mediating effect of employee satisfaction in the relationship between servant leadership and organization performance and therefore confirm hypothesis H4ἀ and reject hypothesis H4µ.

Table 4.15: Effect of Servant leadership on Organizational performance through Employees Satisfaction

Direct effect of Employees Satisfaction on Servant leadership and Organization Performance

	B	SE	LLCI 95%	ULCI 95%
Servant Leadership	.20	.07	.07	.35

Indirect effect of Employees Satisfaction on Servant leadership and Organization Performance

	B	SE	LLCI 95%	ULCI 95%
Servant Leadership	.21	.04	.082	.37

Table 4.16: Correlation Matrix of All Variables

		Organization Performance	Employee's satisfactions	Servant leadership
Pearson correlation	Organization Performance	1	0.53	0.41
	Employee's satisfactions	0.53	1	0.04
	Servant leadership	0.41	0.04	1

Source: Survey Data (2021)

In general, the study findings for mediation model, indicates that the relationship between servant leadership and employee's performance is mediated by job satisfaction. This means that servant leadership by creating positive environment makes employees to get satisfied with their job and as a result employees' performances are improved. The finding of this objective is supported by the study done by Wanjau, et al (2012) who found that servant leadership behavior significantly influenced the performance of primary school in Kenya since they were a critical component in the acquisition of necessary measures. This is as well as in indicating the relationship between servant leadership and organization performance with employee's satisfaction as a mediating

role, it is supported by the study done by Jones (2012) whose findings indicates that there is positive relationship between servant leadership and organization performance because servant leadership contributes to increasing the performance of an organization; this is as well as from the study done by McNeff and Irving (2017) who confirmed that employees satisfaction can be increased through the existence of servant leadership in an organization, and that through encouraging the employees and developing their skills by servant leadership, it contributes in constructing a sense of job satisfaction in the firm (Kaur, 2018)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the study summary, the conclusion, and the recommendations. It is also explained consistently with the study hypotheses guiding the study with the aim of generating the briefing of the study, the overall remarks, and the issues as a way forward to the observed shortcomings for that matter. Therefore, the chapter comprises the following:

5.2 Summary of the Study

This research is on the relationship between servant leadership and organization performance through employee satisfaction in primary schools in Morogoro municipality. The study was guided by three study hypotheses, which were employees' job satisfaction and servant leadership, which were tested on organization performance. The research was conducted through the use of an explanatory study design, with the data being gathered using a causal relationship approach. The data to fill the research gap was generated from the selected case study, whereas 90 respondents were used to gather information through structured questionnaires. The field data obtained was filled out on the SPSS data sheet to produce relevant statistical measurements for the presentation of the study results.

In that regard, therefore, descriptive statistics are produced first from the data sheet, particularly the mean, range, standard deviation, percentages, and frequency distribution table, to describe the profile of the respondents. Additionally, multiple regression and

correlation analysis were also used in describing the relationship between study variables to fill the knowledge gap of the study.

Research findings indicated that all independent variables, which are employees' job satisfactions and servant leadership, are positive and statistically significant on the dependent variable, such that performance in primary school through organization performances is influenced by the Tanzanian environment in public organizations.

5.3   Conclusion

The study has proven that the organization's performance can easily be influenced by employee job satisfaction and servant leadership, and therefore it is important to apply a servant leadership style and ensure that the employees are satisfied with their jobs so that they attain the best performance in any organization, especially in schools.

This also calls upon the government's attention to be aware that any expectations pertaining to organization productivity are a reciprocal outcome between the organization and the employees. With that, it is evident and vivid that most employees are in need of financial rewards and incentives such as salary increases, and some are waiting for their arrears to be paid. In that case, if the government responds to the employees needs and wants, which have been demotivating the practitioners in different local government settings, then the performance of the organization will be assured.

5.4   Recommendations

The following are the conclusions based on the findings obtained in this study:

First, it is important for the government to adjust ways to ensure compliance with local government employees, at least a certain portion, including those working in remote and

hostile areas, to facilitate motivation attainment, which impacts positively the performance of the organizations or entities.

Second, the study also recommends the government be on time and precise to assure sufficient conditions are available to the employees at their work stations throughout the country. This is evident from the fact that satisfaction of the employees in entities, on the other hand, has been affected by the conditions subjected to the employees in their work places since requirements as tools to work and deliver the required outputs have been inadequate and unavailable, leaving the organizations and practitioners to receive blame and be seen as incompetent by the public.

Third, the study also recommends that the government should be open to its employees through the management of the entities responsible and operational in their areas about the efforts undertaken to foster employees' job satisfaction and appreciation. This is important because it has been incorporating several measures to boost employee's economic conditions, such as the availability of loans with affordable interest rates, recognition, assurance on accessing their social security benefits, and others that have surpassed several private entities. Since the initiatives are not known publicly by many employees, they take for granted such efforts, which allow government entities to prosper through persisting dissatisfaction as a result of ignorance. In that case, it is important for the government entities to publicly enlighten the individual employees to foster their commitment, trust, and involvement in the practice for the greater good of the entities.

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APPENDICES

Appendix I: Questionnaire Checklist

Topic: Servant Leadership and Organization Performance: The mediating Role of Employee Satisfaction in Morogoro Municipality

Student name: Mary Ndongo

Study level: Masters

Open University of Tanzania

Subject - Questionnaire

Dear respondent, thank you for accepting to fill in questionnaire. The information collected will be used for the purpose of a research study only and the researcher will not disclose the identity and privacy information of the respondent(s) to anyone but the researcher herself. In this questionnaire, you will be asked rate various aspects of your job. I would be grateful if you would fill in all questions and in answering the questions, please answer them honestly.

Thank you for your consideration and time for my study.

Guiding topics

Section A: Demographic Information

Age..............................

Sex: Female ☐   Male ☐   (Tick the right one)

Position of employee: (tick the right one)

☐	Leader of school
☐	Academic
☐	Discipline
☐	Heads of department
☐	Sports and games

Your highest level of education: (Tick the right one)

☐	Diploma
☐	Advanced diploma
☐	Bachelor
☐	Masters
☐	PhD
☐	Number of years worked in this school
☐	Number of years under your current supervisor
	Put number in the box with correct response
☐	Please only focus on the actual tasks and activities you are performing in your job (not taking your educational level into account) Skilled blue collar worker or foremen (e.g. electrician, fitter, technician,) Lower level white collar worker (e.g. typist, secretary, telephone operator, computer operator) Intermediate white collar worker or supervisor of white collar workers (e.g,

	school teacher,)
	Upper white collar worker, middle management/executive staff (e.g., office manager, university lecturer,)
	Management or director (e.g. departmental/section manager, senior manager, headmaster, rector,)
☐	Do you work on a full-time or part-time basis?
	Full-time
	Part-time
☐	Do you have a permanent or a temporary contract?
	Permanent contract
	Temporary contract
	Other
☐	How many workers/employees are working in the organization?
	0-5 workers
	5-10 workers
	Above ten

Section B: Servant leadership and Employee satisfaction.

S/N	Scale	Original items	Likert Scale				
			1	2	3	4	5
		In answering the following questions, try to reflect on recent disagreements or discussions you had at work. The scoring is 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree.	1	2	3	4	5
1	**Problem Solving**	1. I examine issues until I find a solution that really satisfies me and the other party					
		2. I stand for my own and other's goals and interests					
		3. I examine ideas from both sides to find mutually optimal solution					
		4. I work out a solution that serves my own as well as other's interests as good as possible					
2	**Forcing behaviour**	1. I push my own point of view					
		2. I search for gains					
		3. I fight for good outcome for myself					
		4. I do everything to win					

3	**Comprom ising behaviour**	1. I try to realize a middle of road solution					
		2. I emphasize that we have to find a compromise solution					
		3. I insist we both give in a little					
		4. I strive whenever possible towards a fifty-fifty compromise					
4	**Avoiding behavior**	I avoid confrontation about our differences					
		I avoid differences of opinions as soon as possible					
		I try to make differences loom less severe					
		I try to avoid confrontation with the other					
5	**Yielding behavior**	I give in to the wishes of the other party					
		I concur with the other party					
		I try to accommodate the other party					
		I adapt to the other parties goals and interests					
		Rate your leaders way of handling disagreement					

6	**Problem solving**	**In answering the following questions, try to reflect on recent disagreements or discussions you had at work. The scoring is 1=Strongly Disagree; 2=Disagree; 3=Undecided; 4=Agree; 5=Strongly Agree**.					
		5. My supervisor examines issues until he finds a solution that really satisfies himand the other party					
		6. My supervisor stands for hisown and other's goals and interests					
		7. My supervisorexamines ideas from both sides to find mutually optimal solution					
		8. My supervisor works out a solution that serves hisown as well as other's interests as good as possible					
8	**Forcing behaviour**	1. My supervisor pushes his own point of view					
		2. My supervisor searches for gains					
		3. My supervisor fights for good outcome for himself					
		4. My supervisor does everything to win					

9	**Comprom ising behaviour**	5. My supervisor tries to realize middle of road solution					
		6. My supervisor emphasizes that we have to find a compromise solution					
		My supervisor insists that we both give in a little					
		7. My supervisor strives whenever possible towards a fifty-fifty compromise					
10	**Avoiding behavior**	My supervisor avoids confrontation about their differences					
		My supervisor avoids differences of opinions as soon as possible					
		My supervisor tries to make differences loom less severe					
		My supervisor tries to avoid confrontation with the other					
11	**Yielding behavior**	My supervisor gives in to the wishes of the other party					
		My supervisor concurs with the other party					
		My supervisor tries to accommodate the other party					

			1	2	3	4	5
		My supervisor adapts to the other parties goals and interests					
12	**Empower ment**	My supervisor delegates power to the other					
		My supervisor couches us to grow more in our carrier					
13	**Trust building**	I feel free to express my views to my leader					
		I am normally well respected when I share challenges I face in work.					
14	**Humility**	My supervisor is able to apologies for his faults					
		My leader can is free to share his ideas.					
15	**Skills and Training**	My supervisor offers chances for professional training					
	Focused on service provision	My supervisor is more focused on job completion					
		My leader is more interested in profit making for the organization					
		The scoring is 1=Strongly Disagree; 2=Disagree; 3=Undecided; 4=Agree;	**1**	**2**	**3**	**4**	**5**

		5=Strongly Agree.					
16	**Job satisfaction**	1 All in all, I am satisfied with my job					
		2 In general, I don't like my job					
		3 In general, I like working here					
		In answering this question. Try to recall your leader's behavioral characteristics and perceptions upon employees/subordinates. The scoring is 1=Strongly Disagree; 2=Disagree; 3=Undecided; 4=Agree; 5=Strongly Agree.					
17	**Servant Leadership**	1. I would seek help from my supervisor if I had a personal problem.					
		2. My supervisor cares about my personal well-being.					
		3. My supervisor takes time to talk to me on a personal level.					
		4. My supervisor can recognize when I'm down without asking me.					
		5. My supervisor emphasizes the importance of giving back to the community.					

		6. My supervisor is always interested in helping people in our community.					
		7. My supervisor is involved in community activities.					
		8. I am encouraged by supervisor to volunteer in the community.					
		9. My supervisor can tell if something is going wrong					
		10. My supervisor is able to effectively think through complex problems.					
		11. My supervisor has a thorough understanding of our organization and its goals.					
		12. My supervisor can solve work problems with new or creative ideas.					
		13. My supervisor gives me the responsibility to make important decisions about my job.					
		14. My supervisor encourages me to handle important work decisions on my own.					
		15. My supervisor gives me the freedom to handle difficult situations in the way that I feel is best.					

		16. When I have to make an important decision at work, I do not have to consult my supervisor first.					
		17. My supervisor makes my career development a priority.					
		18. My supervisor is interested in making sure that I achieve my career goals.					
		19. My supervisor provides me with work experiences that enable me to develop new skills.					
		20. My supervisor wants to know about my career goals.					
		21. My supervisor seems to care more about my success than his/her own.					
		22. My supervisor puts my best interests ahead of his/her own.					
		23. My supervisor sacrifices his/her own interests to meet my needs.					
		24. My supervisor does what she/he can do to make my job easier.					
		25. My supervisor holds high ethical standards.					

		26. My supervisor is always honest.					
		27. My supervisor would not compromise ethical principles in order to achieve success.					
		28. My supervisor values honesty more than profits.					
18	**Organizat ion performa nce**	**Please answer the following about the level of *agreement* in your department (unit, centre) during this exercise (1=Never, 2=Rarely 3=Sometimes, 4=Often 5= Always)**					
		1. Leader makes me perform well my work					
		2. Leader is impressed with my skills.					
		3. My supervisor promotes me to be committed in work					
		4. I perform well my duties					
		5. The organization is well performing in its goals					
		6. Subordinates contributes to organization performance					
		7. My level of satisfaction is a reason for my performance					

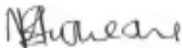|							
		8. I well satisfied and thus eager to contribute to the organization performance.					
		9. The work condition promotes employees to perform well					
		11. The delegation issues are very confusing in our organization.					
		12. We disagree about the process to get the work done					
		13. The team enters into disagreement in the way they to perfom the work.					
		14. Are there much disagreement about task responsibilities within the team?					
	Employee satisfaction and organization Performance	**Link between employee satisfaction and organizational performance.** **The scoring is 1=Strongly Disagree; 2=Disagree; 3=Undecided; 4=Agree; 5=Strongly Agree**.					
	Quantity of work output	When empowered employees briungs out greater output					
		Employee performance depends on employee level of job satisfaction					

	Accuracy of work	Individual employee performance revamp performance of an organization					
	Customer service provision	Employees are satisfied by leadership healing style					
		Employees are satisfied with the decision making system of the organization					
	Developing skills needed for his/her future career	Attending to employees results to organisation needs leads to organisation perfomance.					
	Making progress in his/her career	Professional developement increases job perfomance					
	Seeking out for career opportunities Innovator	My supervisor instills sense of creativity and innovation in my job and the organisation as a whole.					
	Improving organisation culture	My supervisor creates a culture in our work place that makes me imporve my perfomance					

	Obtaining personal career goals Quality of work output	The culture of team building is useful for the perfomance of our organisation					
	Servant Leadership - Employee satisfaction and organizational performance	**The following part of organisation perfomance allied to employee and servant leadership** **The scoring is 1=Strongly Disagree; 2=Disagree; 3=Undecided; 4=Agree; 5=Strongly Agree.**					
		Working to implement new ideas					
		Finding improved ways to do things					
		Creating better processes and routines Team (working with co-workers and team members, toward success of the firm)					
		Working as part of a team or work group					
		Seeking information from others in his/her work group					
		Making sure his/her work group succeeds					
		Responding to the needs of					

		others in his/her work group Organization .					
		Servant leadership influence organization performance.					
		Employee satisfaction links the behaviour of servant leader to enhance organization performance.					
		Servant leadership increases workers commitment					
		In an organization lead by a servant leader, followers are made to become servants.					
		The servant leader can persuade followers to enhance organization performance					
		I don't think if employee satisfaction has anything to do with organization performance					
		Employee performance is a result of satisfied employees and thus leading to organization performance					

Appendix I: Research clearance letter

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THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

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Our Ref: PG201506779

22nd September 2021

Municipal Director,

Morogoro Municipal Council,

P.O.Box.166,

MOROGORO.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007.In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Ms.NDONGO, Mary, Reg No: PG201506779 pursuing Master of Education Planning and Policy Studies (MEDAPPS). We here by grant this clearance to conduct a research titled **"Servant Leadership and Organization Performance: The Mediating Role of Employee Satisfaction in Morogoro Municipality"**. She will collect her data at your area from 24th September 2021 to 22nd October 2021.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam.Tel: 022-2-2668820.We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours,
THE OPEN UNIVERSITY OF TANZANIA

Prof. Magreth S.Bushesha
DIRECTOR OF POSTGRADUATE STUDIES.