Influence of Servant Leadership on Job Satisfaction and Retention of Lecturers in Osun State-Owned Higher Institutions

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Abstract
Organizational efficiency and effectiveness are achievable with workers who looked up to a leader who embraces servant leadership. This paper is therefore premised on investigating the influence of servant leadership on job satisfaction and job retention using Osun State-owned tertiary institutions. The research design used was a descriptive survey design. The number of lecturers in the service of Osun State Government is about 832 lecturers. This study focused on 211 lecturers at lower cadre. Therefore, the target population under investigation is 211. The sample for this study comprised 38 lecturers that duly completed their questionnaires and made their returns on time from among the 50 respondents selected. The face and content validity of the instrument were done by three experts, and their observations were included in the final draft of the questionnaire. The reliability index of the instrument is 0.81%. A structured questionnaire was used to collect primary data from respondents. The mean rating and standard deviation were used to analyze the tabulated data. Findings show that servant leadership influences job satisfaction, also, it propels job retention of lecturers in Osun State. The study recommended that Government should encourage the appointment of institutional leaders that possess the qualities of servant leaders to manage higher institutions. Also, adequate leadership training that will expose higher institution managers to servant leadership is recommended all to ensure job satisfaction and retention.

Keywords: Higher Institution Job Retention, Job Satisfaction, Lecturers, Servant Leadership

Introduction.

The servant leadership concept was first proposed in 1970 by Robert Greenleaf. He described servant leadership as a new style of leadership that prioritizes a responsibility that helps subordinates to achieve both organizational expectations or targets set before them, and their personal objectives that are not contrary to the organizational goals. Servant leadership has to do with a holistic approach to work, encouraging a sense of inclusion in the decision-making process, leading by good examples, and creating a conducive atmosphere are all aspects of servant leadership that

are becoming more and more important. The basic tenet of servant leadership is that a leader must be driven by a desire to serve others as an integral part of their leadership.

Anderson (2008) explained that servant leadership is a new leadership direction that has obligations for serving others. In the researcher's view, a great leader is viewed as a servant, this is the instinctive desire for whoever is serving to do so first. Following that, this deliberate decision ignites a desire for leadership. The distinction can be seen in the care the servant takes to ensure that they address the needs of the people first. According to Greenleaf (1977), serving as a moral requirement forms the foundation of servant leadership. Unfortunately, it is evident from the research conducted by Dennis and Bocarnea (2005), and Patterson (2003) that when given the option of choosing between serving others or our interests, or altruism, we tend to prefer the former more. The servant leader is expected to give the resources required for others to succeed. They assist others by imparting their expertise, assets, time, compassion, and concern, as well as by enhancing the satisfaction of their work and responsibilities.

According to Berger (2014), servant leadership is a type of leadership that re-engages workers by putting the needs of others first. Thus, the paradigm of servant leadership is emerging as one that can foster an engaging workplace culture, socially responsible institutions, and productive employees. By defining the values that serve as the foundation for servant leadership, Patterson (2003) refers to the component "constructs" of servant leadership as she provides a framework for a more focused investigation. Patterson discussed the necessity for a tool to measure these constructs. As a result, this study created an instrument to test the constructs of Patterson's theory of servant leadership to investigate whether servant leadership can influence job satisfaction and retention of lecturers in public higher institutions.

The followers are the main concern and the organizational concerns are secondary for servant leaders, who serve with this mindset. The characteristics of a servant leader are virtues, which are characterized as a person's high moral standards, goodness in general, or moral superiority. Dennis and Bocarnea (2005) asserted that the qualities of a servant leader upon which servant leadership can be evaluated include agape love, humility, altruism, vision, trust, serving, and empowerment.

These principles of servant leadership are discussed in line with the views of Patterson (2003), Agape love means to act appropriately at the appropriate moment and for the appropriate cause. This servant leadership component considers the needs, wants, and desires of the subordinates. Humility is frequently linked to passivity and modesty. When leaders put other people's needs ahead of their selfish ambition, they are showing humility. Humble leaders are ready to hear what others have to say and view their position as entrusted with the heavy duty of leading the followers. Altruism is the moral principle and unselfish act of putting other people's desires before one's own. Altruism demands making sacrifices for others without thinking of one's interests. Values, morals, and upholding the law. A visionary leader can anticipate the future. A visionary leader is expected by an organization to understand the goal and purpose of the company.

Trust is the amount of faith one has in someone else. In a leader-follower relationship, each party may rely on the other to act fairly, morally, and predictably. Leadership is a mix of talent and character rather than a position. leadership is merely a position, building trust in relationships will be challenging, if not impossible. One of the main traits of servant leadership is service to others. The servant leader is somebody who feels committed to serving and who sees life as a purpose of serving, this is according to Patterson's (2003) paradigm. Servant leaders prioritize the needs of their people. Patterson explained further that, empowerment is the process of helping people to carry out their responsibilities by allowing them to develop, progress, and adapt as well as by providing for self-direction and liberty. All of this increases the followers' confidence and capabilities. The follower will gain more self-confidence and self-worth with each successful attempt they make, which will boost their ability to shoulder more responsibilities. The big question is this, can all the aforementioned attributes or components of servant leadership influence lecturers' job satisfaction and retention?

A key component of industrial relations and institutional health is job satisfaction. The degree of job happiness of lecturers appears to be related to numerous aspects of institutional behavior, including job hazard, abstinence, turnover, and productivity, etc. According to Singh and Jain (2013), one of the topics that have received the greatest attention in the field of academic work psychology is job satisfaction. The degree of fulfillment a lecturer feels as a direct consequence of his or her career is therefore

referred to as that lecturer's level of job satisfaction. This level of enjoyment can be influenced by a variety of elements, and it can also have an impact on whether or not lecturers' job retention in our tertiary institutions.

Public higher education institutions can keep skilled and efficient staff while reducing turnover rates for lecturers by fostering a comfortable working environment that promotes lecturers' participation, showing respect and appreciation to lecturers, providing lecturers with lucrative pay and benefits, and encouraging supportive workplace stability (Baker, n.d.). Basu-Mallick, (2021) defined lecturers' retention as a technique or management process by which public higher institutions make sure that their lecturers don't leave their job positions for appointments abroad or at private higher institutions is known as retention. The percentage of employees that stay with the institution during a specific time period varies depending on the level of satisfaction they derived from the job, their job developmental goals, and many other factors.

The researcher observed that there is a probability that servant leadership with all its potential as espoused by different authorities and professionals should have encouragement on the satisfaction that lecturers in public tertiary institutions derived from their job and at the same time, enhance the rate of lecturers' retention in public institutions. Critically looking at qualities of servant leadership as submitted by Patterson (2003) "agape love, humility, altruism, vision, trust, serving, and empowerment" lack of which is assumed to be capable of causing institutional staff disturbance. Presently, it has been observed that more lecturers in public tertiary institutions in Osun State are becoming not satisfied by some indications relating to qualities of servant leadership, and leaving public higher institutions for private institutions or other jobs. This reflects in a series of unresolved agitations in both past and present.

The rate of dissatisfaction is observed to be affecting the level of lecturers' deliveries and productivity. According to the recent anecdotal survey conducted by the researcher, the rate at which lecturers are leaving our public institutions for abroad and other private higher institutions in Nigeria is disturbing. There are a series of cases where some lecturers accessed TetFund scholarships to study in foreign countries and abscond, at the detriment of their institutions of origin, while the movement of lecturers from public institutions to private higher institutions is alarming. If this menace is not

controlled, there is the possibility of losing most of the best brains in public higher institutions to higher institutions in abroad and private institutions in Nigeria. This is speculated to cause work overload for the remaining lecturers that are preparing for any expected opportunity to leave for either private institutions or abroad. Although, differentials in salaries and other emoluments may cause this, there may be other factors that can contribute to this ugly trend. This study, therefore, wishes to examine the opinions of lecturers in public higher institutions in Osun State on the influence that servant leadership may have on lecturers' job satisfaction and retention. Thus, the motivation behind this investigation.

Purpose of the Study

This study is to determine the influence of servant leadership on job satisfaction and retention of lecturers in public higher institutions in Osun State, but specifically, the study has the following purposes:

1. To revalidate the servant leadership characteristics for their usefulness in Osun State Public Higher Institutions
2. To evaluate the opinion of lecturers on the influence of servant leadership on job satisfaction.
3. To assess the opinion of lecturers on the influence of servant leadership on the retention of lecturers.

Research Questions

This study is guided by the following research questions:

1. What is the level of awareness of Servant Leadership by lecturers?
2. What is servant leadership's influence on lecturers' job satisfaction?
3. What is servant leadership's influence on lecturers' job retention?

Methodology

This study adopted the descriptive survey research design and obtained its data from both primary and secondary sources. The primary data were obtained through a questionnaire. The population size is estimated to be 832, but the target population was estimated to be 211 lower cadre lecturers (Graduate Assistants and Assistant Lecturers

from Osun State University. Assistant lecturers and Lecturer III from Polytechnics and Colleges of Educations). The questionnaire was administered to a sample size of 50 lecturers belonging to the demarcated low cadre, selected from five Osun State-owned tertiary institutions namely, Osun State University, Osun State Polytechnic, Iree, Osun State College of Technology, Esa-Oke, Osun State College of Education, Ilesa, and Osun State College of Education, Ila-Orangun, by means of stratified random sampling. A total of 38 copies of the questionnaires were obtained by the researcher from the respondents, which represents a return rate of almost 76%. Therefore, 38 stands as the actual sample size. The questionnaire named, Questionnaire on Influence of Servant Leadership on Lecturers Job Satisfaction and Retention (QISLLJSR) contains 21 items. It was formatted using a Likert scale with four options of "Strongly Agreed (4 points), Agreed (3 points), Disagreed (2), and Strongly Disagreed (1)". Two experts, one from the Department of Business Education, Kwara State University, Malete, and the second one from the Department of Business Education, Ekiti State University, Ado-Ekiti evaluated the face and content validity of the data collection instrument. By statistically analyzing the data gathered from the pilot study, which was carried out at The Polytechnic, Ibadan, outside the study region, the instrument's dependability was assessed. The Pearson Product Moment Correlation method was used to determine the correlation between the test-retest data (PPMC). The instrument's reliability is demonstrated by the acquired reliability index of 0.81; according to Shuttleworth (2009), a test-retest correlation of +0.75 or more is deemed to indicate good reliability. As descriptive statistics, the mean rating and standard deviation were employed to examine the primary data. Strong agreement was defined as a mean score of 3.50 or above. Strong disagreement was defined as a mean score of 2.0 to 2.49.

Results

The results of the data analysis were presented according to the research questions.

Research Question 1: What is the level of awareness of Servant Leadership by lecturers?

Table 1: Mean and Standard Deviation of Servant leadership characteristics

S/N	Mean	SD	Remarks
1. A servant leader Empowers subordinate	4.00	.000	Agreed
2. Humility features in the demonstration of	4.00	.000	Agreed

servant leadership.			
3. Altruism is an attribute of servant leadership	3.97	.162	Agreed
4. Serving others is an integral part of being servant leaders.	3.95	.226	Agreed
5. Agape love is a good characteristic of servant leadership	3.82	.393	Agreed
6. Servant leaders are trustworthy	3.82	.393	Agreed
7. Visionary exhibition identifies servant leadership	3.29	.460	Agreed
Average mean and standard deviation	**3.84**	**.228**	**Agreed**

Table 1 shows the respondents' consensus responses to the table's items, showing that the vast majority of them were all agreed upon. Given that all mean scores are higher than the preset decision value of 2.50, this agreement seems reasonable. The table's standard deviation, which varied from 0.000 to 0.460, indicates that the respondents' responses had little variation. This is indicated by the average mean and standard deviation, which are 3.84 and 0.228, respectively. The significance of this is that the lecturers are fully aware of servant leadership traits/components as proposed by Patterson (2003). Therefore, they can easily identify traits of servant leadership characteristics.

Research Question 2: What is servant leadership's influence on lecturers' job satisfaction?

Table 2: Mean and Standard Deviation of Servant Leadership and Job Satisfaction

S/N	Items Remarks	Mean	SD	
8.	Empowerment of staff by the leadership of your institution will increase the level of your job satisfaction	3.95	.226	Agreed
9.	Exhibiting trustworthiness by leaders of your institution will contribute to your job satisfaction	3.84	.370	Agreed
10.	Leaders' demonstration of altruism influences your job satisfaction	3.79	.413	Agreed
11.	Presence of serving leaders' practices will motivate you to satisfaction of your job	3.76	.431	Agreed
12.	Agape love, if demonstrated by the leadership of your institution will enhance your job satisfaction	3.66	.481	Agreed
13.	Humility from the leadership of your institution	3.37	.589	Agreed

will strengthen your job satisfaction			
14. A vision-inclined leader will propel your job satisfaction	3.08	.428	Agreed
Average mean and standard deviation Agreed	**3.64**	**.420**	

Table 2 demonstrates that the majority of respondents agreed on every item in the table and gave unanimity to their answers. All mean scores are above the predetermined decision value of 2.50, making this consensus clear. There is little fluctuation in the respondents' responses, according to the table's standard deviation range of 0.226 to 0.589. This is demonstrated by the average mean and standard deviation, which are 3.64 and 0.420, respectively. This has the consequence that servant leadership has the potential to impact lecturers' job satisfaction in higher education institutions owned by the Osun State.

Research Question 3: What is servant leadership's influence on lecturers' job retention?

Table 3: Mean and Standard Deviation of Servant Leadership and Job Retention

S/N Remarks	Mean	SD	
15. Empowerment of staff by the leadership of your institution will increase the level of your job retention	3.89	.311	Agreed
16. Exhibiting trustworthiness by leaders of your institution will contribute to your job retention	3.87	.343	Agreed
17. Leaders' demonstration of altruism influences your job retention	3.82	.393	Agreed
18. Presence of servant leaders' practices will motivate you to the retention of your job	3.74	.446	Agreed
19. Agape love, if demonstrated by the leadership of your institution will enhance your job retention	3.68	.471	Agreed
20. A vision-inclined leader will propel your job retention	3.29	.565	Agreed
21. Humility from the leadership of your institution will strengthen your job retention	3.00	.520	Agreed
Average mean and standard deviation Agreed	**3.61**	**.435**	

Table 3 displays the respondents' unified responses to the topics on the table, showing that the vast majority of them agreed with every item. All mean scores are above

the predetermined decision value of 2.50, making this consensus clear. The table's standard deviation, which ranged from 0.311 to 0.565, shows that the respondents' responses varied little from one another. This is seen by the average mean and standard deviation, which are 3.61 and 0.435, respectively. The significance of this is that servant leadership has the potential to affect academics' ability to keep their jobs in tertiary institutions owned by the Osun State.

Discussion of findings

Findings on research question one show that all the characteristics that portray good servant leaders as espoused by Patterson (2003): agape love, humility, altruism, vision, trust, serving, and empowerment are still accepted and valid in the environment where this study is conducted and the lecturers are fully aware of them. This finding is in line with the finding of Dennis and Bocarnea (2005) in their study of the Servant Leadership Assessment Instrument (SLAI) found that servant leadership characteristics "agape love, altruism, empowering, humility, serving, trust, and visionary" offer invaluable way to evaluate their management and a forum for doing so, and promote training aimed at enhancing the tendencies that leaders show while interacting with their followers.

Findings on research question two show that attributes of servant leadership are capable of influencing the job satisfaction of lecturers in Osun State-owned tertiary institutions, as the respondents agreed to all the items of the constructs as being influencers of their job satisfaction. This finding is consistent with the findings of Walumbwa, Muchiri, Misati, Wu, and Meiliani (2018), Khan, Khan, and Chaudhry (2015), Van, Dierendonck et al. (2014), Mayer et al., (2008) that servant leadership has a substantial positive effect on and associated with numbers of job-related attitudinal responses of workers, these include job satisfaction, employee job involvement, and others.

Findings on research question three show that features of servant leadership are capable of influencing the job retention of lecturers in Osun State-owned tertiary institutions. as the respondents agreed to all the items of the constructs as being influencers of job retention. This finding is in harmony with the finding of Walumbwa et

al. (2018), Rivkin et al. (2014), Hunter et al., (2013), and Bobbio, Dierendonck, and Manganelli (2012). The findings of their separate studies reveal that servant leadership is negatively linked with job turnover intention, job cynicism, emotional tiredness, and job boredom. The indication of this is that servant leadership influences job retention.

Conclusion

This study focused on the perceived influence of servant leadership on job satisfaction and job retention of lecturers in Osun State-owned tertiary institutions. The opinion of lecturers from the five higher institutions owned by Osun State was sought through the questionnaire that was administered to 10 respondents from each of the institutions. After thorough analysis, it was obvious that servant leadership is a management instrument for enhancing job satisfaction and retention of lecturers in Osun State. The implication of this is that if servant leadership characteristics are present in leaders of our institutions, industrial disputes and disharmony that are prevalent in our higher institutions would have been brought to a minimal level.

Recommendations

The followings were recommended:

1. That lecturers should inculcate the identified characteristics of servant leadership in the conduct as a way of building future servant leaders.
2. That the government of Osun State should encourage the appointment of Institutional managers that possess the qualities of servant leaders to enhance the job satisfaction of lecturers in the state.
3. That there should be urgent leadership training for institutional managers in Osun State on servant leadership to enhance job retention among lecturers in the state.

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