

Servant Leadership And Life Satisfaction: The Mediating Role Of Life Goals And Psychological Needs

Hamza Liaqat

Air University Islamabad, A&A Campus Kamra
Hamza.Liaqat@aack.au.edu.pk

Farman Ullah

MS Scholar, COMSATS University Islamabad, Attock Campus
Corresponding Author: farmanullahyousafzai@gmail.com
farman.khan@aack.au.edu.pk
<https://orcid.org/0000-0001-9036-2520>

Rehman Gul

MS Scholar, COMSATS University Islamabad, Attock Campus
Rehman.Gul@aack.au.edu.pk

Abstract

The objective of this study is to conceptualize the proposed research framework of the private schools of Pakistan. The primary objective of this research is to test the relationship between servant leadership and life satisfaction with mediating effect of life goals and psychological needs. This study proposed two mediation effects of life goals and psychological needs between servant leadership and life satisfaction. The study has been tested using data collected from 254 respondents of private schools' teaching and administrative staff. The results of the study acknowledge that servant leadership negatively affects life satisfaction. Furthermore, the results acknowledge the significant mediation effect between servant leadership and life satisfaction. The results of the study will help private school leadership to improve leadership practices and give a better understanding of what an employee ultimately wants to achieve and how organizations and leaders will help in these phenomena.

Key Words: *Servant leadership, life goals, psychological needs, life satisfaction.*

1. Introduction

The concept of servant leadership was developed by Greenleaf (1977), which states that an individual who wants to hold authority, must convert the leadership into service. This leadership style focuses on promoting the study institutions where everyone in the group should be important. Kool and van Dierendonck (2012) states that a leader is a person who strengthens the followers by building a meaningful relationship. The primary focus of this research is to check the affiliation of school Servant Leadership (SL) and Life Satisfaction (LS). Latif and Marimon (2019) stated that the focus of SL has been on the business sector with no or very little attention to the education sector. These institutes are facing a lot of limitations and problems with fewer resources and much competition for ranking and importance. Life goals (LG) and human needs are an important part of an individual's happiness (Ol, 2019). Life satisfaction of the

employees working in private schools is a burning research issue that needs to be addressed. Previous research studies show that servant leadership positively affects the life satisfaction of employees working in schools of Oman (Al-Mahdy, et al. 2016). Recently, a cross-country study conducted in the higher education sector in Pakistan, China and Spain recommended that the relationship between servant leadership and life satisfaction will be more enhanced by adding mediation effects (Latif, et al. 2021).

When SL is applied to the educational intuitions, specifically on the schools, we come to the point that it is purely linked with the position of the school head because as a leader they always pay special attention to the situation of the teachers as well as other staff. Hoch et al. (2018) state about the teaching that a principal must be a teacher if he or she wants to be empowered. Another important responsibility of the principal as ahead is that they must be able to establish work satisfaction for the staff. This is because this work satisfaction of the staff will lead to increase their life satisfaction. Thus the staff will work with more dignity and as a result school, overall performance will be improved. In modern educational institutes, less research is conducted on the construct of SL specifically in the education sector (Latif & Marimon, 2019). So, they propose more future studies in servant leadership and its results in educational institutes. As Bavik et al. (2017) stated that there is very little research on SL. So that empirically there is evidence on SL outcomes. Moreover, if we add mediators, it will more precisely explain this relationship which will obtain the impacts of SL on employee's related results. Thus, this study proposes psychological needs (PN) and life goals (LG) mediators in the relationship of SL and LS.

Life satisfaction of the teachers working in private schools of Pakistan is a burning issue. This will result in a high turnover ratio. Researchers propose lots of leadership styles but this study focuses on SL impact on LS of employees under the umbrella of LMX theory. SL is introduced by Greenleaf (Greenleaf, 1970). The purpose of this study is to analyze the relationship between SL and LS with mediating role of Psychological needs and life goals by setting private schools as a study setting.

2. Literature Review

2.1. Servant leadership

Traditionally, the theory of SL was formulated by Greenleaf in the 1970s. Greenleaf states that SL is not just managing the employees but a way of living. SL begins with the natural phenomenon that as a leader if someone wants to serve must serve first. Though Greenleaf 1970 is the inventor of the SL theory yet he did not provide a solid definition of SL (Page & Wong, 2000). Literature of SL extended the basic purpose of the leader in the "need to serve". Recently the literature has identified three main characteristics of servant leadership; first importance is the provision of services to all participants; second is follower's growth and development; and third is an integration of moral values (Williams et al., 2017). SL was not a famous research topic in the research community at the start (Barbuto & Wheeler, 2006) but for the last few years, servant leadership is one of those leadership styles which have got importance in the research community. Recently, Eva et al., (2018) conducted a systematic literature review on servant leadership. Moreover, researchers recognized scales for evaluating SL (Latif & Marimon, 2019). SL is naturally linked with the success of followers. Therefore, followers work with dignity and effectively (Gutierrez-Wirsching et al., 2015). Servant leader provides other benefits to a follower when they exercise their roles so that followers feel and enjoy this freedom and work in a team resulting in synergetic outcomes such as best consumer services, best problem solutions, and

better employees' health (Gutierrez-Wirsching et al., 2015). In addition to outcomes, SL is significantly linked with satisfaction-related outcomes such as career satisfaction and LS. Leaders should work as servant leaders for the betterment of employees' life satisfaction and organizations should hire managers who possess the qualities of a servant leader (Latif & Marimon, 2019). For creating a good environment in the department leaders play a significant role (Cerit, 2010). This is because an organization's compensation systems, work deadlines, and evaluations are in the control of leaders (Winston & Fields, 2015). Therefore, in this way leaders have a significant impact on the well-being of employees (Bobbio et al., 2012).

2.2. Life Goals

Research is not created equal (Chiniara & Bentein, 2016). More precisely Song et al., (2015) there is a difference of the goals in research and mainly of two kinds intrinsic and extrinsic goals. Intrinsic motivation can be described with associations, individual recognitions, work for the public, mental peace, and physical fitness. Extrinsic motivations are career success, compensation and benefits, community respect, and attractive look. IM and EM are arranged across the whole country in a circumflex model. Followers always achieve intrinsic goals inherently since these goals are related to self-recognition and enjoyment (Beck, 2014). Intrinsic goals meet the satisfaction of relations, self-recognition, enhancement of personal development for follower's needs and other human well beings which means these goals are in touch with the human environment. While extrinsic goals are not met basically because these goals are linked with some other end such as permissions from others and compensation and reward system (Jit et al., 2016).

2.3. Psychological Needs

Psychological needs can be described as the state of the wanted or requirement of something. Attainment of life goals helps in achieving psychological needs because its directly linked with the welfare of human beings (Duff, 2013). Psychological needs can define with the three states which are autonomy, competence, and relatedness (Williams et al., 2017). Characteristics of the need for autonomy are choices, individual ownership, behavior, and freedom of psychological needs (Yoshida et al., 2014). Interacting with the community and people's inborn wants and needs are the features of the need for competence (Jaiswal & Dhar, 2017). Characteristics of the need for relatedness are caring for each other and helping each other in emotional states (Newman et al., 2017). Psychological needs help in the changing of people's behaviors and help them for the development and greater well-being. The importance of basic psychological needs and satisfaction of the three above discussed needs and their characteristics is not only at the individual level but also at the group level (Williams et al., 2017).

2.3.1. Servant leadership and life satisfaction.

LS is an important part of individual well-being and happiness (Hoch et al., 2018). LS is the collective summarized form of people liking and disliking (Flynn et al., 2016). Organizations should hire managers with qualities of servant leaders who can apply the SL style for the enhancement of the LS of employees (Schmidt, 2018). SL plays a vital role in the enhancement of LS of employees (Davenport, 2015). The leader can change the follower's behaviors and can improve their health and well-being in terms of the satisfaction of the needs and goals (Thompson, 2014). By applying the SL approach leader can expect followers' well-being which

will be more satisfying (Jit et al., 2017). Literature on SL and LS has validated a significant positive relationship (H. Liu, 2019).

2.3.2. Servant Leadership and Life Goals

Servant leader gives direction to the followers to make the work meaningful (Liden et al., 2015). SL contributes to the outcomes and results which differentiate it from other leadership styles (Parolini et al., 2009). As transformational leadership focused on empowering the followers towards the goals of organizations while SL understands the individual goals and needs and empowers them for the attainment (Hoch et al., 2018). SL realizes the principle of inspiration to serve the followers which was missing in transformational leadership (Chan & Mak, 2014). The efficiency of SL is linked with focuses on followers' needs and goals instead of an emphasis on organizational goals. (Hoch et al., 2018).

2.3.3. Servant Leadership and Psychological Needs

Servant leadership and Autonomy

Autonomy is starting of new actions and practical understanding from choices (Schneider et al., 2013). SL promotes intrinsic goals and suggests the best suitable environment to the followers according to the conditions. (Du Plessis et al., 2015) Specifically, SL provides power and responsibility to the followers to handle and solve the problems on their own. In addition, enabling followers to take the decisions on their own, handling different situations according to their will, SL helps them for satisfying the autonomy need. (Song et al., 2015).

Servant leadership and Competence

Competence is the pride of the need for competence refers to feeling powerful in ongoing connections with shared settings and feelings (Schneider & George, 2011). Servant leaders' emphasis on fans' boom and development has been discovered to beautify belief of efficacy at the institution stage (Schmidt, 2018). Servant leaders need to understand exactly about followers' professional desires, offer fans possibilities to decorate their talents or develop new ones and support them in reaching their areas. We assume to discover at the personal level that servant leaders assist fulfill followers' need for competence (Duff, 2013).

Servant leadership and Relatedness

Relatedness states to the feeling of social connections to caring for others and caring for others (Williams et al., 2017). Experience of the attainment of relatedness plays a vital role in organizations' procedures and policies (B. Liu et al., 2015). Servant leaders display an unselfish sympathy to followers' welfare, for that reason building significant straightforward connections with fans and cultivating a psychologically safe and truthful environment (Williams et al., 2017). This will help in achieving followers' relatedness needs.

2.3.4. Life Goals and Life Satisfaction

Intrinsically inspired actions are compelled using the need to experience in a position and self-figuring out (Duff, 2013). Intrinsic structures of work satisfaction comprise of offering followers the autonomy to pick their manner of running, identifying larger work, workers' obligation, and giving followers chances to apply their experiences (Chan & Mak, 2014). Extrinsic goals can be work satisfaction, a good working environment, and compensations (Thompson, 2014). SL not

depends only on the attainment of organization aims but serving employees also. Moreover, when servant leader serves the subordinates they will be more satisfied with the job (Chughtai, 2016).

2.3.5. Psychological Needs and Life Satisfaction

Servant leaders' attentive perception of personnel improvement enables satisfy three primary psychological desires, specifically for autonomy, competence, and relatedness. On the flip, the pleasure of each of these three desires fuels personnel in a wonderful manner, either generating growth in mission performance, enterprise- al citizenship behaviors (OCBs), or both. Extra particularly, individuals are energetic, curious, and fascinating, and that pleasant their innate psychological needs for autonomy, competence, and relatedness is deemed vital for effective functioning and for actualizing their full ability and boom (Ozyilmaz & Cicek, 2015).

2.3.6. Mediating role of Life Goals

The responsibility of servant leaders with transcending self-interest and creating opportunities for the followers enables followers to grow and develop (Donia et al., 2016) and it helps in building a strong relationship between the followers and leaders positively. In result. These relationships make followers strong to achieve their life goals and realize their full potential (Politis & Politis, 2018). So that followers will be happy and they will be happy with their life. The main goal of SL is to look after the employees' inputs, correct their mistakes, create and develop a trustable environment, and other life-related issues (Politis & Politis, 2018). However, this study presents the direct effect of SL on LS is mediated by life goals.

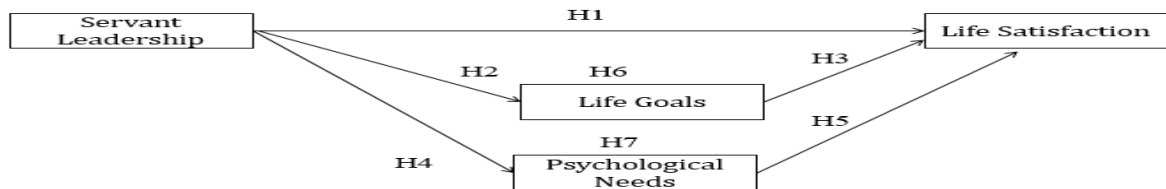
2.3.7. Mediating role of Psychological Needs

Without satisfying employees' needs a leader can't meet the criteria of life satisfaction of employees. Previous research study shows that Psychological needs had a strong positive relationship with life satisfaction. As well, some studies verify the relationship between servant leadership and psychological needs. This study considering the results of previous studies proposed the mediating effect of psychological needs between SL and LS (Barnabas et al., 2010).

2.4. LMX Theory

The present study discusses that servant leadership will boost the follower's life satisfaction. The framework between SL and LS can be described with the LMX theory. For the explanation of the relationship of leadership construct on OB, the theory of LMX is the best one (Latif & Marimon, 2019). LMX theory plays a vital role in the relationship between the followers and the leader (Latif & Marimon, 2019). The core premise of the LMX theory is the contribution in the SL behaviors and developing the strong leader's followers relationship (Ozyilmaz & Cicek, 2015). SL gives power to the followers and encourages them for growth and development (Liden et al., 2008). SL pays attention to followers' development in the context of social norms and moral values (Rodríguez-Carvajal et al., 2019). SL helps followers to mature and prosper by showing true interest in their development and providing them with the chance to enhance their services and skills (Chiniara & Bentein, 2016). Boosting the employees by leaders will enhance the employee's life goals and needs (Otero-Neira et al., 2016). Chiniara and Bentein (2016) found the impact of SL on the competence needs of the followers is significant. According to Chughtai (2019), there is a significant effect of SL on the employees' needs and goals.

2.5. Framework



2.6. Hypothesis

H1: School Servant leadership positively impacts life satisfaction.

H2: School servant leadership positively impacts life goals.

H3: life goal positively impacts life satisfaction.

H4: School Servant leadership positively impacts Psychological Needs.

H5: Psychological Needs positively impact life satisfaction.

H6: The relationship between servant leadership and life satisfaction is mediated by life goals.

H7: The relationship between servant leadership and life satisfaction is mediated by psychological needs.

3. Methodology

3.1. Research Design

Research design explains the overall strategy of a researcher that integrates different parts of the study in a presentable and logical way. Thus, it is ensured that the researcher will efficiently address the research idea. In other words, the research design is the basic explanation of choosing quantitative or qualitative techniques for the research study. Based on the above definitions, Quantitative research is utilized for the present study. Specifically, the aim for choosing a Quantitative research design is to gain more visions using collected data and verify the relationships proposed in the theoretical framework above. Quantitative research design is used to discover how many people/respondents think, act or feel in a specific way. Quantitative research designs have several types. This study utilized a survey-based questionnaire, which is a valuable instrument to collect data from respondents and use that data for further statistical testing to predict these responses.

3.2. Population and Sample

The target population for this study is employees working in private schools in Pakistan. Criteria for the respondents are those who are providing their services for the schools in administration and teaching staff. Their age ranges from 18 to 60 years. This population also includes correspondents as well.

The sample for this study is considered all private schools in the north region of Pakistan which includes District Attock, Federal Areas (Islamabad and Rawalpindi), Peshawar, Swabi, and Nowshera. The use of sampling techniques allows a researcher to collect data from a part of the population according to the standards. It will help a researcher by reducing costs and saving time. In this study, non-probability, Convenience sampling is used to collect responses because the size is unknown. Therefore, According to Roscoe (1975) when a researcher is not sure of the exact size of the population, a sample size between 30 to 500 is considered an appropriate size for the study. The questionnaire-based survey is used for the collection where maximum Questionnaires received backfilled by hand and online platform (Google form) are also utilized to collect data.

This research study has 4 latent variables. Servant leadership, Psychological needs, Life Goals, and Life satisfaction. Every latent variable has further indicators which are also known as observed variables. Servant Leadership 35 items scale adapted from (Latif & Marmion 2019)., Life goals also have further 7 observed indicators adapted from (Olcár et al. 2019). Psychological needs have 3 dimensions, Respectively Autonomy has 4 Items, Competence has 5 and Relatedness has 3 items adapted from (Brien et al. 2013). The scale for Life satisfaction has 5 items adapted from (Park et al. 2010).

3.3. Data Analysis tools and techniques

SPSS and SMARTPLS are used to calculate the results from collected data. SPSS premium version 21 is used to complete the demographical analysis of the data. The demographical analysis variable includes Gender, Age, and Organization in which respondents work. For further analysis, SMARTPLS 3.2.7 is utilized to analyze the measurement model and structural model. Measurement Model is defined as the relationship between the latent variable with observed variable. While the structural model is the relationship between latent variables and higher-order construct is used in SEM. Model parsimony is achieved with higher-order constructs by reducing the number of path model relations. Relationships between various independent and dependent constructs are specified instead in a path model. To measure the reliability and validity of the measurement Model, Cronbach's Alpha, AVE, Composite Reliability, and outer loadings are utilized. To measure discriminant and convergent validity, Farnell Larcker Criterion, HTMT ratio, and Cross loadings are utilized. Path Coefficients are utilized to explain the direct relationship between servant leadership and life satisfaction.

4. Data Analysis and Results

The empirical findings of the statistical calculations performed on the data set help to interpret and understand the research model as well as answer our proposed research question and draw meaningful results out of it. To make it more understandable to the reader the data analysis phase was structurally divided. During the initial stage of data analysis, the background information of the respondents and their basic characteristics were drawn. The software "IBM SPSS statistic version 21" was used for performing statistical analysis as it is considered very effective in research (Field, 2013). In the first stage, descriptive statistics were performed to get the acute depiction of the demographic information and frequencies of the respondents. The demographic information comprised of the background section of the questionnaire gave information about the respondent's age, experience, designation, etc. This formed a clear picture of the respondent's profile. It also presented in detail the described analysis of our main variables as well as the perceptions of respondents about the constructs.

For analyzing our structural equation model smart PLS was used owing to its usefulness and frequent application of multivariate analysis method in management research (Hair et al. 2013). In the first phase, the outer model was calculated also known as the measurement model. After careful analysis of the measurement model next was to measure the structural model also known as the inner model. The mediation of Life Goals and Psychological needs were calculated with total indirect effect and specific indirect effect calculations whereas the moderation analysis was calculated and reported by slope analysis method. The results and detail of all these empirical procedures are discussed in detail below.

4.1. Demographic analysis

This section explains the demographics of the respondents. Age, Gender, School Name are presented in the table below. Age is divided into four groups (20-25,26-30,31-35-36-40). Gender is divided into male and female.

Variable	Group	Respondents	Total
Age	20-25	73	254
	26-30	45	
	31-35	33	
	Above 35	103	
Gender	Male	74	254
	Female	180	
Experience	0-5	155	254
	5-10	34	
	Above 10	65	

4.2. Measurement model

4.2.1. Reliability analysis

Reliability refers to the consistency of the research instruments with the degree to which the items of scale measured to the factors precisely without error. If an instrument yields the same measurement in similar situations and results getting out of it are consistent, it is hailed as reliable (Creswell, 2009). Sekaran (2003) explains reliability analysis as a test to see whether all the items of an instrument join together or not, if all the items are measuring the same concept then the scale is considered reliable, Recker 2013 explained how the same results can be yielded out in similar settings if the reliability of a research scale is high. For assessing reliability in research approaches of outer loadings, composite reliability and Cronbach alpha are used (Olalere, 2013). Item loadings are a measure of the correlation between a measuring item and the latent variable it is measuring. The acceptable value for outer loadings of constructs is said to be 0.7 whereas values close to them can also be used, outer loadings in the range of 0.40 to 0.70 can be considered for the removal but only if composite reliability or AVE values are increasing by their removal (Olalere, 2013). Therefore, before running the bootstrapping algorithm the values significantly below the cut-off values were dropped from the model (Wong, 2013). The measurement model of our study with item loadings of each construct is presented below in the table. All the constructs have touched the minimum threshold of 0.7 except the EH dimension of servant leadership which is near 0.6 which is an acceptable criterion. Hence, EH is retained for further analysis.

	Cronbach's Alpha		Cronbach's Alpha
BE	0.723	LS	0.862
DT	0.849	PG	0.866
EH	0.587	PN	0.902
EMP	0.787	RB	0.769
LG	0.761	WD	0.821

4.2.2. Composite Reliability

To assess the internal consistency reliability, the composite reliability of each latent variable is used. According to (Mantas,2008) the composite reliability should be above .70 to establish internal consistency reliability. In Table 3, all the latent variables have high internal consistency as the composite reliability of each latent variable is above .70.

Composite Reliability		Composite Reliability	
BE	0.843	LS	0.900
DT	0.898	PG	0.898
EH	0.775	PN	0.919
EMP	0.863	RB	0.867
LG	0.840	WD	0.893

4.2.3. Convergent Validity

To measure the convergent and divergent validity of the proposed model. The average variance extracted is used. AVE is a common measure for both convergent and divergent validity. The results of AVE reveal that the AVE of all variables is higher than .5. According to Chin,(1998) AVE of all latent variables should be higher than .5 to establish convergent and divergent validity. Hence, Convergent and Divergent validity is established.

	Average (AVE)	Variance	Extracted		Average (AVE)	Variance	Extracted
BE	0.643			LS	0.644		
DT	0.688			PG	0.561		
EH	0.546			PN	0.532		
EMP	0.611			RB	0.685		
LG	0.514			WD	0.736		

4.2.4. Outer Loading

Outer loadings are used to measure the individual reliability of all indicators of all latent variables. According to (Wong,K.K.K, 2013) outer loadings of more than .70 is acceptable to establish indicator reliability. However, Items that contained outer loading less than 0.40 have been retained to improve discriminant validity.

	BE	DT	EH	EMP	LG	LS	PG	PN	RB	WD
BE1	0.700									
BE2	0.873									
BE3	0.822									
D1		0.848								
D2		0.842								
D3		0.846								
D6		0.781								
E1				0.728						
E2				0.795						
E3				0.826						

E4	0.775	
EH1	0.859	
EH3	0.512	
EH4	0.799	
LG1		0.720
LG3		0.814
LG4		0.705
LG5		0.620
LG7		0.711
LS1		0.780
LS2		0.850
LS3		0.846
LS4		0.827
LS5		0.701
P2		0.780
P3		0.683
P4		0.811
P5		0.522
P6		0.792
P7		0.807
P8		0.803
PN10		0.735
PN11		0.708
PN12		0.706
PN2		0.714
PN3		0.713
PN4		0.655
PN5		0.744
PN7		0.789
PN8		0.760
PN9		0.759
RB1		0.837
RB2		0.876
RB3		0.767
W1		0.876
W3		0.829
W4		0.868

4.3. Discriminant Validity

The discriminant validity is referred to as the individuality of a construct from another construct in the research model (Olalere). It makes sure that every single latent variable should be significantly distinct from other variables (Scholars, Access & Common, 2012). It is measured by 3 values first of which is FornellLarcker Criterion (Fornell&Larcker, 1981). The second method is to check cross-loadings of items and the third is to assess the HTML ratio among them. A detailed analysis of each method is given below.

4.3.1. FornellLarcker Criterion

FornellLarcker Criterion developed by Fornell&Larcker (1981) ensures the discriminant validity in a research model by making sure the square root of average variance extracted of each latent variable should be greater than the correlation of that variable with other variables. It displays the value on top of each column should be greater than the values below for it to be correct. The results yielded out of our model in the FornellLarcker matrix showed that all the values of AVE of latent variables are higher than their correlation with other variables thus ensuring discriminant validity. This is shown in the table below.

	BE	DT	EH	EMP	LG	LS	PG	PN	RB	SL	WD
BE	0.802										
DT	0.656	0.830									
EH	0.582	0.699	0.739								
EMP	0.617	0.638	0.693	0.782							
LG	0.406	0.416	0.386	0.351	0.717						
LS	0.114	0.192	0.188	0.162	0.645	0.803					
PG	0.698	0.722	0.646	0.658	0.495	0.237	0.749				
PN	0.281	0.379	0.348	0.321	0.778	0.671	0.359	0.729			
RB	0.655	0.686	0.607	0.628	0.543	0.253	0.777	0.441	0.828		
WD	0.460	0.545	0.485	0.427	0.582	0.408	0.628	0.536	0.640	0.733	0.858

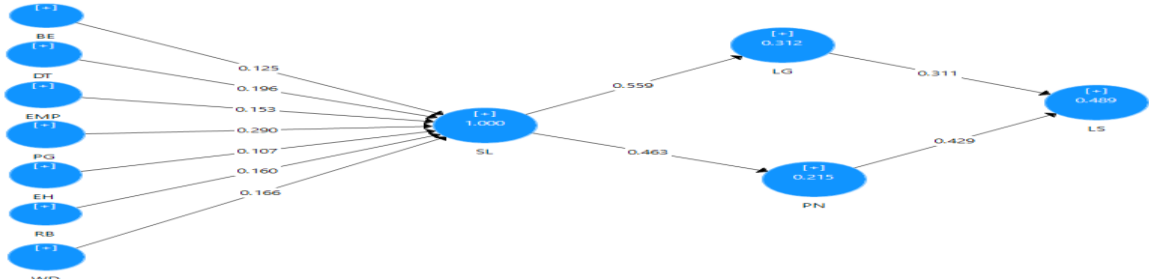
4.4. Assessment of Structural Model

- Collinearity Issues of Structural Model
- The significance and Relevance of Structural Model
- The level of R^2
- The effect sizes of f^2

▪ The predictive relevance Q^2

In social and behavioral sciences research the approach of Structural Equation Modeling SEM is widely used to explain theoretical models (Worthington & Whittaker, 2006). Structural model of a research study is a depiction of proposed hypothesized linkages between independent and dependent variables. The structural model of research indicates the extent to which the theoretical model predicts the hypothesized relationship (Hobbs & Petit, 2017). Smart PLS uses criteria of goodness of fit of model GoF Vinzi Trinchera * Amato 2010 and R^2 Which estimates the predictive power of the model Chm 1998. In addition, Smart PLS also evaluates Stone Gaiser test criteria Q^2 to observe research models' predictive power by using its blindfolding algorithm. In the current study to access the structural model the coefficient of determination R^2 and the predictive relevance measure, Q^2 were evaluated. The coefficient of determination R^2 values of our model is shown in Table 4.14 whereas the complete measurement model with values is illustrated in the figure below.

4.4.1. Structural Model



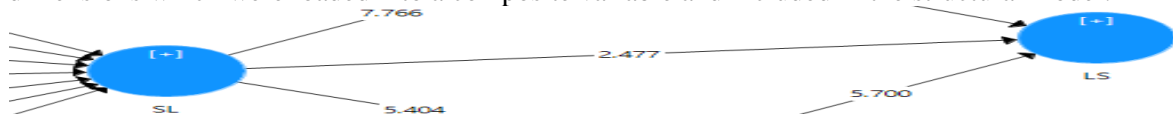
4.4.2. Collinearity Issues of Structural Model

VIF values are used to assess the Collinearity Issues of the proposed structured model. According to (Hair et al. 2014) VIF is an indicator that is used to measure whether all variables are correlated to each other or not and to avoid all issues regarding the significance and its value must be less than 5. In our results, all values are less than 5. Hence, we conclude that there are no collinearity issues between the variables in the proposed structural model.

	SL	LS		SL	LS
BE	2.319		LS		
DT	2.864		PG	3.633	
EH	2.524		PN		2.532
EMP	2.429		RB	3.156	
LG		2.532	WD	1.871	

4.4.3. Direct Effect

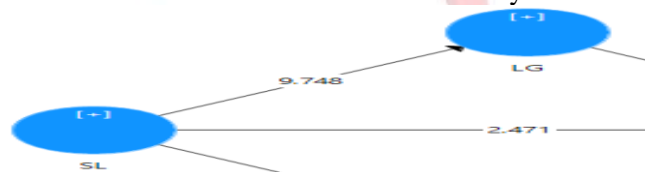
This study proposed the relationship between SL and Life satisfaction needs to be tested in the education study setting. The data is collected from the school employees. The SL scale contains 7 dimensions which were loaded into a composite variable and included in the structural model.



The results obtained from the data collected disclosed that there is a significant negative relationship between servant leadership and life satisfaction. ($r = -0.14$, $T = 2.48$, $p < .001$). Considering these results, Hypothesis 1 proposed above is rejected. As this study proposes a positive relationship between SL and LS.

		Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
SL	->	-0.138	-0.143	0.056	2.477	0.014
LS						

The results above-disclosed that the promotion of servant leadership will result in a decrease in life satisfaction of employees working in private schools of the education sector in Pakistan. These results are continuity of previous research studies conducted by (Latif & Marimon, 2019). This study proposed the relationship between SL and Life Goals needs to be tested in the education study setting. The data is collected from the school employees. The LG scale contains 7 observed indicators. All the indicators meet the minimum threshold of 0.4 set by researchers for outer loading. Hence, all the items are considered for further analysis.

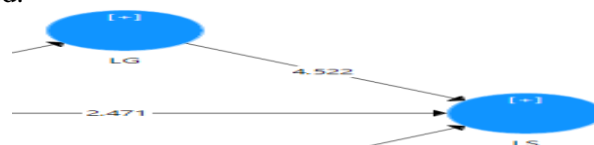


The results obtained from the data collected disclosed that there is a positive relationship between servant leadership and life satisfaction. ($r = 0.561$, $T = 7.77$, $p < .001$). Considering these results, Hypothesis 2 proposed above is accepted.

		Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
SL	->	0.561	0.563	0.072	7.766	0.000
LG						

The results above-disclosed that servant leadership has a positive impact on Life Goals. This means that promoting servant leadership in the education sector will help employees to accomplish their goals.

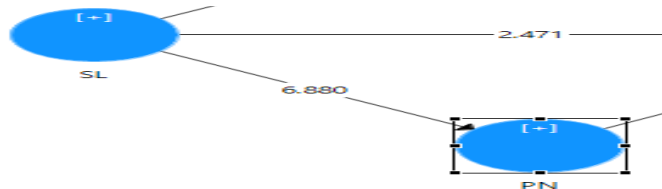
This study proposed the relationship between LG and Life satisfaction needs to be tested in the education study setting. The data is collected from the school employees. The LS scale contains 5 items that were loaded.



The results obtained from the data collected disclosed that there is a significant positive relationship between LG and life satisfaction. ($r = 0.381$, $T = 4.56$, $p < 0.000$). Considering these results, Hypothesis 3 proposed above is accepted. As this study proposes a positive relationship between LG and LS.

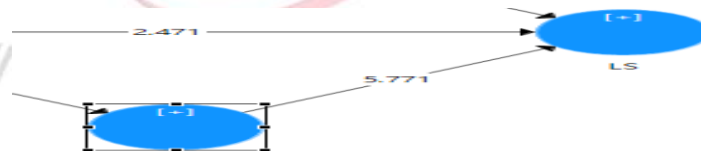
	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
LG -> LS	0.381	0.388	0.083	4.568	0.000

The results find that if the organizations work and give importance to the employee’s life goals there will be an increase in life satisfaction. This study proposed the relationship between SL and psychological needs to be tested in the education study setting. The data is collected from the school employees. The PN scale contains 12 indicators that were loaded in the structural model.



	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
SL -> PN	0.466	0.467	0.086	5.404	0.000

The results obtained from the data collected disclosed that there is a significant positive relationship between SL and PN. ($r = 0.466$, $T = 5.404$, $p < 0.000$). Considering these results, Hypothesis 4 proposed above is accepted. As this study proposes a positive relationship between SL and PN. The results discovered that organizations that rely on the concept of SL will have more focus on the PN of the employees. The study proposed the relationship between PN, and LS needs to be tested in the education study setting. The data is collected from the school employees.



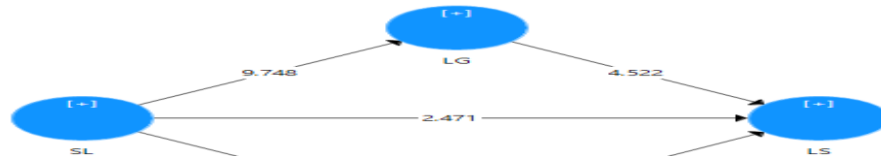
The results obtained from the data collected disclosed that there is a significant positive relationship between psychological needs and life satisfaction. ($r = 0.440$, $T = 5.700$, $p < 0.000$). Considering these results, Hypothesis 5 proposed above is accepted. As this study proposes a positive relationship between PN and LS.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
PN -> LS	0.440	0.434	0.077	5.700	0.000

The results explored that increase in psychological needs will positively affect the life satisfaction of the employees in educational institutions.

4.5. Mediation Analysis

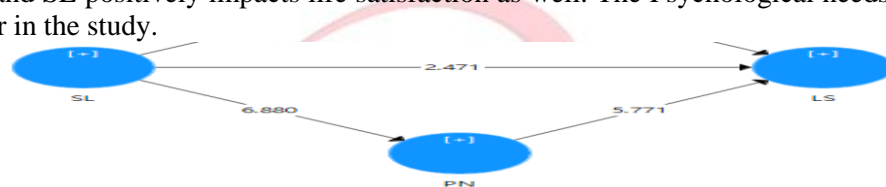
Considering previous research results, the relationship between servant leadership and life satisfaction, life goals, and life satisfaction was found to be significant. This study proposed the mediating effect between life goals and life satisfaction. ($r = 0.22$, $T = 3.86$, $p < .001$).



The results of the tested hypothesis reveal that LG significantly mediates the relationship between SL and LS. The results confirm the finding of previous studies. The accomplishment of life goals of individual employees will enhance the relationship between SL and LS.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
SL -> LG -> LS	0.222	0.224	0.057	3.860	0.000

Considering the findings of previous studies, life satisfaction significantly positively impacts life satisfaction and SL positively impacts life satisfaction as well. The Psychological needs are tested as a mediator in the study.



	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
SL -> PN -> LS	0.216	0.218	0.050	4.348	0.000

The results of indirect effects reveal that the relationship between SL and LS is significantly mediated by psychological needs. ($r = 0.22$, $T = 4.35$, $p < .001$). Hence, H7 is accepted. These results explore that employees' psychological need gets more attention the relationship between SL and LS will enhance positively.

Results Summary

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
LG -> LS	0.381	0.388	0.083	4.568	0.000
PN -> LS	0.440	0.434	0.077	5.700	0.000
SL -> LG	0.561	0.563	0.072	7.766	0.000
SL -> LS	-0.138	-0.143	0.056	2.477	0.014
SL -> PN	0.466	0.467	0.086	5.404	0.000
SL -> LG -> LS	0.222	0.224	0.057	3.860	0.000
SL -> PN -> LS	0.216	0.218	0.050	4.348	0.000

Discussion

This study focuses on the gap proposed by Latif and Marimon (2019) that the inclusion of mediators will enhance the relationship between SL and LS. Some studies stated that SL

positively affects LS and some studies state that SL negatively affects the LS of the employees. Considering the previous literature this study emphasizes the indirect effects between SL and LS. This study proposed two mediators' life goals and life satisfaction. Previous research shows that life goals are positively associated with LS. Similarly, previous studies acknowledge that psychological needs have a positive association between SL and LS. A questionnaire and google form was utilized to collect the data from respondents and 254 responses were received. This study will help the private school's leadership how to satisfy the goals and needs of the employees. This study fulfills the gap proposed by Latif and Marimon (2019) to include the mediators between SL and LS. This study found that the relationship between SL and LS founds negative. The results acknowledge that LG and PN significantly mediate the relationship between SL and LS. While Latif et al. (2021) find a significant impact of SL on LS in China, Spain, and Pakistan.

Future Recommendation

Future research might use this concept to build new frameworks. The results of previous studies acknowledge that transformational leadership is more effective in the education sector. As well, other leaderships styles can be added to this conceptual framework to vast the research scope. This study does not include any moderator. Future research might use job insecurity as a moderator as it is a burning issue in Pakistani private schools. Due to limited time and cost, this research uses a cross-sectional approach for data collection. The future researcher might use to longitudinal approach to get more in-depth analysis.

References

- Al-Mahdy, Y. F., Al-Harhi, A. S., & Salah El-Din, N. S. (2016). Perceptions of school principals' servant leadership and their teachers' job satisfaction in Oman. *Leadership and Policy in Schools, 15*(4), 543-566.
- Barbuto, J. E., & Wheeler, D. W. (2006). Scale development and construct clarification of servant leadership. *Group and Organization Management, 31*(3), 300–326. <https://doi.org/10.1177/1059601106287091>
- Barnabas, A., Joseph Anbarasu, D., & Clifford Paul, S. (2010). The need for awareness of servant leadership in business schools. *Academic Leadership, 8*(2).
- Bavik, A., Bavik, Y. L., & Tang, P. M. (2017). Servant Leadership, Employee Job Crafting, and Citizenship Behaviors: A Cross-Level Investigation. *Cornell Hospitality Quarterly, 58*(4), 364–373. <https://doi.org/10.1177/1938965517719282>
- Beck, C. D. (2014). Antecedents of Servant Leadership: A Mixed Methods Study. *Journal of Leadership and Organizational Studies, 21*(3), 299–314. <https://doi.org/10.1177/1548051814529993>
- Bobbio, A., van Dierendonck, D., & Manganelli, A. M. (2012). Servant leadership in Italy and its relation to organizational variables. *Leadership, 8*(3), 229–243. <https://doi.org/10.1177/1742715012441176>
- Cerit, Y. (2010). The effects of servant leadership on teachers' organizational commitment in primary schools in Turkey. *International Journal of Leadership in Education, 13*(3), 301–317. <https://doi.org/10.1080/13603124.2010.496933>
- Chan, S. C. H., & Mak, W. ming. (2014). The impact of servant leadership and subordinates' organizational tenure on trust in leader and attitudes. *Personnel Review, 43*(2), 272–287.

- <https://doi.org/10.1108/PR-08-2011-0125>
- Chiniara, M., & Bentein, K. (2016). Linking servant leadership to individual performance: Differentiating the mediating role of autonomy, competence and relatedness need satisfaction. *Leadership Quarterly*, 27(1), 124–141. <https://doi.org/10.1016/j.leaqua.2015.08.004>
- Chughtai, A. A. (2016). Servant Leadership and Follower Outcomes: Mediating Effects of Organizational Identification and Psychological Safety. *Journal of Psychology: Interdisciplinary and Applied*, 150(7), 866–880. <https://doi.org/10.1080/00223980.2016.1170657>
- Davenport, B. (2015). Compassion, suffering and servant-leadership: Combining compassion and servant-leadership to respond to suffering. *Leadership*, 11(3), 300–315. <https://doi.org/10.1177/1742715014532481>
- Donia, M. B. L., Raja, U., Panaccio, A., & Wang, Z. (2016). Servant leadership and employee outcomes: the moderating role of subordinates' motives. *European Journal of Work and Organizational Psychology*, 25(5), 722–734. <https://doi.org/10.1080/1359432X.2016.1149471>
- Du Plessis, M., Wakelin, Z., & Nel, P. (2015). The influence of emotional intelligence and trust on servant leadership. *SA Journal of Industrial Psychology*, 41(1), 1–9. <https://doi.org/10.4102/sajip.v41i1.1133>
- Duff, A. J. (2013). Performance management coaching: servant leadership and gender implications. *Leadership & Organization Development Journal*, 34(3), 204–221. <https://doi.org/10.1108/01437731311326657>
- Eva, N., Sendjaya, S., Prajogo, D., Cavanagh, A., & Robin, M. (2018). Creating strategic fit: Aligning servant leadership with organizational structure and strategy. *Personnel Review*, 47(1), 166–186. <https://doi.org/10.1108/PR-03-2016-0064>
- Flynn, C. B., Smither, J. W., & Walker, A. G. (2016). Exploring the Relationship Between Leaders' Core Self-Evaluations and Subordinates' Perceptions of Servant Leadership: A Field Study. *Journal of Leadership and Organizational Studies*, 23(3), 260–271. <https://doi.org/10.1177/1548051815621257>
- Greenleaf, R. K. (1977). *Servant leadership*. Mahwah: Paulist Press.
- Gutierrez-Wirsching, S., Mayfield, J., Mayfield, M., & Wang, W. (2015). Motivating language as a mediator between servant leadership and employee outcomes. *Management Research Review*, 38(12), 1234–1250. <https://doi.org/10.1108/MRR-01-2014-0009>
- Hoch, J. E., Bommer, W. H., Dulebohn, J. H., & Wu, D. (2018). Do Ethical, Authentic, and Servant Leadership Explain Variance Above and Beyond Transformational Leadership? A Meta-Analysis. *Journal of Management*, 44(2), 501–529. <https://doi.org/10.1177/0149206316665461>
- Jaiswal, N. K., & Dhar, R. L. (2017). The influence of servant leadership, trust in leader and thriving on employee creativity. *Leadership and Organization Development Journal*, 38(1), 2–21. <https://doi.org/10.1108/LODJ-02-2015-0017>
- Jit, R., Sharma, C. S., & Kawatra, M. (2016). Servant leadership and conflict resolution: a qualitative study. *International Journal of Conflict Management*, 27(4), 591–612. <https://doi.org/10.1108/IJCM-12-2015-0086>
- Jit, R., Sharma, C. S., & Kawatra, M. (2017). Healing a Broken Spirit: Role of Servant Leadership. *Vikalpa*, 42(2), 80–94. <https://doi.org/10.1177/0256090917703754>
- Kool, M., & van Dierendonck, D. (2012). Servant leadership and commitment to change, the mediating role of justice and optimism. *Journal of Organizational Change Management*,

- 25(3), 422–433. <https://doi.org/10.1108/09534811211228139>
- Latif, K. F., & Marimon, F. (2019). Development and validation of servant leadership scale in Spanish higher education. *Leadership and Organization Development Journal*, 40(4), 499–519. <https://doi.org/10.1108/LODJ-01-2019-0041>
- Latif, K. F., Machuca, M. M., Marimon, F., & Sahibzada, U. F. (2021). Servant leadership, career, and life satisfaction in higher education: A cross-country study of Spain, China, and Pakistan. *Applied Research in Quality of Life*, 16(3), 1221-1247.
- Liden, R. C., Wayne, S. J., Meuser, J. D., Hu, J., Wu, J., & Liao, C. (2015). Servant leadership: Validation of a short form of the SL-28. *Leadership Quarterly*, 26(2), 254–269. <https://doi.org/10.1016/j.leaqua.2014.12.002>
- Liden, R. C., Wayne, S. J., Zhao, H., & Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multi-level assessment. *Leadership Quarterly*, 19(2), 161–177. <https://doi.org/10.1016/j.leaqua.2008.01.006>
- Liu, B., Hu, W., & Cheng, Y. C. (2015). From the west to the east: Validating servant leadership in the Chinese public sector. *Public Personnel Management*, 44(1), 25–45. <https://doi.org/10.1177/0091026014555995>
- Liu, H. (2019). Just the Servant: An Intersectional Critique of Servant Leadership. *Journal of Business Ethics*, 156(4), 1099–1112. <https://doi.org/10.1007/s10551-017-3633-0>
- Newman, A., Schwarz, G., Cooper, B., & Sendjaya, S. (2017). How Servant Leadership Influences Organizational Citizenship Behavior: The Roles of LMX, Empowerment, and Proactive Personality. *Journal of Business Ethics*, 145(1), 49–62. <https://doi.org/10.1007/s10551-015-2827-6>
- Ol, D. (2019). *Primary School Teachers ' Life Satisfaction : The Role of Life Goals , Basic Psychological Needs and Flow at Work*. 320–329. <https://doi.org/10.1007/s12144-017-9611-y>
- Otero-Neira, C., Varela-Neira, C., & Bande, B. (2016). Supervisory servant leadership and employee's work role performance: A multilevel mediation model. *Leadership and Organization Development Journal*, 37(7), 860–881. <https://doi.org/10.1108/LODJ-11-2014-0230>
- Ozyilmaz, A., & Cicek, S. S. (2015). How does servant leadership affect employee attitudes, behaviors, and psychological climates in a for-profit organizational context? *Journal of Management and Organization*, 21(3), 263–290. <https://doi.org/10.1017/jmo.2014.80>
- Page, D., & Wong, T. (2000). A conceptual framework for measuring servant leadership. *The Human Factor in Shaping the Course of ...*, September, 69–110.
- Parolini, J., Patterson, K., & Winston, B. (2009). Distinguishing between transformational and servant leadership. *Leadership and Organization Development Journal*, 30(3), 274–291. <https://doi.org/10.1108/01437730910949544>
- Politis, J. D., & Politis, D. J. (2018). Examination of the relationship between servant leadership and agency problems: gender matters. *Leadership and Organization Development Journal*, 39(2), 170–185. <https://doi.org/10.1108/LODJ-01-2016-0020>
- Rodríguez-Carvajal, R., Herrero, M., van Dierendonck, D., de Rivas, S., & Moreno-Jiménez, B. (2019). Servant Leadership and Goal Attainment Through Meaningful Life and Vitality: A Diary Study. *Journal of Happiness Studies*, 20(2), 499–521. <https://doi.org/10.1007/s10902-017-9954-y>
- Roscoe, J. T. (1975). *Fundamental research statistics for the behavioral sciences [by] John T. Roscoe*.

- Schmidt, J. (2018). *The effects of personality on job satisfaction and life satisfaction : A meta-analytic investigation accounting for bandwidth – fidelity and commensurability The effects of personality on job satisfaction and life satisfaction : A meta-analytic investiga.* May. <https://doi.org/10.1177/0018726718771465>
- Schneider, S. K., & George, W. M. (2011). Servant leadership versus transformational leadership in voluntary service organizations. *Leadership and Organization Development Journal*, 32(1), 60–77. <https://doi.org/10.1108/01437731111099283>
- Schneider, S. K., George, W. M., Stone, A. G., Russell, R. F., & Patterson, K. (2013). *Collective efficacy: Interdisciplinary perspectives on international leadership.* iii. [https://doi.org/10.1108/s1479-3660\(2013\)0000020021](https://doi.org/10.1108/s1479-3660(2013)0000020021)
- Song, C., Park, K. R., & Kang, S. W. (2015). Servant leadership and team performance: The mediating role of knowledge-sharing climate. *Social Behavior and Personality*, 43(10), 1749–1760. <https://doi.org/10.2224/sbp.2015.43.10.1749>
- Thompson, A. (2014). Fostering Growth and Development of Recovering Students in Higher Education Through Servant Leadership. *Peabody Journal of Education*, 89(2), 244–257. <https://doi.org/10.1080/0161956X.2014.897101>
- Williams, W. A., Brandon, R. S., Hayek, M., Haden, S. P., & Atinc, G. (2017). Servant leadership and followership creativity: The influence of workplace spirituality and political skill. *Leadership and Organization Development Journal*, 38(2), 178–193. <https://doi.org/10.1108/LODJ-02-2015-0019>
- Winston, B., & Fields, D. (2015). Seeking and measuring the essential behaviors of servant leadership. *Leadership and Organization Development Journal*, 36(4), 413–434. <https://doi.org/10.1108/LODJ-10-2013-0135>
- Yoshida, D. T., Sendjaya, S., Hirst, G., & Cooper, B. (2014). Does servant leadership foster creativity and innovation? A multi-level mediation study of identification and prototypicality. *Journal of Business Research*, 67(7), 1395–1404. <https://doi.org/10.1016/j.jbusres.2013.08.013>