

# Self-Efficacy as a Mediator in the Relationship between Servant Leadership and Teaching Effectiveness

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## Abstract

*The concept of servant leadership is of real significance for higher educational institutes due to its principle of maintaining trust based association with followers. Moreover, researcher's interest in servant leadership has largely increased in academia, due to high competition and demand for more quality of teaching concern at university campuses. This paper established a conceptual framework which discusses how self-efficacy plays a significant role in connecting servant leadership with teaching effectiveness. Many studies have been conducted to examine the relationship between servant leadership and teaching effectiveness but very limited studies have been observed to examine self-efficacy mediating effect on servant leadership and teaching effectiveness. Majority of studies conducted on self-efficacy relationship with teaching effectiveness, but the concept is very much ignored in the Pakistani context. By achieving aim of the research, the author's attempted to increase the body of knowledge on given phenomena. The study has been supported two popular theories, such Social Cognitive theory and Organizational Leadership Assessment.*

**Keywords:** Servant Leadership (SL), Teaching Effectiveness (TE), Self-Efficacy, Teacher Self Efficacy (TSE).

## Introduction

In this era of competition organizations are encountering extraordinary circumstances. The current worldwide economic crisis affected all organizations revenue, budgets and attracted critical regard for the profound quality, morals, and inspiration of those in key influential positions. At present, many companies of western societies are clearly raising their voices in favor of those leaders who are more ethical, authentic, accountable and global mind thinkers (Bass, 2000; Liden et al, 2008).

In a similar way, employees are also looking for positive and supportive organizations that encourages and appreciate the whole individual including one's spirituality as a resource for the work environment. One initiative theory progressively translated and alluded to in the writing as a way to address these feelings and perceptions has been that of Servant Leadership (Greenleaf, 1977). This fascination has been enhanced by this requirement for leaders who are moral, sacrificial,

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socially cognizant, and have a worldwide viewpoint, and by associations who look to give all-encompassing and satisfying workplace. Servant leadership is one of the emerging concepts in the literature; the theory needs more consideration for its validation and to increase the body of knowledge (Noland & Richards, 2014). SL is thought to be adopted by anyone who embrace and believe on its philosophy (Dittmar, 2006; Keith, 2008; Spears & Lawrence, 2002), it has been practiced in all kind of organizations to enhance the productivity and performance (Glashagel, 2009; George, 2003).

Because of high recognition and application among corporate pioneers SL, instructors have turned out to be enthused about its application inside the classroom (Drury, 2005, Jacobs, 2011). SL could be a definitive source to create brilliant, proficient instructors in higher educational institutes (Metzcar, 2008, Hunter et al., 2013; Noland & Richards, 2014). The utilization of principles, qualities, & theory of SL to administration instruction could have a significant effect on the effect of learning and in the learning background of both teachers and their students (Hays, 2008).

The central aim of SL is that such kinds of persons are more inclined the development and advancement of individuals and are subordinate oriented (McClellan, 2007).

Drury (2005) hypothesized that instructors, who utilized the qualities of SL in the class, would have more interactive and highly learning based environment. Sendjaya et al., (2008) studied that faculty as, SL builds learning environment, where ability, potential and competence are used to empower students. At the point, when SL is practiced in the class, both the instructor and students leave the subject with more information, more noteworthy aptitudes, and an expanded sense of duty regarding make a huge commitment to their environment (Chonko, 2007).

Though, the concept of SL has been in discussion in many industries, but education is one area where servant leadership needs more attention due to limited studies examining its connection with teaching effectiveness. Majority of the studies in educational sector, examined SL role in administration section, very few studies have been conducted to examine its effect in the classroom environment (Jacobs, 2011, Horan et al., 2013; Noland & Richards, 2015). In addition, the topic under investigation requires more consideration in regards to Pakistani social settings, where diverse styles of leadership have picked up ubiquity, yet SL is one that still needs more consideration (Haider et al., 2015; Yasir et al., 2016). Many studies have inspected teacher as a servant leadership in connection to quality of teaching, Drury, 2005; Metzcar, 2008; Jacobs,

2011; Noland and Richards, 2015), but majority of these examinations have been completed in western societies. Similarly, (Bashir et al., 2011; Naz, 2012; Subhaniet et al., 2012), concluded that higher educational institute in Pakistan is one area that has been ignored in the recent past, thus this paper will provide a broader and in depth literature analysis on this area in Pakistani context.

Effective educational system of a country is dependent on the effective teachers (Nemser, 2001). Arrangement of good instructors is, in this manner, vital for maintaining quality in educational institutes. Qazi, Rawat & Thomas (2012) have referred to Darling-Hammond who asserted that professionally qualified instructors for the most part perform better, particularly amid the undertakings that require higher rank considering and critical thinking abilities. However, instructors training establishments in Pakistan higher educational institutes are viewed as stumbling in their readiness of imminent instructors for the substances of classroom circumstances (Qazi et al., 2012). Educational institutes in Pakistan have neglected to give the general training important to encourage compelling relational abilities, basic reasoning and innovative instructional initiative and also inside and out substance learning (Policy and Planning Wing, Ministry of Education, Government of Pakistan, 2009).

Kaufman et al., (2006), concluded that instructors apply various methodologies to improve their teaching, Instructors don't utilize a format to take care of issues at work; rather, they build up their own answers in view of their own comprehension of the conditions. They additionally declare that such a comprehension depends on instructor's belief frameworks. Such sort of belief can be gotten from (Bandura, 1986), a teacher self-efficacy phenomenon, which is purely based on social cognitive theory, this holds that human working isn't restricted to collaborations between ecological jolts and behavioral reactions. Rather, it includes complementary communications between conduct, the environment and individual personal components (i.e., organic, psychological, and other inside events). Such personal components can impact people's beliefs, which thus advise their ensuing conducts.

Teacher's belief actions and philosophies positively impact the classroom atmosphere. Similarly, Henson (as referred to in Yilmaz & Cavas, 2008) contends those teachers belief influence classroom administration, which is basic for effective teaching. Uztosum (2013) has likewise observed many studies, which guarantee that instructors' practices are dictated by their beliefs and convictions. Teacher Self-Efficacy alludes to an instructor judgment of his or her skill and capacity to realize important and huge instructive results for all students (Amor et

al. 1976; Bandura 1977; Tschannen-Moran & Woolfolk-Hoy 2001; Tschannen-Moran; Woolfolk Hoy, Hoy 1998).

In academia, analysts and legislators have since quite a while ago stressed the significance of teacher efficacy, and a lot of their work has concentrated on the connection between instructors' exhibited ability (e.g., past outcomes, achievement of applicable learning, skills, and aptitudes) (Mishra & Koehler, 2006; No Child Left Behind, 2001). From a social cognitive viewpoint, this view is fragmented. As Bandura (1986) noticed, "Individuals' level of inspiration, full of feeling states, and activities are constructing more in light of what they believe than on what is impartially the case". In order to succeed and perform better, it's very essential to have teacher efficacy.

Research on the impacts of teaching self-efficacy has since expanded and has been the subject of numerous current surveys and meta-examinations (e.g., Brown, 2012; Chesnut & Burley, 2015; Klassen & Tze, 2014; Zee & Kooman, 2016). Many researchers inspected the connection between instructor self-efficacy and teaching effectiveness (Guo et al., 2012; Cho & Shim, 2013; Holzberger et al., 2013; Zee & Kooman, 2016). Majority of the studies on self-efficacy has been conducted in western cultures, very limited studies has been conducted in Pakistani context, therefore the theoretical base of the current study relies on the research of western researchers, for instance (Bandura, 1986, 1997, 2001; Pajares, 1997; 2001a, 2002; Hoy, 2000; Zee & Kooman, 2016). So through this study, the researcher's tries to fill this gap as well.

Leadership subject has been linked with teacher efficacy in many studies (Davies, 2011; Irving, 2005; Leithwood & Jantzi, 2006), limited researchers investigated the immediate association between SL & teacher self-efficacy, (Black, 2010; Metzcar, 2008; Whitman, 2014). However there are no such studies that establishes the expected causal chain of relationship between servant leadership, self-efficacy and teaching efficacy. (Yoshida et al., 2014), suggested in his study that self-efficacy would be a better choice to examine the association between servant leadership and teaching effectiveness.

The current study suggests that in order to increase teaching effectiveness in higher educational institutes, teacher must adopt servant leadership behavior along with personal belief and that personal belief will come through self-efficacy. So to enhance teaching effectiveness teacher should adopt servant leadership style with mediation of teachers self-efficacy.

## **Literature Review**

### *Servant Leadership*

Robert Greenleaf, (1970) is the pioneer author behind the concept of servant leadership. Greenleaf termed servant leaders as kind of leaders who serve the needs of subordinates first. The theory is widely accepted and examined in multiple sectors such as health sector, private and state organizations, business and academics. In order to create uniqueness and values the theory of Servant leadership could be a vital tool within various organizational setups. Such kind of leaders totally emphasizes on the ethical and moral behavior of leaders. This approach makes it unique from other kind of leaders, for instance transformational and charismatic leaders (Bass, 1985). Compare to transformational leaders who specifically influence followers in the best interest of organization goals, servant leaders first fulfill the need of the followers Walumbwet al.,(2008).

In order to assess the significance of SL, Parris & Peachey (2013) concluded based on extensive review of literature that SL is the most vital style at organizational and individual level and this style really improve the performance of groups and individual employees. By applying SL style, organization performance enhanced by 15- 20 % with team efficiency improved by 20-50 % (Romig, 2001). Though the concept of SL has been widely practiced in various organizations, but it still remains understudied. Providing service, Faithfulness, mutual trust and empowerment are the core components of servant leadership.

Many models have been explored to examine the concept of SL. At present, the models proposed by Russell & Stone (2002), Spears (1995); Laub (1999), are among the most popular. The present paper focuses on (Laub, 1999) Organizational Leadership Assessment to explain servant leadership theory. Laub, is the founder author to propose the characteristics of servant leaders. He identified six dimension of SL, for instance value people, develops people, display authenticity, builds community, share leadership and provides leadership. Organizations can enhance their performance by understanding and implementing all these six dimensions of SL within the organization (Laub, 1999).

### *Servant Leadership in Education*

Initially the theory of servant leadership was mainly applied in the business context, but later on Greenleaf (1980) applied SL in educational field. Yoo, (2005) supposed that servant leadership may be beneficial for the students in educational setup. Many scholars investigated the significance of servant leadership in the field of education (Anderson, 2005; Cerit, 2010; Jacobs, 2011). The basis of SL is trust, service, truthfulness and empowerment (Cashman, 2008), such

qualities are unequivocally relevant to the education environment. Carrington, He further asserted that instructors are good examples for the rising generation and can extraordinarily impact students by showing ethical and moral actions. Indeed, when students were asked to describe their most effective instructor in a casual discussion, they didn't list an energizing lecture or good grades earn from instructor. Rather, students regularly specified the conduct/actions of the instructor in spurring them to develop as a superior individual. This sounded a great deal like the depiction of a servant leadership (Drury, 2005).

*Teaching Effectiveness*

TE is a "challenged idea" (Skelton, 2004) with differing meanings. Many endeavors have been made to recognize the attributes of effective teachers, utilizing an assortment of theoretical approaches, from subjective and quantitative viewpoints, from different disciplinary purpose of perspectives (McMillan, 2007) and from students points of view (Vulcano, 2007), however there is no consensus on a single definition of effective teaching. A general comprehension of effective teaching is comprehended as instructing that is oriented to, and concentrated on, students and their learning (Devlin & Samarawickrema, 2010).

Various aspects of TE have been explored and discussed since the start of 1970's, students output and learning has been the main focus (Stallings et al., 1978), and the connections between the instructor class control, institute feedback, and students output (Wragg, 1984).

*Servant Leadership and Teaching Effectiveness*

The idea of SL has been a popular topic in educational institutes for many scholars. (Metzcar, 2008; Jacobs, 2011; Aaron & Keith, 2015; Hashim et al., 2016), studies discovered a connection between servant leadership and teaching effectiveness. Instructor with servant leadership attributes will create more interest of students within the classroom. Teachers with such a style of leadership will develop and succeed their students and they create a sense of accomplishment in their classroom. (Sindhu et al., 2017) hypothesized that a strong association between SL and TE increases higher change and improve learning effectiveness in educational institutes. Servant leaders always payback to the betterment of the organization and this style can be imitated in the classroom also (Cerit, 2010). As indicated by the scholars (Metzcar, 2008; Crippen, 2006). Based on above literature support following proposition has been derived

*H1: There is significant effect of Servant Leadership on Teaching Effectiveness*

*Teacher Self Efficacy*

The concept of Teacher Self Efficacy has been discovered from social cognitive theory of Bandura. Bandura (1986) discusses self-efficacy as self-referent marvels that impacts the determination and production of his or her condition. Self-efficacy can be named either being high self-efficacy or low self-efficacy. Bandura (1986) found that to have high self-efficacy implied that one was absolutely sure about in a specific area whatever area it might be. It can either be investigated to instructor or their instructional efficacy. According to (Woolfolk & Hoy, 2006), TSE is how much teachers believe on their capabilities to perform a certain courses of action. or it is the is the arrangement of convictions a teacher holds in regards to his or her own particular capacities and skills to instruct and impact students conduct and accomplishment paying little respect to outside impacts or impediments. Teacher Self efficacy is crucial factor effective classrooms management and ranks as a huge instructor trademark related with instructional quality and students accomplishment (Guo et al., 2012). Accordingly, it is standout among the most examined component of classroom setting. Teacher self-efficacy has been appeared to decidedly influence teachers' conviction about teaching and behaviors (Cho & Shim, 2013) consequently impacting the classroom direction and eventually influencing students' performance (Zee & Koomen, 2016).

*Teacher Self Efficacy and Teaching Effectiveness*

According to Holzberger, Philipp & Kunter (2013), there is a positive impact of teacher self-efficacy on performance of teachers and quality of classroom conduct. Teacher efficacy is said to be positively correlated to students output, their willingness, performance, and students self-efficacy, will ultimately lead to high quality of teaching (Tschannen-Moran & Hoy, 2001). Similarly many scholars (Rezaei, 2012, Hoy & Miskel, 2001) established an association between teacher efficacy and teaching effectiveness, where self-efficacy has major impact on teaching effectiveness. Additionally, (Pajares, 2002; Pajares & Graham, 1999) concluded that to increase the quality of instructor within the classroom, teacher self-efficacy could be a major predictor. Based on above literature following proposition has been derived

*H2: Teacher self-efficacy has a positive significant effect on teaching effectiveness*

*Servant Leadership and Teacher Self efficacy*

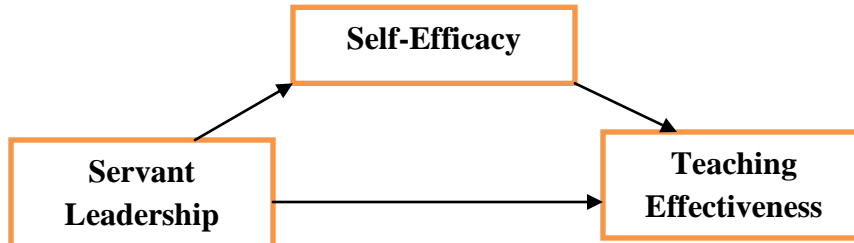
Leadership is an imperative indicator of efficacy beliefs since leaders help elucidate roles and give social help to representatives (Chen & Bliese, 2002). Servant leaders in that capacity sort of leadership, they are enthused about furnishing followers with chances to grow new aptitudes and on supporting them to achieve their inventive objectives (Walumbwa et al., 2008). Servant leaders mainly focuses on the personal development of their followers by giving them more value, which leads to higher skills and abilities of follower, thus it enhance self-efficacy (Walumbwa et al., 2010). Similarly, (Cerit, 2010) investigated a direct association between servant leadership style and teacher self-efficacy. Servant leadership has been extensively studied in business context, indicating how it can results in attaining company objectives, enhanced people satisfaction, retention and higher self-efficacy of employees (Dingman & Stone, 2007; Melchar & Bosco, 2010; Black, 2010; Evans, 2010; Irving, 2005; Metzcar, 2008, Leithwood, 2010; Tschannen-Moran & Woolfolk Hoy, 2001). Thus based on above literature, following proposition has been explained. According to Bandura, self-efficacy can defined as individual convictions about their abilities and skills energize and implement the course of action needed to administrate a potential condition (Bandura, 1986). More specifically, through self-efficacy individual firm belief increases to complete a specific task. Thus based on above literature following proposition has been explained

*H3: Servant Leadership has a positive significant effect on teacher self-efficacy*

Though the concept of SL has been linked to effective teachers in multiple studies, (Drury, 2005; Metzcar, 2008; Jacobs, 2011), but self-efficacy role as mediator has been ignored in the previous studies (Liden et al., 2014). Besides, study conducted by (Whitman, 2014), examined that servant leadership has no significant effect on self-efficacy of teachers, therefore this study attempts to explore the effect of self-efficacy as mediator to link servant leadership and teaching effectiveness. Thus following proposition has been derived as:

*H4: Mediating role of self-efficacy between the relationships of servant leadership and teaching effectiveness.*

**Conceptual Framework**



*Figure -1 Mediating effect of Self-Efficacy on Servant Leadership and Teaching Effectiveness*

**Theoretical Background**

This study tries to explain three different kinds of variables. First servant leadership was used as independent variable; second variable was teaching effectiveness which is dependent variable and third self-efficacy, which plays a mediating role in connecting independent and dependent variables. The theoretical support for the model has been given from Laub(1999), Organizational Leadership Assessment and Social Cognitive theory(Bandura, 1986).

The researcher's proposes a conceptual framework of how servant leadership style might affect teaching effectiveness through mediation variable self-efficacy. Many studies have been conducted to examine the relationship between servant leadership and teaching effectiveness but the mediation effect of self-efficacy is least noticed. Indeed, teachers with higher self-efficacy will show more confidence on their abilities and skills, which will ultimately lead to more effective teachers. The current study added knowledge to the limited body of literature which suggests that self-efficacy as mediator can create a link between servant leadership and teaching effectiveness.

**Research Implications**

The conceptual framework gives numerous critical recommendations that further need advance experimental investigation. Future research is required to test the model utilizing a survey questionnaire among respondents of a particular educational institute. The framework developed in the study indicates that higher educational institute must encourage their faculty members to practice servant leadership in the classroom, which is conducive to increase self-efficacy conviction and thereby enhancing the effectiveness of teachers. This study added theoretical contributions to the body of knowledge, as very limited studies have been conducted to examine the possible mediating effect of self-efficacy on servant leadership and teaching effectiveness (Lidenet *al.*, 2014; Yoshida et al., 2014).This is the first type of paper

that established the mediating effect of self-efficacy in linking servant leadership and teaching effectiveness. This paper developed understanding of how servant leadership approach can be used to enhance the effectiveness of academia. Educational institutes must recognize the contributing aspect of self-efficacy, as it very essential for increasing teaching effectiveness of teachers along with servant leadership behavior.

Academia can play a significant role in country's stability and growth (World Bank, 1990). In Pakistan Higher Education Commission, is trying their level best to enhance the quality of education system, in this regards various training programs has been launched to develop faculty members. Along with HEC, university administration must also train their faculty members to remain successful in the field of education.

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