



**INFLUENCE OF HEAD TEACHERS' SERVANT LEADERSHIP
PRACTICES ON THE TEACHERS' JOB SATISFACTION IN
CHRISTIAN PRIMARY SCHOOLS OF GASABO DISTRICT**

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August, 2022

DECLARATION

I Stephen Rudakemwa, declare that this Dissertation is my own work and has not been submitted for any other degree at the University of Rwanda or any other institution. This work has been passed through the anti-plagiarism system and found to be complaint and this is the approved final version of the dissertation.

Stephen Rudakemwa

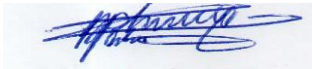
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APPROVAL

I, Dr. Ntawiha Philothere, acknowledge that this work has been done under my supervision and hereby submitted upon my approval.

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Signature
August 08, 2022

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DEDICATION

This dissertation is dedicated to my loving family (my wife Dorothy Kanyange, my son Nziza Jesse and my daughter Ineza Tona Blessing) for their support and patience.

This is also dedicated to my Lord Jesus Christ for the great things he has done through me.

ABSTRACT

The purpose of this study was to explore the influence of servant leadership style of head teachers on the teachers' job satisfaction in Primary Christian schools of Gasabo district-Rwanda. Specific objectives of this study were; (i) To investigate head teachers' servant leadership practices in Christian primary schools in Gasabo district, (ii) To evaluate the level of teachers' job satisfaction in Christian Primary schools of Gasabo district and (iii) To establish the relationship between head teachers' servant leadership practices and teachers' job satisfaction in Christian primary schools in Gasabo district.

It has been proved through research that leadership can influence teacher job satisfaction either positively or negatively. Among many leadership styles, servant leadership is well suited for Christian schools. This leadership style primarily focuses on serving and growing people. The study used Green Leaf's (1970, 1999, 2012) 10 servant leadership principles as the independent variables and Job satisfaction indicators as the dependent variables. 41 schools were selected from Gasabo district to take part in this study and 299 teachers were the participants. Servant leadership questionnaires were given to the teachers to assess their leaders' level of servant leadership practices, and then a job satisfaction questionnaire was also given to the teachers to do a self-assessment of their level of job satisfaction due to servant leadership practices.

Results from this study supported the previous research findings that servant leadership does influence teacher job satisfaction. This may have implications that school leadership might consider to use servant leadership style in order to better serve their teachers.

Keywords: Servant Leadership, Job Satisfaction, Listening, Empathy, Awareness, Healing, Persuasion, Conceptualization, foresight, Stewardship, Commitment to the growth of people, building the community.

LIST OF SYMBOLS AND ACRONYMS

A0: Bachelor's degree

A1: Diploma

A2: Certificate

F: Female

M: Male

M: Mean

MINEDUC: Ministry of Education

Mn: Minimum

Mx: Maximum

SD: Standard Deviation

SPSS: Statistical Package for Social Sciences

UR-CE: University of Rwanda- College of Education

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CHAPTER I: INTRODUCTION & CONTEXT OF THE STUDY

1.1 Introduction

Chapter one of this study, the researcher will discuss the background of the study, statement of the problem, purpose and objectives, research questions, significance of the study, conceptual framework and operational definition of key terms of the study.

1.2 Background of the Study

Servant Leadership has attracted research interest in the field of organizational studies in the last decades with its special attention to the leader's role as a servant, putting the needs of others first to consequently foster positive organizational outcomes (Lapointe & vandernberghe, 2018; Liu, 2019; Newman et al., 2017). This focus on serving others dramatically shifts the center of leadership studies from solely leading to balancing the paradox of leading and serving at the same time. Servant leadership is a timeless concept extensively studied across different sectors.

Many contemporary leadership styles are concerned with addressing globally chronic problems such as abuse of power, bullying, unethical behavior, and workplace alienation (Sendjaya, Sarros, & Santora, 2008). One leadership style that seeks to respond to these problems and that which is rapidly gaining momentum among leadership theorists and practitioners is servant leadership theory, first introduced by Greenleaf (1977, 2010) in an essay entitled "The Servant as Leader." According to Greenleaf, servant leaders are concerned with building better societies and institutions by addressing contemporary problems from the fundamental predisposition of concern for the growth, wellbeing, and benefits of the led/followers.

Servant leadership style has been primarily developed and discussed in the American context (Hale & Fields, 2007). Researchers have indicated that differences in cultures may limit the effectiveness and practice of the servant leadership model (Hale & Fields). Nonetheless, Winston and Ryan delineate unique parallels between the Global Leadership and Organizational Behavior Effectiveness Research Program's (GLOBE) humane orientation and cultural conceptions of servant leadership from around the world, suggesting that servant leadership is "a global leadership style" (p. 212).

Servant leadership style is a globally endorsed leadership style (Winston & Ryan, 2008) and it has also been practiced on the African continent. For example, in the African context, Nelson (2003) studied servant leadership in South Africa, and Koshal (2006) studied the service construct of servant leadership in Kenya. Hale and Fields (2007) examined and compared the extent to which employees in Ghana. All these findings reported the acceptability and applicability of servant leadership among their samples in their respective countries where research was conducted.

For the case of Rwanda, little is known about Servant Leadership and its implementation as this area has not been researched on by many people. The only known study on servant leadership style in Rwanda was the one done by Timothy Brubaker in his research paper entitled Servant Leadership, Ubuntu, and Leader effectiveness in Rwanda and the relationship between teacher perception of Principal servant leadership behavior and Teacher Job Satisfaction. This area of leadership has remained untapped in Rwanda leading to a research gap that attracted me to conduct research in this particular area by looking at the Influence of head teacher's servant leadership practices on the teachers' job satisfaction in Christian Primary schools of Gasabo district, Rwandan.

1.3 Statement of the Problem

Schools all over the world nowadays need to respond to rapid societal changes, constantly analyzed contexts, and everyday challenges, as well as implementing new practices. Head teachers/school principals' leadership style play an important role in creating an environment that facilitates teacher job satisfaction and school improvement.

One of the big challenges facing education all over the world is the high rate of teacher attrition and shortage. The high level of teachers exiting the teaching profession and the gap between the numbers of qualified teachers needed and available for hire in a given year needs to be addressed. The ability to recruit, and retain civil servants is a central issue for any government. This is particularly true in a sector such as education where people-that is, human rather than physical resources play a key role. Effective teachers generate private returns for students through learning gains, educational attainment, and higher earnings. (Clare Leaver, et 2020)

Teacher shortage challenge and the high rate of new teacher attrition is seen and worsening worldwide (World bank, 2017, Skaalvik, 2011). Rwanda in particular is facing this challenge according sources from the ministry of education. Statistically, on average 1000 teachers in Rwanda exit the teaching profession every month and every year the ministry of education loses about 10,000 teachers (IGIHE, 2022). Also about 11 % of primary teachers in Rwanda exit their teaching jobs in a given year. Moreover the teacher turnover rate is at 20 percent on average of teachers who separate from their jobs in a given year in Rwanda. (Andrew , 2020).

According to Epling as cited by Rachelle Wong (2019), given these statistics of teacher attrition, leadership should be concerned with encouraging teacher longevity because it saves school resources and influences students' learning.

Likewise, Zeitlin (2020) asserted several ways teacher turnover negatively affects student achievement. According to research, teacher turnover affects the production of student learning not only indirectly, through the stock of teacher's skill and motivation, but also directly, because it introduces friction in the allocation of the subjects to teachers. Due to staffing shortages, head teachers may be forced to allocate teachers to subjects outside of their areas of specialty resulting in a patchwork of teaching assignments that adversely affects learning outcomes.

Teacher turnover also affects instructional continuity. Instructional programs take several years to implement and many more to produce tangible results (Ronfeldt, M.; Loeb S, & Wyckoff, J, 2013), When teachers leave, they go with program and institutional knowledge with them. Newly recruited teachers lack the knowledge of the teachers they are replacing. It may take several years for a new teacher to gain the knowledge lost from a former teacher's departure.

School resources are also affected by teacher turnover. Recruiting, hiring, and training new teachers puts a financial strain on school budgets that would have been used in improving student learning and school culture.

Since job satisfaction has a direct interrelation with the intent to remain with an organization, it's the role of school principals/head teachers to enhance teacher job satisfaction since it is a determinant factor in educational successes (Ibrahim, M.S & Wahab, J.A , 2012)

There is no enough information on which of the numerous leadership practices best promotes teacher retention. Hence school leaders have less information on how they can support their staff stay longer with the institution. However school leaders with a good level of understanding of which leadership styles,

characteristics or traits, are better positioned to better serve those whom they serve hence increased teacher retention. (Murphy, 2020)

Many teachers identify ineffective and nonsupportive leadership as the root cause of their departure. School leaders who practice effective leadership strategies experience healthy and productive schools (Harris, et al 2016). Among the many different recognized leadership strategies, servant leadership is a leadership style proved to encourage employee satisfaction (Carter,D.,&Burghurst,T., 2014) However, to the researcher's knowledge, no or less studies to date have been conducted on education in Rwanda that investigated the influence of school leaders' servant leadership practices on teachers Job Satisfaction. Thus, the purpose of this study is to examine head teachers' servant leadership practices as determined by their teachers and what, if any, influence it has on their teachers' job satisfaction. The study will be conducted in christian Primary schools located in the district of Gasabo Kigali Rwanda.

1.4 Objectives of the Study

1.4.1 General Objectives

This study will be guided by a general research objective which is to find out the influence of head teachers' servant leadership practices on the teachers' job satisfaction in Christian primary Schools in Gasabo district, Rwanda

1.4.2 Specific Objectives

The proposed quantitative research study aimed to achieve the following research objectives;

- To investigate servant leadership practices in Christian primary schools in Gasabo district
- To evaluate the level of teachers' job satisfaction in Christian Primary schools of Gasabo district.

- To establish the relationship between head teachers' servant leadership practices and teachers' job satisfaction in Christian primary schools in Gasabo district.

1.5 Research Questions

This study sought to answer the following research questions;

- What are the head teachers' servant leadership practices in Christian primary schools in Gasabo district?
- What is the level of teachers' job satisfaction in Christian primary Schools in Gasabo district?
- What is the relationship between head-teachers' Servant leadership practices and teachers' job satisfaction?

1.6 Significance of the Study

Servant leadership in Rwandan society is under-researched concept of study with no enough information on the relationship between servant leadership and job satisfaction in Christian primary schools of Rwanda. This is the gap in knowledge the researcher seeks to address.

The study is expected to be of a great benefit to different educational stakeholders especially concerning school leadership by school leaders and its influence on teachers' job satisfaction.

The quality of leadership in schools is paramount to achieving improved job satisfaction and student outcomes through working with teachers (Alam, & Ahmad,, 2017). This implies that quality leadership cannot be easily achieved when school leaders are not aware of an effective leadership style that brings about this change. Servant leadership is people centered leadership which gives support and care to the subordinates to reach their full potential through personal

relationships with those being lead. Through the investigation of head teachers' servant leadership practices, school leaders and policy makers, may use the findings of this study to improve school leadership hence improved job satisfaction of teachers.

Lastly, this research contributes to both current and future studies about servant leadership and job satisfaction by providing firsthand information of employees in an environment of servant leadership.

1.7 Operational Definitions of Key Terms

In order to avoid any confusion or misleading information, this section defines and clarifies the key terms used in this research study.

Servant Leadership: Many people struggle to understand the meaning of servant leadership. The term servant leadership means authentic service that prioritizes the enrichment and enhancement of those being led. It focuses on the needs and growth of those who are led, not the needs of those who are leading.

Christian schools: These are schools that are established based on Christian principles. These faith-based schools are either founded by churches or individual Christian believers. These schools are either private Christian schools or government aided depending on their foundation.

Job Satisfaction: According to (Karabati,S., Ensari,N.,&Fiorentino,D., 2019) as cited by Jennifer Sipple, Job satisfaction is a positive emotional state resulting from the appraisal of one's job experience.

Head teacher: The phrase head teacher is used interchangeably with school head, school Principal or head of school. This term refers to the appointed person in charge of day to day administrative operations of a school. Head teacher is a school administrative leader responsible for the entire school leadership.

Summary

In chapter one, I have presented the research plan in examining the influence of head teachers' servant leadership practices on the teachers' job satisfaction in Christian primary schools of Gasabo district. The research objectives and research questions that guided this study were also presented in this study. The significance of this study for the existing body of knowledge on servant leadership in Christian Primary schools of Gasabo district, Rwanda was also discussed. The conceptual framework that consisted of independent variables, dependent variables and intervening factors were also illustrated in chapter one.

The next chapter is focused on discussing servant leadership and other related concepts in more detail.

CHAPTER II: LITERATURE REVIEW

2.1 Introduction

Chapter two examines literature on the topic “Influence of head teachers’ servant leadership practices on the teachers’ job satisfaction in Christian primary schools”. This Chapter was organized into the following sections; (a) Review of the theoretical literature on servant leadership (b) Empirical literature on Attributes of servant leadership, Job satisfaction, Servant leadership & job satisfaction (c) Theoretical framework

2.2 Theoretical Literature

2.2.1 Servant Leadership

Servant Leadership as a timeless concept and a leadership style was a practice that was first initiated and propounded by Robert Greenleaf who lived between 1904 and 1990. It was first recorded in his essay titled, “The servant as a leader” in 1970 (Leadership, 1970). This concept has spread and has been practiced by so many organizations including faith based and non-faith based, who appreciate the values attached to this style of leadership. The great leader is first viewed as a servant to others, and this simple fact is central to the leader’s greatness (Ingram, 2016). True leadership emerges from those whose primary motivation is a deep desire to help and serve others.

A servant leader focuses primarily on the growth and well-being of the people and the communities to which they belong. The servant leader shares power puts the needs of others first and helps people develop and perform as highly as they can. The concept of servant leadership emphasizes that the leader should be the one “who enters into a relationship with another person to influence his/her behavior, values, and attitudes” (Wright, 2009)

Wright claims that a servant leader’s identity is that of one who is loved and cared for by God and is willing to show that same love and care to other people under his/her leadership. Walter urges leaders to be conscious of their leadership responsibility to lead people and influence them to make a difference in the world full of darkness with their leadership act and position.

For Walter Wright, leadership is about character and trust, according to him, leadership is about relationship and giving away power.

2.2.2 Biblical View of Leadership

In view of the biblical perspective of leadership, servant leadership attends to the needs of the constituents before those of the leader. Jesus Christ in the bible, the greatest leader of all ages, said, for even the son of man did not come to be served but to serve others and to give his life as a ransom for many” (Mathew 20:28 NLT). Jesus Christ indeed set the forth the style and pattern of servant leadership both in words and actions. Jesus vehemently rejected the worldly style of leadership characterized by status, dominion & control as indicated in the book of Mark 9:33-37 and Mark 10:35-45 where he said “If anyone wants to be first, he must be the very last and the servant of all.” Here Jesus Christ meant that whoever wants to be a leader among his disciples, must not think of leadership in the sense of becoming “prominent or most important” but rather the readiness to attend to the needs of others and serve them.

2.2.3 Characteristics/Attributes of a Servant Leader

There are different primary theorists/researchers that wrote about different servant leadership characteristics. The table below summarizes of them;

Table 1: Characteristics/Attributes of a Servant Leader

Theorist	Servant Leadership attributes
Graham (1991)	Inspirational, Moral
Buchen (1995a, 1995b, 1996)	Self-identity, Capacity for reciprocity, Relationship builders, Preoccupation with the future
Farling, Stone & Wilson (1999)	Vision, Influence, Credibility, Trust , Service
Laub (1999)	Valuing people, Developing people, building community, Displaying authenticity, Provides leadership, Shares Leadership
Russell (2001)	Vision, Credibility, Trust, Service, Modeling, Pioneering, appreciation of others, Empowerment

Russell and Stone (2002)	Vision, Honesty, Integrity, Trust, Service, Modeling, Pioneering, Appreciation of others, Empowerment, Communication, Credibility, Competence, Stewardship, Visibility, Influence, Persuasion, Listening, Encouragement, Teaching, Delegation.
Barbuto and Wheeler (2002, 2006)	Calling, Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment, Community Building
Sendjaya (Sendjaya, 2003), (Sendjaya, et al., 2008)	Voluntary Subordination, Authentic Self, Covenantal Relationship, Responsible Morality, Transcendent Spirituality, Transforming Influence
Patterson (2003)	Agapao love, Humility, Altruism, Vision, Trust, Empowerment, Service
Wong and Page (2003)	Developing and Empowering others, Visionary Leadership, Servant hood, Responsible Leadership, Integrity-Honesty, Integrity-Authenticity, and Courageous Leaders. It includes an inverse construct, identified as Abuse of Power and Egoistic pride
Dennis (2004)	Love, Empowerment, Vision, Humility, Trust
Whittington, Frank, May, and Goodwin (2006)	Other-Centeredness, Facilitative Environment, Self-Sacrifice, Affirmation
Van Dierendonck and Heeren (2006)	Competence, Autonomy, Relatedness, Inner Strength, Passion, Intuition, Integrity, Authenticity, Courage, Objectivity, Humility, Empowerment, Emotional Intelligence, Stewardship, Conviction
Liden, Wayne, Zhao, and Henderson (2008)	Emotional Healing, Creating value for the community, Conceptual skills, Empowering, Help subordinates grow and succeed, Putting Subordinates first, Behaving Ethically.
Reed, Vidaver-Cohen, and Colwell (2011)	Interpersonal support, Building community, Altruism, Egalitarianism, Moral Integrity.
Van Dierendonck and Nuijten (2011)	Empowerment, Humility, Standing back, Authenticity, Forgiveness, Courage, Accountability, Stewardship.

Source: Primary data (July 2022)

Servant Leadership Characteristics/Attributes according to Larry C. Spears

In an attempt to further explain the leadership style of a servant leader, Larry C. Spears, the former president of the Robert K. Green Leaf Center for servant leadership identified ten characteristics of servant leadership that are critical to the development of servant leaders (Maxwell, 2018).

The researcher chose Larry C. Spears 10 characteristics of servant leadership to guide this study because of the following reasons;

- Larry C. Spears spent some good time with Robert K. Greenleaf the founder of servant leadership style & Green leaf center for servant leadership right after his retirement at AT&T executive.
- Secondly, Larry Spears served as a director of the Robert K. Greenleaf Center for Servant Leadership where he became the premier student of Greenleaf's writings (Spears, Character and Servant Leadership: Ten Characteristics of Effective, Caring Leaders,, 2010)
- Lastly but not the least, Larry Spears having worked with and learned from Robert K. Green Leaf original writings, his essay on the Ten characteristics of servant leadership contains originality and summarizes the rest of characteristics from other authors/researchers. The following are the 10 characteristics of servant leadership according to Larry C. Spears;

2.2.3.1 Listening

Effective servant leaders are great communicators and must be good listeners, to themselves (through their inner voice), as well as to others. This refers to a deep commitment to listen to others. Greenleaf states, —A true natural servant automatically responds to any problem by listening first (Sipe & Fink, 2009, p. 45). Proponents of the servant-leadership model emphasize the need for silence, reflection, meditation, active listening, and actually-hearing both what is said and what is unsaid. The best communication forces you to listen (DePree, 1989). Sipe & Frick (2009) carefully describe the active listening process: Active listeners not only listen to the speaker's words, but also watch for and listen to the speaker's important nonverbal cues-body language, gestures, facial expressions, tone of voice. Their body language demonstrates that they are paying careful attention to the speaker, choosing to be

intimately involved with the speaker's experience at that very moment. Let's just call it, being with. (p. 60)

According to (Tenney, 2014), Dr. Stephen Covey, the best selling author of the 7 Habits of highly effective people talks about the power of listening. Stephen Covey says “ Seeking to understand others before we seek to be understood is the single most important inter-personal skill we can develop. It's also an essential element of being a good leader”. Dr. Stephen Covey goes on to say that one of the simple things a leader can do to empower those under his influence is to do more listening and less talking!.

Dr. Ted Prince of the Perth Leadership Institute talks about the Topic of Listening (Matt Tenney, 2014), He offers three rules of communicating better during a meeting which are speak last, speak less than 10 percent of the time and don't offer opinions.

2.2.3.2 Empathy

A good servant-leader strives to understand and empathize with others. But this understanding should be supportive as opposed to patronizing; It is a misuse of our power (as leaders) to take responsibility for solving problems that belong to others (Block, 1993/1996, p. 7). Compassion and empathy can help develop a positive home-school relationship. Parents appreciate a caring and sensitive attitude from all school personnel, especially their child's teacher. Individuals grow taller when those who lead them empathize and when they are accepted for what they are, even though their performance may be judged critically in terms of what they are capable of doing. Leaders who empathize and who fully accept those who go with them on this basis are more likely to be trusted (Spears, 1998, p.81).

2.2.3.3 Healing:

In the view of Spears (2005), one of the great strengths of servant leadership is its potential for healing oneself and others. Many people have broken spirits and have suffered from a variety of emotional hurts and although this is a part of being human, servant leaders recognize that they have an opportunity to “help make whole” those with whom they come in contact.

2.2.3.4 Awareness:

General awareness, especially self-awareness, strengthens the servant-leader. Spears (2005) posit that, awareness aids one in understanding issues that involve ethics and values. It lends itself to being able to view most situations from a more integrated, holistic position.

2.2.3.5 Persuasion:

Another characteristic of a servant leader is reliance on persuasion, rather than on one's positional authority, in making decisions within an organization. Spears (2005) describe persuasion as an element that offers one of the clearest distinctions between the traditional authoritarian model and that of servant-leadership.

2.2.3.6 Conceptualization:

Servant leaders seek to nurture their abilities to “dream great dreams.” The ability to look at a problem (or an organization) from a conceptualizing perspective means that one must think beyond day-to-day realities. Spears (2005) postulates that servant leaders are called to seek a healthy balance between conceptual thinking and a day-to-day focused approach.

2.2.3.7 Foresight:

Foresight is closely related to conceptualization and it is the ability to foresee the likely outcome of a situation. Spears (2005) says that foresight is a characteristic that enables the servant leader to understand the lessons from the past, the realities of the present, and the likely consequence of a decision for the future. It is also deeply rooted within the intuitive mind.

2.2.3.8 Stewardship:

According to Spears, servant leadership, like stewardship, assumes first and foremost a commitment to serving the needs of others. It also emphasizes the use of openness and persuasion rather than control.

2.2.3.9 Commitment to the growth of others

Servant-leaders are committed to the individual growth of human beings and will do everything they can to nurture others. DePree (1989) writes: —The signs of outstanding leadership appear primarily among the followers. Are the followers reaching their potential? Are they learning? Serving? (p. 12).

2.2.3.10 Building the community

The servant-leader seeks to identify some means for building community. —Community means acknowledging that we are in a relationship with one another (Johnston, 2006, p. 73). Wheatley (2006) adds, we are constantly called to be in relationship-to information, people, events, ideas, life (p. 145). Sergiovanni (1994) adds the importance of caring as —an integral part of shared community (p. 146). And additional words from Margaret Wheatley (2007) stress the importance of relationships: —And people learn best in community, when they are engaged with one another.

2.2.4 Job Satisfaction

Existing literature confirms a consensus among researchers that a good and engaging form of leadership has a positive impact on the employees' level of job satisfaction. According to (Randolph-Robinson, V.T, 2007) as cited by Ahmed, discovered that teachers' level of satisfaction is at a higher level in a working environment where the school head practices participative rather than autocratic style of leadership.

Job satisfaction is not a new phenomenon, and it is a subject that has been researched on for many years. Job satisfaction according to (Madrid,, 2020) as cited by Jennifer is taken as a core aspect in organizational study and practice because of its role for desired work outcomes and it continues to be an aspect of focus in different organizations.

According to (Webster's dictionary, 3rd edition 2010) as cited by (Don Wicker, 2011), "Job satisfaction is a sense of inner fulfillment and pride achieved when performing a particular job. This occurs when an employee has a feeling that he has accomplished something of a great importance and value on his/her job worth of recognition. An employee feels a pleasurable emotional state that often

leads to a positive attitude and improved performance brought about by job satisfaction. A satisfied employee becomes creative, flexible, innovative and loyal to his/her employer.

The table below shows a compilation of how other researchers defined Job satisfaction according to Wofford;

Definitions of Job Satisfaction

<i>Researcher (s)</i>	<i>Definition</i>
Carlson, Dawis, England, & Lofquist (1962)	Job satisfaction might be the extent to which the individual's expectations concerning work have been fulfilled.
Scarpello & Vandenberg (1992)	A function of the match between rewards offered by the work environment and the individual's desires for those rewards.
Vroom (1964)	Job satisfaction is based on employees' evaluations of whether they get what they want from a job.
Dawis, England, & Lofquist (1964)	The Minnesota Theory of Work Adjustment defines job satisfaction in terms of the relationship between reinforcers in the work environment and a person's needs: the closer the relationship between the reinforcers and the person's needs, the higher the level of job satisfaction.
Herzberg (1968)	Job satisfaction is based on a human relations theory, which posits that employees develop positive job attitudes if their jobs allow them to fulfill their needs.
Locke (1976)	Job satisfaction refers to employees' affective relations to their work role and is a function of the perceived relationship between what one wants from one's job and what one

	perceives it is offering.
Ulrich & Lake (1991)	Job satisfaction is a positive emotional state produced from a person's experience associated with his or her job.
Kallebarg (1977); Spector (1997)	Job satisfaction represents an effective response to the job situation, defined as how much an employee likes her or his work.
Wiesmann, Alexander, & Chase (1980)	Job satisfaction is the degree of positive affect toward the overall job or its components.
Brooke, Russell, & Price (1988)	Job satisfaction represents an individual's general attitude towards his or her job.
Scarpello (1992)	Job satisfaction can be conceptualized as the disparity between what the employee desires from a job and what he or she actually receives from the work.
DeLeon & Taher (1996)	Job satisfaction is a function of its intrinsic rewards, extrinsic rewards, and employees' needs, expectations, and characteristics.
Comm & Mathaisel (2000)	Job satisfaction is the difference between perception of work and expectations about and importance of work.
Tang, Kim, & Tang (2000)	Job satisfaction is an effective response to specific aspects of the job.
Johnson & Johnson (2000)	Job satisfaction is the employees' response to the conditions of the workplace.

Source: Wofford (2003). A Study of Worker Demographics and Workplace Job Satisfaction for Employees in a Global Engineering and Construction Organization

2.2.5 Theoretical framework related to Job Satisfaction

There are three main theories of job satisfaction developed by researchers that has added to the body of knowledge regarding job satisfaction according to Wang (2005) (as cited in Kofi Osei-Kusi 2021). These theories outline the basic needs that have to be in place for employees to be satisfied;

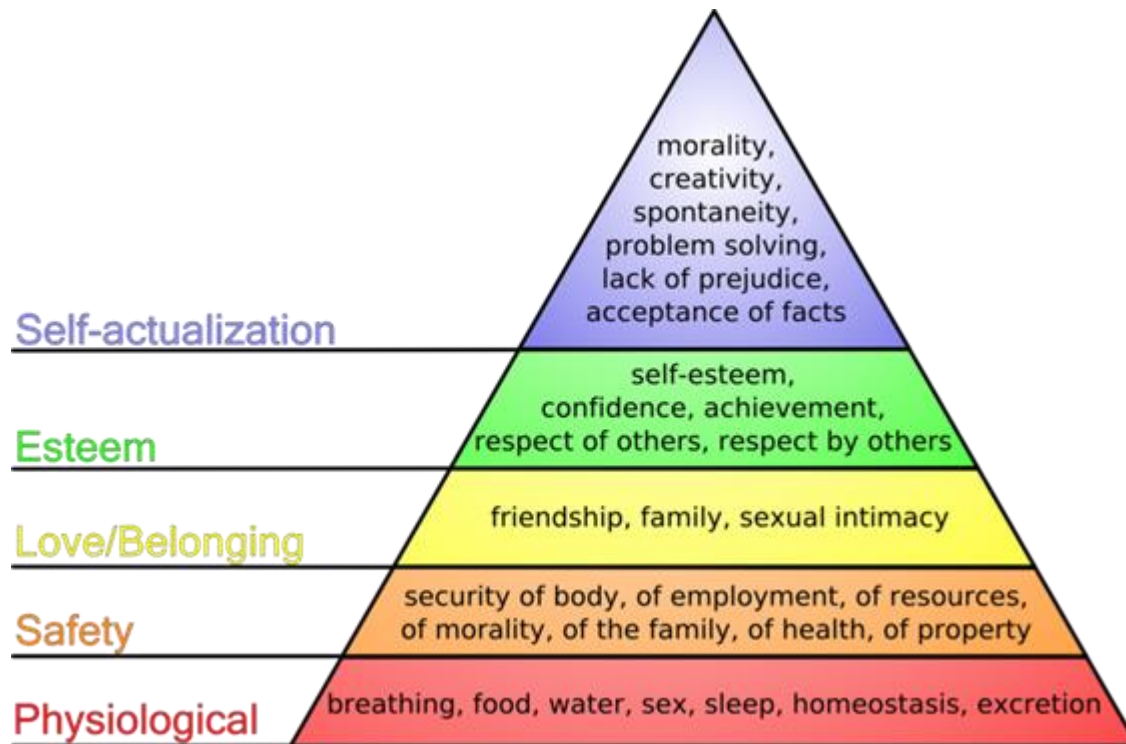
Maslow's (1943) hierarchy of needs mentions five categories of intrinsic human needs (physiological, safety, belongingness, self-esteem and self-actualization). Maslow believed that human motivation is an expression of internal personal and environmental factors that make people to respond to a particular situation. According to (Bridgman et al.,2019) (as cited by Jennifer in 2022), Maslow's understanding is that human needs exist in a hierarchy and people work to satisfy progressively and this serves as a foundational approach to understanding and motivating people in the work place.

For Maslow, at the bottom of the hierarchy of human needs we find the physiological needs that include food, shelter, and safety and on the next level of the pyramid we find there the psychological needs of love and social belonging, followed by self-esteem and finally the self-actualization at the top of the pyramid. (Maslow, 1943).

Experts suggest that it's good for leaders to always find out where their employees are in relation to Maslow's pyramid of needs for them to adopt measures that can improve satisfaction hence organizational commitment.

Figure 1: Diagram to Show Abraham Maslow's Pyramid of needs

.



Source: (Du Toit, Erasmus, B.J and , & Strydom,J.W., 2008)

Herzberg's (1966) established a two factor theory of motivation commonly known as Motivator-hygiene theory of job satisfaction. In this theory, Herzberg explained two primary factors concerning people in the work place. These factors are Job satisfaction and dissatisfaction. The satisfiers are (achievement, recognition, and responsibility) which cause satisfaction when they are present and hygiene factors (company policies and administration, supervision, and coworkers) that may cause dissatisfaction when are not present. Herzberg's theory explains that motivators are those factors related to the employee's personal satisfaction which results from the work itself. These factors include recognition, responsibility, achievement, and self-development opportunities. Whereas hygiene factors are those factors related to working conditions and environment like salary, benefits, working relationships with other peers, and organizational policies (Harter, 2019).

1. Alderfer's (1972) Existence , Relatedness and Growth (ERG) theory that talks about three types of human needs including existence of food, clothing, shelter, and safety; relatedness needs for communication and sharing of feelings, and growth needs that include self-development and a person's need for creative and productive work.

Alderfer's theory of satisfaction is a continuation of Maslow's theory though his theory is somehow different from Maslow's looking at the way of how the needs are categorized. For Alderfer, he categorized the needs into three categories instead of five as for Maslow. Alderfer says that for a person to get satisfied, he/she don't need to fulfill his/her need in any specific order compared to earlier thoughts.

The above theories of job satisfaction give a broad understanding of how employees determine their level of satisfaction with a particular job.

Servant Leadership and Job Satisfaction

Currently available information related to servant leadership and job satisfaction was reviewed by the researcher and much of the literature was associated with non-profit or service organizations. The current research focused on the influence of head teachers' servant leadership practices on the teachers' job satisfaction in Christian primary schools of Gasabo district. The researcher was not able to locate any information on the same topic while researching on the influence of head teachers' servant leadership practices on the teachers' job satisfaction in Rwanda. The available information that was somehow similar to the researcher's topic was on the relationship between servant leadership style and Teacher job satisfaction and retention. The other research was on the effect of servant leadership on job satisfaction: A quantitative study on the personnel at a Media College in Ghana. In all the above research conducted, the findings indicated a close relationship or impact of servant leadership on job satisfaction either in educational institutions, health or in non-profit organizations.

According to (Horsman, 2018) as cited by Jennifer, servant leaders are loyal to both their organizations and their followers. Because the leaders are morally and ethically bound to their organizations and followers, this leads to the organization's success.

The Servant leader's priority is the improved health and well-being of followers which in turn leads to the whole organizational health (Fenner, 2022).

Multiple studies indicated that employee's happiness influenced their job satisfaction level (magnier-Watanabe et al., 2019, Merida et al., 2019, Lee et al., 2018) as cited by Jennifer. There has been a connection between Job satisfaction and servant leadership created by servant leaders.

With servant leadership, there has been empowerment of followers, honoring of obligations, displaying consistent decision making, and establishment of trust with followers (Tanno & D.K, 2018). The characteristics exhibited by servant leaders may improve job satisfaction and in the end leads to organizational positive outcomes according to Kiker et al., as cited by Jennifer (Fenner, 2022)

According to (Green Leaf, 1977,) he draws from his many years of experience as a director of Management research at American Telephone & telegraph company (T&T), to find out the reasons why many colleges and universities decline between the years of 1960s and 1970s.

For Green Leaf, followers' improved well-being and them becoming autonomous depended on the flexibility of managers especially when mistakes were done. At the workplace, servant leaders are aware of the servant where they serve beyond the vision and values of the organization. This contributes to organizational success and the improved well-being of the employees.

So many companies in the world have adopted servant leadership as their leadership style according to (Spears & Lawrence, 2002) as cited by Kofi Osei-Kusi.

A recent study conducted by Jennifer Sipple (2022), on the relationship Servant Leadership and Job within the Vaccines Sales division of a large U.S-based Pharmaceutical organization

revealed a positive and significant relationship that exists between Servant leadership and job Satisfaction. In another quantitative study of personnel at a media College in Ghana that was conducted by Kofi Osei-Kusi in June 2021 on the effect of servant leadership on Job Satisfaction also revealed a significant effect between the two variables.

2.2.6 Theoretical Framework

The process of choosing which of the leadership theory to use in this study was influenced by two variables; these variables are Job satisfaction and Job commitment. Drawing heavily from research on what motivates and inspires employees, Path-goal theory of leadership serves as a foundation for the theoretical framework for this research based not on its model but on the similarities of concern for others, which is the same case with servant leadership (House, 1996).

Path-goal theory was developed by Evans (1970) and later modified by House (1971), the theory was developed to identify a leader's most practiced style as a motivation to get subordinates to achieve set goals. The theory emphasizes the idea that motivation plays a valuable role in how a supervisor and subordinate interact and, based on that interaction, leads to the success of the subordinate.

According to House (1971), path goal theory presents two propositions were given; Firstly, "one of the strategic roles of the leader is to enhance the psychological needs of the subordinates that result in motivation to excel or in satisfaction with the job" (House 1971 p.3). In other words, leaders should be aware of the needed steps to clarify goals, paths, and enhance satisfaction through extrinsic rewards, which in turn increases subordinates intrinsic motivation.

Secondly, path-goal theory recognizes four leadership behaviors to increase subordinates' motivation. These four path-goal leadership styles that function to provide structure and reward to subordinates are directive, supportive, participative and achievement oriented. (House, R., & Mitchell, R., 1974).

The aim of path-goal theory was to enhance employee satisfaction and performance by focusing on employee motivation. Path-goal theory was developed to help leaders on how to motivate their subordinates on how they can be productive and satisfied with their work (Northouse, P., 2010).

The original publications were examined and tested 25 years ago with the concern of path-goal theory of leader effectiveness (House R. , 1971).

Therefore the Path-goal theory fits my research study on the influence of servant leadership practices on the teachers' Job satisfaction in a way that with servant leadership style the leader is a servant first, he/she aims at making sure that the follower's professional and personal needs are catered for instead of focusing on the leader's needs. This is similar with the path-goal theory where the leader in this theory helps the associates/followers/employees to assess their needs, explore alternatives, help them to make the most beneficial decisions, encourages and rewards the personnel for task achievement and provides additional opportunities for individuals' satisfaction.

2.3 Conceptual Framework

This study designed a conceptual frame work that focuses on servant leadership style and its influence on the teachers' job satisfaction in Primary Christian schools in Gasabo district. In research, conceptual frame work refers to a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied (Camp, 2001). y. It is arranged in a logical structure to aid provide a picture or visual display of how ideas in a study relate to one another (Grant & Osanloo, 2014).

This conceptual framework shows concepts or variables that underlie the study and the relationship among these concepts or variables. In my point of view, a conceptual framework is a diagram that defines the relevant variables of my study and how these variables relate to each other.

The figure below shows a conceptual framework drawn on the assumption that school leaders' leadership style will influence the teachers' job satisfaction in selected Primary Christian schools in Gasabo district. The illustrated conceptual frame will guide this research and it is consisted of Independent variable, dependent and intervening variables.

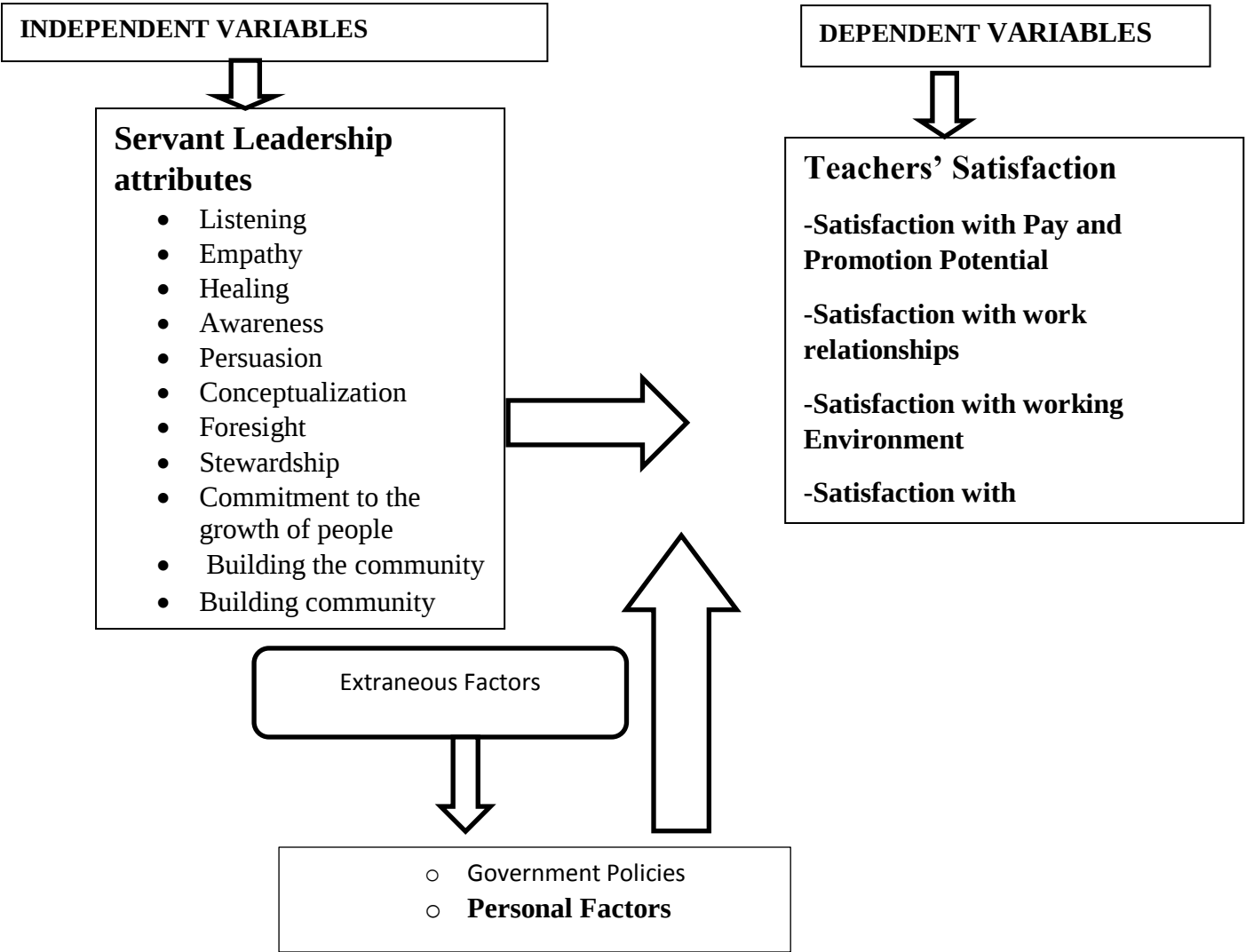
The independent variable in the conceptual framework was Servant leadership as a style of leadership with all its attributes which are; Listening, Empathy, Healing, Awareness, Persuasion,

Conceptualization, Foresight, Stewardship, Commitment to the growth of people, and Building the community.

For the dependent variables, the research based on how Job satisfaction is influenced by servant leadership style

The research also looked at some intervening factors like Government Policies and Personal factors.

Figure 2: Influence of Servant leadership Practices on Teachers’ Job Satisfaction



Source: Primary data 2022

CHAPTER III: RESEARCH METHODOLOGY

3.1 Introduction

This chapter aims to describe the research methods and techniques to be employed by the researcher while collecting information to analyse the influence of head teachers' servant leadership practices on the teachers' job satisfaction in Christian Primary schools of Gasabo district, Rwanda. The following sections will be presented to reveal the methodology which will be used in this study including; Introduction, Research design, Population, Sampling framework, Research instruments, validity and reliability, Data Collection methods, Data analysis and presentation of findings and Ethical Considerations.

3.2 Research Design

The descriptive research design was employed by the researcher to answer the research question one that aimed at investigating head teachers' servant leadership practices while a correlational research method was used to answer the research question No#3 that aimed at exploring the relationship between head teachers' servant leadership practices and the teachers' job satisfaction.

According to Johns W. Creswell (2012), the cross-sectional survey technique examines the attitudes, beliefs, opinions, or practices while the correlational survey design provides the opportunity for an investigator to predict the scores to be able to explain the relationship among the variables. It's because of the above reasons that the research decided to use the two techniques in this research.

3.3 Description of Population of Interest

The target population of interest to the researcher was the teachers from Christian primary schools in Rwanda. (Csp et al., 2019) defined the population of the study as a group of elements or cases whether individuals, objects or events that conform to specific criteria and to which the researcher intends to generalize the results of the study. In the field of education, examples of population may include; teachers, school heads, students, or other individuals in the education sector who may have certain characteristics.

In this study, the researcher’s population of interest included 1185 teachers from Gasabo district; Female and Male teachers. Christian primary schools head teachers’ were targeted with an assumption that they have an understanding of servant leadership principles. The target population therefore will be composed of 1185 teachers of 41 primary Christian schools from Gasabo District (Burns & Grove, 1997).

Table 2 : Target Population

Targeted population	Number of schools	Total No. of Teachers & Head teachers
Head teachers	41	41
Teachers	41	1185

Source: Primary data 2022

3.4 Sampling Design

A sample is a subgroup of the population which is the focus of the research enquiry and is selected in such a way that it represents the study population (Kumar, 2011). Judgmental sampling method will be applied whereby the researcher selects units to be sampled based on their knowledge and professional judgment to be selected for the sample size. Therefore a sample is taken using a judgmental sampling technique and Taro Yamane’s formula.

3.5 Sample Size and Selection of Sample

A sample by definition according to (Creswell & Poth, 2018) as cited by (Csp et al., 2019) is the group on which information is obtained. The sample can be selected using different techniques like the random sampling technique or non-random sampling procedure, according to (Chiang et.al., 2011). A simple random sampling is one in which each and every member has an equal and independent chance to be selected whereas non-random sampling or purposive sampling, the researcher uses his/her judgment to select a sample that they believe, based on their prior information, will provide the data they need. (McMillan, .H. & Schumacher,S, 2010)

With regard to the present study, stratified sampling method was adopted. Participants were selected among the 1185 teachers from 41 Christian primary schools located in the Gasabo district. The sample was arrived at using the Taro Yamane's formula as below;

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = sample size required to (be calculated)

N = number of people in population (population size)

e = allowable error/margin error (margin error assumed as 0.05)

By substituting numbers into the formula, the sample for selecting teachers was as follows;

$$n = \frac{1185}{1 + 1185 \times 0.05^2}$$

$$n = \frac{1185}{1 + 2.9625}$$

$$n = \frac{1185}{3.9635} = 299.05$$

Using Taro Yamane's formula, a sample of 299.05 teachers were selected from 1185 teachers to participate in the survey. Since it is impossible to get a half person, the researcher reduced the sample to 299 teachers from both private and government aided Christian primary schools across the district to respond to the survey questionnaires (n= 299).

After determining the sample, the researcher's next task was to decide what number of teachers is to be selected to take part in the study. This was done by using the proportionate stratified random sampling where a number of teachers from each school was selected using the formula below;

$$\frac{299 * X}{1185}$$

Where 299= Sample size

X= total number of teachers in the school

1185= Is the total population of respondents

For Head Teachers;

$$n = \frac{41}{1 + 41 \times 0.05^2}$$
$$n = \frac{41}{1 + 0.1025}$$
$$n \frac{41}{1.1025} = 37.19 =$$

Using Taro Yamane's formula, a sample of 299.05 teachers were selected from 1185 teachers to participate in the survey. Since it is impossible to get a half person, the researcher reduced the sample to 299 teachers from both private and government aided Christian primary schools across the district to respond to the survey questionnaires (n= 299).

Using Taro Yamane's formula, a sample of 37.19 head teachers were selected from 41 head teachers to participate in the survey. Since it is impossible to get a half person, the researcher reduced the sample to 37 head teachers from Christian primary schools across the district for interview guide (n= 37).

After determining the sample, the researcher's next task was to decide what number of teachers is to be selected to take part in the study. This was done by using the proportionate stratified random sampling where a number of teachers from each school was selected using the formula below;

$$\frac{299 * X}{1185}$$

And

$$\frac{37 * X1}{41}$$

Where 299= Sample size for teachers and 37 for head teachers

X= total number of teachers in the school and X1= total number of head teachers in the district

1185= Is the total population of respondents (head teachers) and 41 total targeted population for head teachers.

Using the above sampling technique, the researcher was able to have the number of participants from Christian primary schools of Gasabo district. After calculating the total sample and sample size from each school, the research used a purposive sampling for the quantitative phase to male and female teachers who have at least one year of teaching experience to take part in the research.

Table 3: Sample size against target population

Participants	Schools	Targeted pop	Sample
Teachers	41	1185	299
Head teachers	41	41	37

Source: Primary data 2022

3.6 Research Instruments

Two instruments were used in this study to collect data. The servant leadership assessment questionnaire was used to measure the independent variable (servant leadership practices of head teachers) whereas the job satisfaction questionnaire was used to measure the dependent variable (job satisfaction).

In addition to the questionnaires, interviews were also used by the researcher as a research instrument to collect data from head teachers.

3.7 Questionnaires for Teachers

To determine the level of servant leadership practice by the Christian school head teachers, the researcher used a structured questionnaire based upon 87 closed ended likert scale based questions. This survey instrument contained 3 parts;

Part one included the first 5 questions on demographic information about the participants (gender, age, qualifications, experience in teaching and the type of school).

Part Two of the questionnaire was composed of 50 questions about servant leadership practices. These questions based on the 10 servant leadership attributes as developed by Larry C. Spears. These

attributes are Listening, Empathy, healing, awareness, persuasion, Conceptualization, foresight, stewardship, commitment to people's growth and developing the community.

Part three composed of 37 questions on job satisfaction. The 37 questions set to measure the teachers' job satisfaction were also divided into pay & promotion potential, work relationships, work environment, motivation/performance appraisals, and company policies. **The** questionnaire was not translated into Kinyarwanda since the researcher himself delivered them to the participants and explained each question and procedure. In addition, most of the schools surveyed are from urban areas where the teachers' level of English is appreciated.

3.8 Interview guide for head teachers

In order to confirm the teachers' responses, an interview guide was prepared for head teachers. Likewise with the questionnaire, the interview guide with head teachers was composed of two sections; section A was on the demographic information about participants (head teachers) and section B had questions on servant leadership and Job satisfaction. The interview guide is attached among the appendices.

3.9 Validity & reliability of the Instruments

3.9.1 Validity

According to (Globler & Flotman, 2020) as cited by Jennifer, the validity of an instrument refers to how a research tool measures what the developer intended it to measure whereas an instrument's reliability means the degree of accuracy in reproducing the same results over again.

To ensure the validity of the research tools, a field test was conducted by the researcher where 6 head teachers and 20 teachers were used from 8 schools. The results from this field test added weight on the validity and reliability of the instruments.

3.9.2 Reliability

To ensure whether instruments consistently measure whatever they are measuring, I used test-retest reliability technique where the same instruments were used twice to the same study sample of 3 head teachers and 22 teachers after a period of two weeks and compared the round one and two responses to make necessary amendments. The Pearson Product Moment Correlation Coefficient was used to calculate the reliability. A correlation coefficient of 0.89 was found which made our instruments to be

reliable as said by Cohen et al (2011) by providing some guidelines to interpret the coefficients which were also adopted in this study: a) ≥ 0.90 very high reliable, b) 0.80-0.90 high reliable, c) 0.70-0.79 reliable, d) 0.60-0.69 minimally reliable, and e) <0.60 unacceptably low reliable.

3.10 Data Collection Procedure

The researcher used survey questionnaire for collecting the data by distributing and collecting structured questionnaire to be completed by teachers, interviews to head teachers the structured questionnaire was used because the targeted group is mainly composed by literate people who can communicate in English. The people for the survey questionnaire were selected randomly. To get the address and particulars of the respondents in different areas, the researcher contacted the district director of education and the information about contacts and location of these schools were given. After getting the contact address of the head teachers of interested schools, they were contacted and access to meet with the teaching staff was granted. Most teachers filled the questionnaires during their staff meetings or during lunch time.

3.10.1 Data analysis and Presentation of findings

The data for this study was collected using survey questionnaires from 299 teachers who are employed in Primary Christian schools from Gasabo district. Data collected at the end of each day, were checked to ensure regularity and accuracy to ensure that the objectives of the study are addressed. Data of the study generated by questionnaires was arranged, edited and coded before analysis is done. Data was collected, managed, stored, and analyzed using the Statistical Package for Social Sciences (SPSS) program. Summary statistics in form of quantitative measures, frequencies and percentages was run and interpretations were made. Finally, conclusions and recommendations were derived.

3.10.2 Ethical Considerations

Research permit was obtained from the University of Rwanda College of education's Director of research and Innovation unit to conduct research on the topic: Influence of head teachers' servant leadership practices on the teachers' Job satisfaction in Christian Primary schools of Gasabo district (See appendix). The office of the Mayor of the City of Kigali also granted permission to the

researcher to conduct research within the Christian primary schools of Gasabo district (See appendix). Participants were assured of the confidentiality of the collected data. Personal identifiable information like names of participants, names of schools, was not collected. All this information was included on the consent form that was distributed and collected from each respondent before they participated in the study. (See appendix). To avoid plagiarism, the researcher's work was passed through the turnitin to be sure of its originality.

3.11 Summary

Chapter three described the methodology of the study, which included the Introduction, research design, Population, Sampling framework, research instruments, validity and reliability of research instruments, data collection methods, data analysis and presentation of findings and the ethical considerations.

CHAPTER IV: PRESENTATION OF THE FINDINGS & ANALYSIS

4.1 Introduction

This chapter focuses on the presentation, analysis and interpretation of data. The chapter provides a deep understanding and responses on the research topic “Influence of head teachers’ servant leadership practices on the teachers’ job satisfaction in Christian Primary schools of Gasabo district. The target population for this study is teachers and head teachers from Christian Primary schools of Gasabo district.

The analysed data that was presented, analysed and interpreted based on the research objectives and research questions of this study which were;

4.2 Research Questions

The research questions that guided this study were;

What are the head teachers’ servant leadership practices in Christian primary schools in Gasabo district?

What is the level of teachers’ job satisfaction in Christian primary Schools in Gasabo district?

What is the relationship between head-teachers’ Servant leadership practices and teachers’ job satisfaction?

The above research questions aimed at answering below research objectives;

To investigate servant leadership practices in Christian primary schools in Gasabo district

To evaluate the level of teachers’ job satisfaction in Christian Primary schools of Gasabo district.

To establish a relationship between servant leadership practices and Job Satisfaction

4.3 Profile of respondents

This section composes the profile of respondents. The study sample comprised of 37 head teachers and 299 teachers. All respondents (teachers) were identified by gender, age, qualification, and experience as the table below shows;

4.4 Demographic information

4.4.1 Demographic information for teachers

The demographic information for teachers is composed of gender, working experience, age and, Education qualification.

Table 4: Demographic Information of Teachers according to Gender

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	75	30.6	30.6	30.6
Valid Female	170	69.4	69.4	100.0
Total	245	100.0	100.0	

Source: Primary data 2022

Table 5: Working experience and Age of Teachers

Gender	Working experience in teaching	Age						Total
		10-20 Years	21-30 Years	31-40 Years	41-50 years	51-60 Years	61-70 Years	
Male	1-5 Years	2	16	8	0	0		26
	6-10 Years	0	4	10	1	0		15
	11-20 years	0	0	14	10	0		24
	21-30 Years	0	0	0	6	3		9
	31-40 years	0	0	0	0	1		1
	Total	2	20	32	17	4		75
Female	1-5 Years	0	49	15	0	0	3	67
	6-10 Years	2	6	23	0	0	0	31
	11-20 years	1	21	15	14	2	0	53
	21-30 Years	0	0	3	6	8	0	17
	31-40 years	0	0	0	0	2	0	2
	Total	3	76	56	20	12	3	170

Source: Primary data 2022

Table 6: Teaching experience and Qualification of Teachers

Gender	Working experience in teaching	Education level					Total
		A2 Certificate	A1 Diploma	A0 Bachelor's degree	Master's degree	Others	
Male	1-5 Years	21	2	3	0	0	26
	6-10 Years	9	0	6	0	0	15
	11-20 years	11	3	8	2	0	24
	21-30 Years	5	1	2	0	1	9
	31-40 years	0	1	0	0	0	1
	Total	46	7	19	2	1	75
Female	1-5 Years	51	12	4	0	0	67
	6-10 Years	14	7	10	0	0	31
	11-20 years	20	0	13	20	0	53
	21-30 Years	4	2	7	0	4	17
	31-40 years	1	0	1	0	0	2
	Total	90	21	35	20	4	170

Source: Primary data 2022

4.4.2 Demographic information for head teachers

The demographic information for head teachers is composed of gender, working experience, age and, Education qualification.

Table 7: Demographic data according to Gender

Gender	Number
F	15
M	22
	37

Source: Primary data, 2022

The table above indicates the distribution data of the head teachers by gender. The findings revealed that primary Christian school leaders in Gasabo district are males according to the responses provide during the interview guided.

Table 8: Demographic data of Head Teachers according to Age

Age	Number
[25-35[	12
[35-45[	13
[45-55[	10
[55-65[	2
Total	37

Source: Primary data, 2022

The table above shows that 35 head teachers are aged of less than 55 years old thus an active population to fully contribute to achieving the institutional goals and objectives.

Table 9: Demographic data according to qualification

Qualification	Number
Bachelor's degree	14
Masters	23
Total	37

Source: Primary data, 2022

Table 10: Demographic data of head teachers according to work experience

Working experience	Number
[1-5[	23
[5-10[	8
[10-15[	3
[15-20[	3
Total	37

Source: Primary data, 2022

4.5 Data Analysis and interpretation

The data collected was analyzed using SPSS software and Microsoft Excel to determine the influence of servant leadership practices on the teachers' job satisfaction.

The table below shows questionnaires distributed and those collected;

Table 11: Questionnaires distributed and collected

Questionnaires Distributed	Questionnaires Returned	
299	245	82%

Source: Primary data 2022

4.6 Data Analysis

This study aimed to explore the influence of servant leadership practices of school leaders in primary Christian schools of Gasabo district on the teachers’ job satisfaction. Among the many effective leadership styles, servant leadership has proved to influence employee satisfaction basing on different studies conducted on different employees. The research question explored how a school leader’s use of the Green Leaf’s (1970, 1996, 2002) servant leadership practices of listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to people’s growth and building the community can influence teacher job satisfaction.

Research Objective Number One aimed at investigating servant leadership practices in Christian primary schools in Gasabo district

The purpose of research question one was to explore the head teachers’ servant leadership practices in primary Christian schools of Gasabo district through the perception of teachers and head teachers. Ten servant leadership practices according to Green Leaf (*listening, Empathy, Healing, awareness, Persuasion, conceptualization, foresight, stewardship, commitment to people’s growth and building the community*) were identified in teachers’ and head teachers’ responses. To respond to this question, head teachers servant leadership practices questionnaire was designed and teachers rated their leaders’ level of practice of the above. The questionnaire used a four-point likert scale ranging from “Not true at all” to “Very true”

Where; One represented: Not true at all, Two represented: Not really true, Three represented: Somewhat true and Four represented: Very true. The average mean (M) for each servant leadership practice 2.5 where $(4+3+2+1)/4$ where the Max point was 4 and Minimum point was 1 respectively. Mean and standard deviation were calculated using descriptive statistical technics to indicate the level of head teachers’ servant leadership practice

The Mean was taken as an indicator of high or low level of practice by the head teacher on a certain attribute and standard deviation allowed to observe the variability of the responses of each practice. A low standard deviation implied that responses clustered around the Mean and high standard deviation implied a lot of variation in responses. A standard deviation of Zero implied that responses to a particular attribute were the same. A score of 2.5 was taken as a cut-off mean for accepting the servant leadership practice of a particular attribute. Servant leadership Practices that had the mean below 2.5 were considered as poorly practiced while those having 2.5 and above were taken as acceptably practiced by head teachers.

To be specific, For the practices having a mean that ranged between 3 and 4 were considered to be excellently performed, while those whose mean ranged between 2 and 2.99 were considered as moderately performed, while 1 and 1.99 as poorly performed, while the practices whose mean scored was less than 1 (0.00-0.99) were considered to be almost absent.

Table 12: Head teacher’s Servant Leadership Practice related to Listening

	N	Mean	SD
My leader practices active listening	245	3.14	1.070
My leader always seek feedback	245	3.11	.961
My leader always seek full comprehension before making a decision	245	2.26	1.164
My leader listens to me first before speaking	245	2.49	.904
My leader is a receptive listener	245	2.36	.937

Source: Primary data 2022

The table above shows that servant leadership attribute of Listening that involved the following variables: My leader practices active listening, My leader always seek feedback, My leader always seek full comprehension before making a decision, My leader listens to me first before speaking). As indicated above, head teachers are doing well with practicing active listening and seeking feedback. The rest of the listening aspects are below the average mean (M).

Table 13: Head Teacher's Servant Leadership practice level on Empathy

	N	Mean	SD
My leader always tries to understand surrounding circumstances	245	3.17	.870
My leader is always willing to perform and try roles of team members	245	2.87	1.241
My leader always demonstrate an understanding and appreciation for the unique contributions of all team members	245	2.77	.932
My leader keeps an open mind to my viewpoint hence effective problem solving	245	2.33	1.309

Source: Primary data 2022

Table 14: Head Teachers' Servant leadership of Healing

	N	Mean	SD
My leader always places value on wholeness in his/herself and in employees	245	2.87	1.024
My leader always speaks healing, and encouraging words to me.	245	2.91	1.085
I can seek for help from my leader if I had a personal problem	245	2.67	.987
My leader cares about my personal well-being	245	2.78	1.003
My leader takes time to talk to me on a personal level	245	2.45	1.192
My leader can recognize when I am feeling down without asking me	245	2.24	1.253

Source: Researcher's Primary data 2022

As indicated in the statistics presented in the table above and reference to the average Mean score of 2.5, head teachers perform well on the healing attribute of servant leadership except on the aspects of (My Leader takes time to talk to me on a personal level & My leader can recognize when I am feeling down without asking me) that scored below the average Mean. The rest aspects of the Healing attribute were ranked above average Mean.

Table 15: Head Teachers' Servant leadership practice of Awareness

	N	Mean	SD
My leader is Very aware of his/her own weakness and compensates for them	245	2.83	.975
My leader is Very aware of my needs and those of others and seeks to fulfill those needs	245	2.95	.895
My leader is Very aware of problems & issues within & around the school	245	3.21	.908
My leader knows my strengths and areas of improvement	245	2.96	1.087

Source: Primary data 2022

Reference to the analyzed data available in the table above all the four aspects of awareness attribute were performed above mean average by head teachers of Christian primary schools of Gasabo district as data provided by teachers. (The leader being aware of the problems & issues within and around the school and the leader knowing the employee's strength and areas of improvement) are the highly performed items under awareness attribute.

Table 16: Head Teachers' Servant leadership practice of Persuasion

	N	Mean	SD
My leader always convinces or influences me & team members through earned authority.	245	2.95	1.068
My leader always builds consensus before making decisions	245	3.16	.968
My leader always creates a culture and atmosphere that makes us teachers and staff want to work harder and/or give our best	245	3.20	.979
My leader has convincing skills, he/she doesn't say do as I say to me	245	3.01	1.175

Source: Researcher's primary data 2022

As observed in the table above, head teachers are doing very well in terms of practicing persuasion attribute. All the four persuasion sub items were performed above the average mean of 2.5.

Table 17: Head teachers’ Servant leadership practice of Conceptualization

	N	Mean	SD
My leader has a thorough understanding of our institution and its goals	245	2.78	1.003
My leader demonstrates the perfect balance, focusing the right amount of attention on planning for the future	245	2.46	1.196
My leader focuses on the big picture, allowing him/her to remain calm in crises.	245	2.87	1.024
My leader can tell if something work related is going wrong	245	3.02	1.099
My leader solves work problems with new or creative ideas	245	2.68	.991

Source: Primary data 2022

The conceptualization attribute of servant leadership was performed well according to teachers’ responses except on the item of *(My leader demonstrates the perfect balance, focusing the right amount of attention on planning for the future etc)* where the scored in regards to average mean was below. The rest of the conceptualization sub items were performed highly.

Table 18: Head Teachers’ Servant leadership practices of Foresight

	N	Mean	SD
My leader understands consequences of current decisions and sees future outcomes	245	2.59	1.047
My leader makes wise decisions based on a clear understanding of current trends	245	3.07	.938
My leader Seeks differing opinions and perspectives before making a decision	245	3.15	.951
My leader thinks twice before making a decision	245	3.21	.960
My leader is always conscious of the outcomes of a decision on the institution	245	3.31	.921
My leader involves me in the strategic planning for our institution for a better future	245	2.73	1.275

Source: Primary data 2022

The statistics available in the table above after analyzing the data shows that the servant leadership attributes of Foresight is being practiced by head teachers at an amazing level. All the six sub items of foresight which are (*My leader understands consequences of current decisions and sees future outcomes, My leader makes wise decisions based on a clear understanding of current trends, My leader Seeks differing opinions and perspectives before making a decision, My leader thinks twice before making a decision, My leader is always conscious of the outcomes of a decision on the institution, My leader involves me in the strategic planning for our institution for a better future*) are all above the average mean of 2.5 which means that the teachers are happy with the head teachers’ foresight attribute practice.

Table 19: Head Teachers’ Servant leadership practices of Stewardship

	N	Mean	SD
My leader always takes responsibility for the performance and health of the entire school	245	3.42	.799
My leader demonstrates a balance of showing an interest in the work of teachers without micromanaging	245	3.17	.950
My leader treats the school’s resources for the community interest. He/she doesn’t use them in his own interests	245	3.21	.981

Source: Primary data 2022

Reference to the statistics available in the table above, after analyzing the data given by teachers, it is evident that the servant leadership attribute of stewardship is being practiced by head teachers at an amazing level according to the teachers’ perceptions. All the stewardship variables of (*My leader always takes responsibility for the performance and health of the entire school, My leader demonstrates a balance of showing an interest in the work of teachers without micromanaging, My leader treats the school’s resources for the community interest. He/she doesn’t use them in his own interests*) are above the average mean of 2.5 which means that the teachers are happy with the head teachers’ good stewardship character.

Table 20: Servant leadership practices of Commitment to People's growth

	N	Mean	SD
My leader is Committed to the growth of teachers by offering professional development courses	245	2.94	1.058
My leader Personally invests in the development of teachers through encouragement, sharing resources, and challenging growth	245	3.02	.994
My leader Shows love, care, and appreciation for team members	245	2.65	1.082
My leader is interested in making sure I reach my career goals	245	2.63	.985
My leader wants to know about my career goals	245	2.54	.951

Source: Primary data 2022

Similarly to the stewardship attribute, according to the analyzed data available from the teachers, it is clear that head teachers from primary Christian schools do well with the commitment to teachers' growth. The statistics available in the table above, after analyzing the data given by teachers, indicates that the servant leadership attribute of commitment to people's growth is being practiced by head teachers at an amazing level according to the teachers' perceptions. All the commitment to teachers' growth variables of (*My leader is Committed to the growth of teachers by offering professional development courses, My leader Personally invests in the development of teachers through encouragement, sharing resources, and challenging growth, My leader Shows love, care, and appreciation for team members, My leader is interested in making sure I reach my career goals, My leader wants to know about my career goals*) are above the average mean of 2.5 which means that the teachers are happy with the head teachers' with how their leaders commit to help them grow both professionally and personally.

Head Teachers' Servant leadership practices of Building the community attribute

	N	Mean	Std. Deviation
My leader actively works to create a community within my school	245	2.95	.918
My leader Personally builds relationships with teachers and staff	244	2.81	.969
My leader makes efforts to create and sustain a positive culture within the school	245	2.96	.916
My leader established social activities that bring us together	245	2.95	.922
My leader encourages me to volunteer in the school activities & community	245	2.99	.887
My leader emphasizes the importance of giving back to the community	245	3.03	.956
My leader is always interested in helping people in the community	245	2.85	.981
My leader values the importance of a peaceful & well catered for community	245	3.00	.977

Source: Primary data 2022

The available statistics above on the analyzed data about the head teachers' attribute of building the community indicate that this attribute is practiced well in their schools by their leaders. According to the analyzed data available from the teachers, it is clear that head teachers from primary Christian schools do well with building the communities attribute of servant leadership. All the sub variables of (*My leader actively works to create a community within my school, My leader Personally builds relationships with teachers and staff, My leader makes efforts to create and sustain a positive culture within the school, My leader encourages me to volunteer in the school activities & community, My leader emphasizes the importance of giving back to the community, My leader is always interested in helping people in the community, My leader values the importance of a peaceful & well catered for community*) are above the average mean of 2.5 which means that the teachers are happy with the head teachers' with how their leaders commit to build the community.

Research Objective Two:

Research objective two aimed at evaluating the level of teachers' job satisfaction in Christian Primary schools of Gasabo district.

Job Satisfaction: This study also aimed at exploring the different ways how the head teachers' use of servant leadership practices of **(listening, Empathy, Healing, awareness, Persuasion, conceptualization, foresight, stewardship, commitment to people's growth and building the community)** influenced the job satisfaction of teachers in Primary Christian schools of Gasabo district. In the first research question, participants indicated the different servant leadership practiced they appreciate from their leaders and according to available analyzed data, there are quite a number of attributes that are performed well by these leaders based on the teachers' perceptions. Connecting this to responses from head teachers in different interviews conducted with head teachers, there was evidence that the practice of servant leadership has an influence on the teachers' job satisfaction.

After the participants had filled the questionnaire on their head teachers' servant leadership practices, another questionnaire about their level of job satisfaction was also administered to the teachers this time for them to show their level of job satisfaction in their work of teaching according to different job satisfaction indicators of (Satisfaction with Pay and Promotion potential, Satisfaction with relationships at work, satisfaction with work environment, Satisfaction with Motivation/performance appraisals, and Satisfaction with school policies).

As it was done in research objective one in examining the servant leadership practices of head teachers, a four-point likert questionnaire was designed and teachers rated their level of Job satisfaction as a result of their leaders' leadership style. This four-point likert questionnaire scale ranged from "Dissatisfied" to "Highly satisfied"

Where; one represented: ***Dissatisfied***, Two represented: ***Neutral***, Three represented: ***Satisfied*** and four represented: ***Highly Satisfied***. The average mean (M) for each job satisfaction indicator was 2.5 where $(4+3+2+1)/4$ where the Max point was 4 and Minimum point was 1 respectively. Mean and standard

deviation were calculated using descriptive statistical technics to indicate the level of teachers’ job satisfaction on a particular indicator.

The Mean was taken as an indicator of high or low level of job satisfaction of teachers on a certain indicator and standard deviation allowed to observe the variability of the responses of each indicator. A low standard deviation implied that responses clustered around the Mean and high standard deviation implied a lot of variation in responses. A standard deviation of Zero implied that responses to a particular indicator were the same. A score of 2.5 was taken as a cut-off mean for accepting the level of job satisfaction. Job satisfaction indicators that had the mean below 2.5 were considered as poorly satisfied while those having 2.5 and above were taken as highly satisfied indicator.

The following are ways how the teachers responded on their level of satisfaction with different Job satisfaction indicators;

Satisfaction with Pay and Promotion Potential

	N	Mean	SD
I get a decent income for the job I perform	245	2.50	1.081
The income I get is sufficient to meet family expenses	245	2.19	1.043
The availability of scope for schemes of financial incentives	245	2.50	1.050
Rewards System for those who work at this school	245	2.36	1.099
The level of how social activities are handled at my school	245	2.72	1.015
Benefits given to teachers at this school are appreciated	245	2.59	1.104

Source: Primary data 2022

As observed in the table above, Pay and promotion potential job satisfaction indicator had different items where teachers were expected to rate their level of job satisfaction on each, These included (*I get a decent income for the job I perform, The income I get is sufficient to meet family expenses, The availability of scope for schemes of financial incentives, Rewards System for those who work at this*

school, The level of how social activities are handled at my school, Benefits given to teachers at this school are appreciated). From the responses it seems teachers are not satisfied with the “The income I get is sufficient to meet family expenses” which had a Mean of 2.19 which is below the average Mean of 2.5 “Rewards System for those who work at this school” which had a Mean of 2.36 which is below the cut-off mean of 2.5. Even if the rest of the indicators under Pay and promotion Potential is above the average Mean, it is still closer to the mean since the scores were (*I get a decent income for the job I perform 2.5, The availability of scope for schemes of financial incentives 2.5, Benefits given to teachers at this school are appreciated 2.59*).

According to the researcher’s knowledge, this job satisfaction indicator of Pay and promotion is a tricky one especially when it comes to people’s satisfaction with their Salary. Many people out here do complain that what they earn is not proportional to their needs or to the Market.

Table 21: Teachers’ Job Satisfaction with Relationships at Work

	N	Mean	SD
The trust imposed on me by my supervisor/head teacher	245	2.88	1.051
Trust in my superiors/head teacher for their encouragement	245	2.99	.958
Mutual cooperation among teachers in the school	245	3.06	.943
Care shown by my superiors/head teacher in learning my Job	245	2.99	.964
Way of listening to my suggestions	245	2.50	.939
Free discussion between me and my head teacher/immediate supervisor	245	2.75	.905
My Creativity and innovation are supported by my head teacher	245	2.60	.925
Care taken by my head teacher in the appreciation of good work done by teachers	245	3.02	.779

Source: Primary data 2022

As indicated in the table above, work relationships indicator of satisfaction has high scores of average Mean and this is an indicator that teachers in primary Christian schools are satisfied with this aspect. This indicator had different items where teachers rated their level of job satisfaction on each and the results from analyzed data are as follows compared to the average Mean of 2.5;

- The trust imposed on me by my supervisor/head teacher 2.88 (Mean)
- Trust in my superiors/head teacher for their encouragement 2.99 (Mean)
- Mutual cooperation among teachers in the school 3.06 (Mean)
- Care shown by my superiors/head teacher in learning my Job 2.99 (Mean)
- Way of listening to my suggestions 2.5 (Mean)
- Free discussion between me and my head teacher/immediate supervisor 2.75 (Mean)
- My Creativity and innovation are supported by my head teacher 2.60 (M)
- Care taken by my head teacher in the appreciation of good work done by teachers 3.02 (Mean)

From the responses it seems teachers are satisfied with the “Work relationships” since they all responded above the average Mean.

Table 22: Teachers’ Job Satisfaction with Work Environment

	N	Mean	SD
Our School physical environment is pleasant to all teachers	245	2.79	.889
Comfort ability of working hours	245	3.05	2.755
Provision of sanitary facilities available at my school for teachers	245	2.89	.808
Provision of safety/security by head teacher to teachers at my school	245	3.05	.758
I am Comfortable to work under the existing environment	245	3.08	.740
Encouragement given to me by my head teacher to upgrade by studies.	245	2.69	.976
My involvement in decision making process	245	2.95	.756

Source: Primary data 2022

As indicated in the table above, working environment indicator of satisfaction has high scores compared to average Mean and this is an indicator that teachers in primary Christian schools are satisfied with according to the available data. This indicator had different items where teachers rated their level of job satisfaction on each and the results from analyzed data are all above the average mean of 2.5 an indication that school leaders in Christian primary schools do provide a conducive working environment for their teachers.

Table 23: Teachers' Job Satisfaction with Motivation/Performance appraisals

	N	Mean	SD
Availability of workshops/trainings for my professional development	245	3.02	.810
Opportunities available to teachers for feedback and counseling	245	2.91	.786
Interest shown by the head teacher in the dep't and growth of teachers	245	3.06	.885
Communication of opportunities to teachers for personal growth & development	245	3.10	.602
My head teacher is interested in making sure that I achieve my career goals	245	3.11	.770
The suitability and interest in the work I do	245	3.07	.851
The ability I have to improve skill and knowledge from my Job	245	3.06	.813
Provision of required materials to me to do my work	245	2.68	1.082
My head teacher gives me the responsibility to make important decisions about my work	245	2.89	.913
Communication of information to me about what is going on at my work place	245	2.85	.991
Importance my head teacher gives to my ideas to do things better	245	2.88	.961

Source: Primary data 2022

Motivation/Performance appraisal Indicator as shown by the results in the table above indicates that teachers' satisfaction in line with it is high compared to the average Mean of 2.5. All the motivation/appraisal indicators of *(Availability of workshops/trainings for my professional development, Opportunities available to teachers for feedback and counseling, Interest shown by the head teacher in the dep't and growth of teachers, Communication of opportunities to teachers for personal growth & development, My head teacher is interested in making sure that I achieve my career goals, The suitability and interest in the work I do, The ability I have to improve skill and knowledge from my Job, Provision of required materials to me to do my work, My head teacher gives me the responsibility to make important decisions about my work, Communication of information to*

me about what is going on at my work place, and Importance my head teacher gives to my ideas to do things better). All the responses to the above were above the average Mean an indication that the teachers’ job satisfaction on this indicator is high.

Table 24: Teachers’ Job Satisfaction with School Policies

	N	Mean	SD
Respect and encouragement given to my efforts by my head teacher	245	3.00	.941
While planning for the future, my head teacher asks for my ideas	245	3.00	.973
The policies, rules and procedures of my school create a conducive work environment for my job	245	3.11	2.166
My personal welfare is a priority to my head teacher	245	2.92	.924

Source: Primary data 2022

According to the teachers’ responses on their level of satisfaction as a result of school policies from their schools, the analyzed data in the table above show that teachers from primary Christian schools are satisfied with the policies available at their school. This is evidenced by the scores on this indicator that are above the average Mean score of 2.5.

Research objective number three aimed at finding out if a relationship existed between Servant leadership practices of head teachers and the teachers’ Job Satisfaction.

There has been a debate around this question “Is there any relationship between the portrayed Servant leadership behaviors of a leader and the job Satisfaction of his/her employees? Because of that, the researcher was compelled to analyze the responses to get an answer on the debate that many people engage themselves in. The analyzed scores obtained from the servant leadership practices assessment of head teachers and the Job satisfaction questionnaire were both analyzed to statistically analyze whether or not there has been a relationship between these two variables.

The regression coefficient was used to identify the relationship between servant leadership practices of 1) *Listening* 2) *Empathy* 3) *Healing* 4) *Awareness* 5) *Persuasion* 6) *Conceptualization* 7) *Foresight* 8) *Stewardship* 9) *Commitment to the growth of people* 10) *Building the Community and teachers' job satisfaction* which included a) *Pay and promotion potential* b) *Work relationships* c) *Work environment* d) *Motivation performance appraisals* and e) *Company policies*.

The research assumptions were that there is a positive relationship between servant leadership practices and the teachers' job satisfaction scale by scale if the regression coefficient found is positive, and a negative relationship between servant leadership practices and teachers' teachers' job satisfaction scale by scale will be said when the regression coefficient found is negative. The relationship is significant when the p-value calculated is equal to or less than 0.05 and not significant if P-value is greater than 0.05. The regression coefficients found are presented in the table here below.

Regressions matrix of Servant leadership practices for teachers' job satisfaction

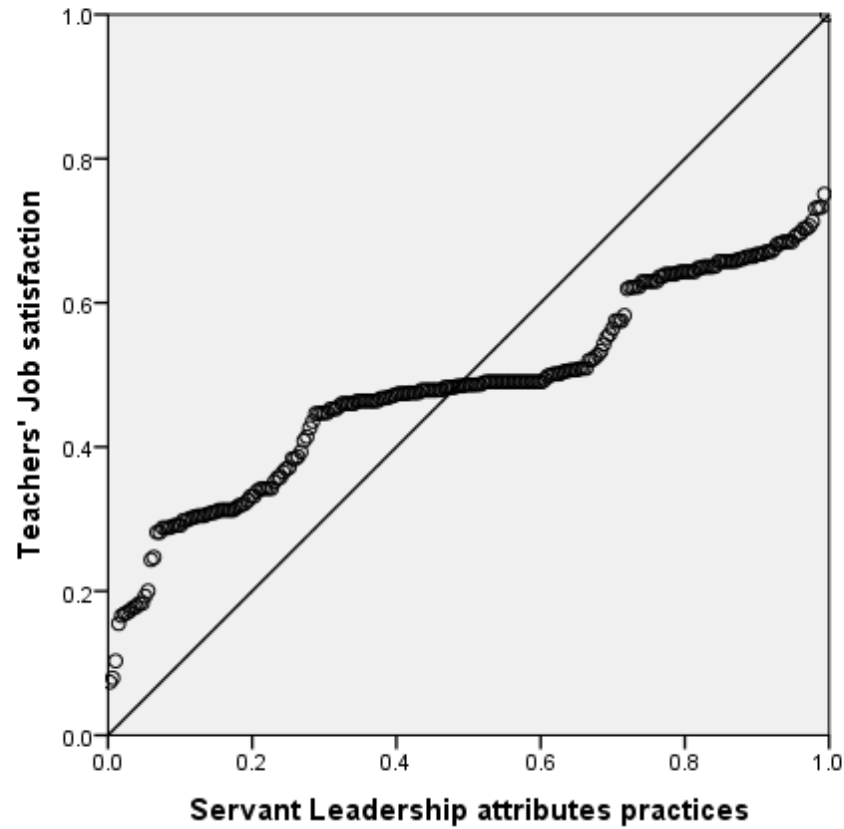
Table 25: Regression Matrix of servant leadership for job satisfaction

Leadership Attributes	Teachers Job satisfaction									
	Pay and promotion potential		Work relationships		Work environment		Motivation performance appraisals		Company policies	
	Coefficients	p-values	Coefficients	p-values	coefficients	p-values	coefficients	p-values	coefficients	p-values
Listening	0.276	0.000	0.245	0.000	0.215	0.000	0.203	0.000	0.599	0.000
Empathy	0.273	0.000	0.259	0.000	0.262	0.000	0.271	0.000	0.280	0.000
Healing	0.298	0.000	0.467	0.000	0.371	0.000	0.281	0.000	0.391	0.000
Awareness	0.323	0.000	0.243	0.000	0.246	0.000	0.352	0.000	0.459	0.000
Persuasion	0.273	0.000	0.259	0.000	0.262	0.000	0.271	0.000	0.280	0.000
Conceptualization	0.265	0.000	0.256	0.000	0.259	0.000	0.268	0.000	0.376	0.000
Foresight	0.371	0.000	0.345	0.000	0.405	0.000	0.410	0.000	0.371	0.000
Stewardship	0.273	0.000	0.248	0.000	0.321	0.000	0.320	0.000	0.246	0.000
Commitment to the growth of people	0.486	0.000	0.244	0.000	0.416	0.000	0.221	0.000	0.262	0.000
Building the Community	0.279	0.000	0.340	0.000	0.298	0.000	0.412	0.000	0.379	0.000

Based on the statistical results summarised in table above, it is evident that there is a positive relationship between all subscales of primary school abundant leadership practices and teachers' job satisfaction. This suggests that the more school leaders demonstrate abundant leadership attributes enactment in their schools; the more teachers' job satisfaction improves in these primary Christian schools. As the P-values are less than alpha ($p < 0.05$), this shows that the relationship between all subscales of servant leadership attributes and teachers' job satisfaction is significant.

The figure below summarises the relationship between servant leadership practices and teachers' job satisfaction.

The relationship between the servant leadership practices and teachers' job satisfaction



4.7 Discussion of Findings

According to (Halinger, 2011) as cited by Rachelle, leadership significantly impact organisations. One leadership style which is Servant leadership has proved to be effective in increasing employee satisfaction and this was again been confirmed through this research study.

4.7.2 Discussion on Head teachers servant leadership practices

The aim of research objective one was to find out the servant leadership practices that characterize head teachers in Christian primary schools in Gasabo district

As presented in chapter four, this study found out that head teachers in primary Christian schools practice servant leadership. According to analyzed data from different participants, servant leadership attributes of listening, empathy, awareness, Healing, foresight, stewardship, persuasion, conceptualization, commitment to the growth of people, and building the community.

From the findings, the attribute that had the lowest Mean that needs to be worked on is the attribute of Listening. Aspects of listening that were ranked low are the aspects of *my leader always seek full comprehension before making a decision, My leader listens to me first before speaking and My leader is a receptive listener*. Responses to these aspects contradict with what one of the school leaders shared in her interview said; this school leader said....

‘Servant leaders are receptive listeners. Teachers want to be supported by listening to their concerns, needs and ideas’. So here everyone is listened too.... There is freedom of speech and expression..... From the findings, many leaders are not enacting this servant leadership attribute of listening.

The research findings also revealed that the Healing attribute of servant leadership also needs an improvement especially its sub aspects of “*My leader takes time to talk to me on a personal level, and My leader can recognize when I am feeling down without asking me*” Many of the respondents indicated that head teachers are not practicing those mentioned items making them be below the average Mean of 2.5.

Basing on the research findings, it was revealed that the Stewardship, Persuasion, and *building the community* were the three most practiced attributes of servant leadership by head teachers out of the 10 attributes.

This is true because it agrees with some of the comments that came up during the interview with head teachers. One of the head teachers was quoted saying..... “Teachers are not different from the children they teach in the classroom, how they get little kids who don’t want to study to like it, Is the same way leaders should also try their best and persuade teachers for them to walk extra miles.... This is a good way to handle people.... Persuasion inspires team members to give their best to give to the organization.

4.7.3 Discussion on the teachers’ Level of Job Satisfaction

Research objective two aimed at examining the level of teachers’ job satisfaction in Christian primary Schools in Gasabo district as a result of servant leadership practices of their leaders

The purpose of this research objective was to explore any ways in which the school leader’s use of the Green Leaf’s servant leadership principles of *listening, Empathy, Healing, awareness, Persuasion, conceptualization, foresight, stewardship, commitment to people’s growth and building the community*, influenced the level of teachers’ job satisfaction.

A job satisfaction questionnaire was given to all participants to self-assess their level of job satisfaction as a result of their leaders’ practice of servant leadership principles as put forth by Robert K. Green Leaf and the following were the results from the survey;

Satisfaction with Pay and Promotion Potential

As already mentioned in chapter 4, reference is made to the analyzed on the teachers’ satisfaction with pay and promotion potential, where teachers showed dissatisfaction on different aspects of this indicator. Teachers showed a dissatisfaction on almost all the subsections of this indicator that included (*I get a decent income for the job I perform, The income I get is sufficient to meet family expenses, The availability of scope for schemes of financial incentives, Rewards System for those who work at this school, The level of how social activities are handled at my school, Benefits given to teachers at this school are appreciated*). From the researcher’s understanding, it is hard for people to confess that they are satisfied with their income.

Apart from the satisfaction with Pay and promotion potential where participants showed a level of dissatisfaction, the rest of the indicators participants expressed a high level of satisfaction with them. These indicators that were shown as having a high level of satisfaction with include the following; Satisfaction with work relationships, Satisfaction with work environment, Satisfaction with motivation/performance appraisals, and satisfaction with school policies.

The teachers' satisfaction of the above mentioned areas are confirmed by some of the head teachers who shared with the researcher during the interviews about the different ways of how they motivate their teachers;

One head teacher said during the interview that at their school they created opportunities for teachers to generate some income besides their salaries; teachers were given the opportunity to sell school materials to parents at the beginning of the school year..... He also added that there is a social fund for teachers and they use some money from it to visit those who give birth but also support those with weddings or whoever loses a close family member.....

4.7.4 Discussion on the relationship

Research objective three aimed at finding out whether there was a relationship between head-teachers' Servant leadership practices and the teachers' job satisfaction. From the participants responses it was revealed that servant leadership practices of their leaders influenced their job satisfaction in so many different ways including the culture that the leader created.

As discussed in chapter 4, based on the statistical results that were summarised from the data, it was evident that there is a positive relationship between all subscales of primary school servant leadership practices and teachers' job satisfaction. This suggests that the more school leaders demonstrate servant leadership attributes in their schools; the more teachers' job satisfaction improves in these primary Christian schools. As the P-values are less than alpha ($p < 0.05$), this shows that the relationship between all subscales of servant leadership attributes and teachers' job satisfaction is significant.

CHAPTER V: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

Chapter five presents a summary of the study, summary of findings, highlights on the conclusions and recommendations for further research and action on the basis of findings.

5.2 Summary of the study

The study aimed to explore the Influence of head teachers' Servant leadership practices on the teachers' Job Satisfaction in Gasabo district. The main target of this research study was the teachers and head teachers of Christian Primary schools of Gasabo district. This study was conducted on assumption that teachers were facing problems in their teaching profession that affected their satisfaction leading to abandoning the teaching profession. Three main objectives guided this study. Objective number one aimed at finding out the servant leadership practices enacted by head teachers of Christian primary schools of Gasabo district, the second objective examined the Christian primary schools' level of job satisfaction and the third objective was to establish a relationship between the head teachers' servant leadership practices and the teachers' job satisfaction. Literature review on servant leadership and Job satisfaction was reviewed. Purposive sampling technique was used to select 299 teachers from 1185 teachers (population) and 20 head teachers from 41 schools. The correlational survey design was used to interpret and present the data based on the research questions.

5.3 Summary of the findings

The researcher conducted this study with head teachers and teachers from Christian primary schools of Gasabo district and three research questions were formulated to guide it on the basis of research objectives. These research questions that guided the presentation and interpretation of the data were;

1. What are the head teachers' servant leadership practices in Christian primary schools of Gasabo district?

2. What is the level of teachers' job satisfaction in Christian primary Schools in Gasabo district?
3. What is the relationship between head-teachers' Servant leadership practices and teachers' job satisfaction?

The research finding to each of the research questions above is summarized below as follows;

Research objective one aimed at exploring head teachers servant leadership practices;

Part one of the questionnaires had rating scale questions (see appendix A) and teachers were expected to provide information about which servant leadership practices that characterizes their leaders.

It was revealed through research findings that head teachers from Christian primary schools in Gasabo do perform well in quite many of the servant leadership attributes but still there are others where these leaders are not performing well. These leaders do well with the awareness, persuasion, conceptualization, foresight, stewardship, commitment to people's growth and building the community where as the listening and healing aspects need to be improved. Based on the results from the survey, it can be concluded that the teachers perception of their leaders practicing these two attributes is poor since even the scores of the above attributes were below the average Mean.

Research objective number two aimed at examining the level of teachers' job satisfaction in Christian primary Schools in Gasabo district as a result of servant leadership practices of their leaders. The job satisfaction questionnaire which was part II expected teachers to do a self-assessment of their profession and provide information about their level of satisfaction. From the available research findings available in chapter four, teachers are satisfied with work relationships, work environment, Motivation/performance appraisal, and school policies. However, teachers showed a level of dissatisfaction on the Pay and promotion potential. Teachers are not satisfied with (the income they get for the job they do which is not sufficient to meet their family expenses, provision of financial incentives at their places of work, Rewards systems are not appreciated, handling of social activities at school, and benefits given to teachers.)

Research objective number three focused on establishing a relationship between head teachers' servant leadership practices and the teachers' job satisfaction. Based on findings from respondents, it was revealed that head teachers' servant leadership practices of *listening, Empathy, Healing, awareness, Persuasion, conceptualization, foresight, stewardship, commitment to people's growth and building the community according to Green Leaf*, influenced teachers' job satisfaction in so many different ways.

As presented and discussed in chapter 4, based on the statistical results that were summarised from the data, it was evident that there is a positive relationship between all subscales of primary school servant leadership practices and teachers' job satisfaction. This suggests that the more school leaders demonstrate servant leadership attributes in their schools; the more teachers' job satisfaction improves in these primary Christian school teachers. As the P-values are less than alpha ($p < 0.05$), this shows that the relationship between all subscales of servant leadership attributes and teachers' job satisfaction is significant.

5.4 Conclusion

The study aimed to explore the Influence of head teachers' Servant leadership practices on the teachers' Job Satisfaction in Gasabo district. The main target of this research study was the teachers and head teachers of Christian Primary schools of Gasabo district. This study was conducted on assumption that teachers were facing problems in their teaching profession that affected their satisfaction leading to abandoning the teaching profession. Three main objectives guided this study. Objective number one aimed at finding out the servant leadership practices enacted by head teachers of Christian primary schools of Gasabo district, the second objective examined the Christian primary schools' level of job satisfaction and the third objective was to establish a relationship between the head teachers' servant leadership practices and the teachers' job satisfaction. Literature review on servant leadership and Job satisfaction was reviewed. Purposive sampling technique was used to select 299 teachers from 1185 teachers (population) and 20 head teachers from 41 schools. The correlational survey design was used to interpret and present the data based on the research questions.

Based on the research findings, it was evident that servant leadership has an influence on the teachers' job satisfaction. Teaching is a more challenging and demanding profession. Satisfied teachers become committed, devoted and ready to work extra hours. School Leaders should be concerned about their teachers' satisfaction and adopt a leadership style that enhances it. Reference to the research findings of this study, Christian primary school leaders perform poorly on the servant leadership attributes of Listening & healing. Head teachers are not paying attention to seeking full comprehension from their teachers before taking a decision, listening to their teachers' point of view, and being receptive listeners. School leaders also need to create time and talk to their teachers on a personal level. Head teachers may focus on teaching and learning and forget these core aspects of teacher recognition that enhances trust between the leader and the teachers. The research revealed that leadership is about relationships. Once there is a good relationship between the leader and the employee and the employee feels that he/she is listened to, cared for, the results will automatically be achieved.

5.5 Recommendations

This study revealed that head teachers' practice of servant leadership significantly influence teachers' job satisfaction. This was indicated by how these teachers are taken care of and valued by their leaders as the statistical results indicated that all teachers' job satisfaction indicators are significantly enacted. However, the research findings revealed that head teachers miss some key servant leadership attributes in their leadership. Also these teachers showed a level of dissatisfaction with "Pay and promotion aspect" which had a Mean of 2.19 and this was below the average Mean of 2.5 "Rewards System for those who work at this school" which had a Mean of 2.36 also below the cut-off mean of 2.5. Even if the rest of the indicators under Pay and promotion Potential are above the average Mean, it is still closer to the mean; the research put forward some important recommendations to improve servant leadership in primary Christian schools of Gasabo district as well as in other schools throughout the country.

This research therefore, puts forward some important recommendations that need to be critically analysed in order to improve the teachers' job satisfaction in the country;

This research added to the body of literature that servant leadership teachers recognize servant leadership as a positive influence on their satisfaction, schools would benefit if this leadership style is adopted in school leadership.

- The policy makers should organize trainings and workshops to enhance the level of understanding of school leaders on servant leadership style.
- Establish a working relationship between private Christian schools and public schools with the intention of sharing best leadership practices between these schools.
- Leaders should strive to get to know their teachers and meet their needs.

5.5.1 Recommendation for further study

This study may be replicated in other districts of Rwanda. This study did not demonstrate the comparative analysis of servant leadership enactment and job satisfaction of teachers in private and public Christian schools. So, the further study should be conducted in comparison between the servant leadership enactment in private and public primary Christian schools. As this study was not also able to deeply identify the challenges faced by the school head teachers in practicing servant leadership, the further study may be done to identify the challenges faced by school head teachers in practice of servant leadership in the same area. Similar research can also be conducted in other public institutions other than education and see its understanding and implication in those institutions.

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APPENDICES

4.2 APPENDIX A: TEACHER SURVEY QUESTIONNAIRE

TEACHER SURVEY QUESTIONNAIRE ON HEAD TEACHER'S SERVANT LEADERSHIP PRACTICES

Purpose of the Research

Dear participant,

My name is Stephen Rudakemwa and I am a master's degree student at the University of RWANDA-College of Education. I am conducting research on the *“Influence of head teachers' servant Leadership practices on teachers Job Satisfaction in Christian Primary schools of Gasabo district”*

This research is purposively for fulfilling all requirements for master's degree in Educational Leadership and Management.

Your responses are confidential and voluntary. No individual teachers or their schools will be identified in my reports and your responses will also not be passed to your head teachers.

Please, I kindly request for your availability to complete this questionnaire.

Instructions

You have been randomly selected to be part of this research as a primary school teacher working in a Christian school Primary school. You are kindly requested to honestly complete all parts of this questionnaire. I would like to inform you that this questionnaire is strictly personal. It is helpful for me if you complete it individually, openly and honestly. Please note that this questionnaire is made of **two parts**. Both parts are made of close-ended questions and you are requested to answer by checking in the appropriate space. I would also like to assure you that your answers will be treated with strict

confidentiality and at no time will your information be passed on to a third party rather it will be used only for the purpose of this study. I will appreciate if you sign the following consent form.

For any clarification on any aspect of this research, do not hesitate to contact me at the below address:

Stephen Rudakemwa,

Tel: 0788874169

E-mail: rudakemwa.stephen@gmail.com

CONSENT FORM

I,(write the Initials of your names only), agree to participate in the research entitled ***“Influence of head teacher’s Servant Leadership Practices on teachers’ job satisfaction in Christian primary schools of Gasabo district”*** I have understood the purpose of this research and I know very well that participation is individual and confidential.

Signature of the participant:Date:

RESEARCHER’S STATEMENT

I, Mr. Stephen Rudakemwa, hereby certify that I have explained to the participant the purpose and nature of this research in a language she/he understands. She/he has had opportunities to ask for clarification and she/he agreed to participate freely and not missing any question.

Signature of the researcher:

PART I: Demographic Information

Instructions

Please *check* using the sign (x) only once, against the answer of your choice.

Questions:-

1. Gender

☐ Male

☐ Female

2. Age

10-20 Years	21-30 Years	31-40 Years	41-50 Years	51-60 Years	61-70 Years	71 and above Years

3. Qualifications

Certificate (A2)	Diploma (A1)	Bachelor’s Degree (A0)	Masters Degree	Phd	Others

4. Experience in teaching (years)

1 – 5 Years	6 – 10 Years	11 – 20 Years	21 – 30 Years	31-40 Years	41 and above Years

5. Type of School

a) Private Christian ☐

b) Christian Gov't ☐ aided

PART II: HEAD TEACHER'S SERVANT LEADERSHIP PRACTICES

The response options range between 1 & 4 as follows:

4 = Very True,

3= Somewhat True,

2= Not really True,

1 =Not True at all.

Please tick or use (X) or tick (√) on the statement in each row that best describes your head teacher's servant leadership practices.

NO	Item: Head Teacher's Servant Leadership Practices	4	3	2	1
A.	Please rate your Leader's level of <i>Listening</i> Does your Head Teacher listen to You?				
1	My leader Practices active listening(repeats back what I say) and uses body language				
2	My leader always seek feedback from me and other members				

3	My leader always seek full comprehension before making decisions				
4	My leader listens to me first before speaking				
5	My leader is a receptive listener/He is able to self-reflect				
B.	Please rate your leader's level of <i>Empathy</i> Empathy means striving to understand, accept and celebrate people as individuals with unique situations and contributions.	4	3	2	1
6	My leader always tries to understand surrounding circumstances for requests				
7	My leader is always willing to perform and try roles of team members				
8	My leader always demonstrate an understanding and appreciation for the unique contributions of all team members				
9	My leader keeps an open mind to my viewpoint hence effective problem solving				
C. Please rate your leader's level of <i>Healing</i> . The leader's ability to recognize "broken spirits" of his employees and help them recover from that brokenness.		4	3	2	1
10	My leader always places value on wholeness in his/herself and in employees				
11	My leader always speaks healing, and encouraging words to me.				
12	I can seek for help from my leader if I had a personal problem				
13	My leader cares about my personal well-being				
14	My leader takes time to talk to me on a personal level				
15	My leader can recognize when I am feeling down without asking me				
D. Please rate your leader's level of <i>Awareness</i> . This is the leader's ability to look		4	3	2	1

	inward, consider one's own emotions and behaviors and how they may affect others.				
16	My leader is Very aware of his/her own weakness and compensates for them				
17	My leader is Very aware of my needs and those of others and seeks to fulfill those needs				
18	My leader is Very aware of problems & issues within & around the school				
19	My leader knows my strengths and areas of improvement				
E. Please rate your leader's level of <i>Persuasion</i> . This simply means that a servant leader seeks to persuade others in order to build consensus		4	3	2	1
20	My leader always convinces or influences me & team members through earned authority.				
21	My leader always builds consensus before making decisions				
22	My leader always creates a culture and atmosphere that makes us teachers and staff want to work harder and/or give our best				
23	My leader has convincing skills, he/she doesn't say do as I say to me				
F	Please rate your leader's level of <i>Conceptualization</i> Conceptualization refers to the ability of a servant leader to think beyond the simple day-to-day operations and consider bigger picture within an organization.	4	3	2	1
24	My leader has a thorough understanding of our institution and its goals				
25	My leader demonstrates the perfect balance, focusing the right amount of attention on planning for the future				
26	My leader focuses on the big picture, allowing him/her to remain calm in crises.				

27	My leader can tell if something work related is going wrong				
28	My leader solves work problems with new or creative ideas				
G	Please rate your leader's level of <i>Foresight</i> . This simply means the ability of a servant leader to look beyond the simple day-to-day operations and consider bigger picture within an organization	4	3	2	1
29	My leader understands consequences of current decisions and sees future outcomes				
30	My leader makes wise decisions based on a clear understanding of current trends				
31	My leader Seeks differing opinions and perspectives before making a decision				
32	My leader thinks twice before making a decision				
33	My leader is always conscious of the outcomes of a decision on the institution				
34	My leader involves me in the strategic planning for our institution for a better future				
H	Please rate your leader's level of <i>Stewardship</i> Stewardship means taking responsibility for the actions of the organization and the role that others play	4	3	2	1
35	My leader always takes responsibility for the performance and health of the entire school				
36	My leader demonstrates a balance of showing an interest in the work of teachers without micromanaging				
37	My leader treats the school's resources for the community interest. He/she doesn't use them in his own interests				

I	Please rate your leader's level of <i>commitment to people's Growth</i> This means employees' personal and professional development goal	4	3	2	1
38	My leader is Committed to the growth of teachers by offering professional development courses				
39	My leader Personally invests in the development of teachers through encouragement, sharing resources, and challenging growth				
40	My leader Shows love, care, and appreciation for team members				
41	My leader is interested in making sure I reach my career goals				
42	My leader wants to know about my career goals				
J	Please rate your leader's level of <i>Building the community</i> This means the leader's desire to build a sense of community within the organization.	4	3	2	1
43	My leader actively works to create a community within my school				
44	My leader Personally builds relationships with teachers and staff				
45	My leader makes efforts to create and sustain a positive culture within the school				
46	My leader established social activities that bring us together				
47	My leader encourages me to volunteer in the school activities & community				
48	My leader emphasizes the importance of giving back to the community				
49	My leader is always interested in helping people in the community				
50	My leader values the importance of a peaceful & well catered for community				

Part III. Teacher Job Satisfaction Questionnaire

Use the key below to indicate your opinion. Please put a tick (✓) in the column that best describes your opinion

KEY

4=Highly Satisfied, 3=Satisfied, 2=Neutral,

1=Dissatisfied

Thank you for taking the time to complete this questionnaire

NO	Job Satisfaction	4	3	2	1
A	PAY AND PROMOTION POTENTIAL				
1	I get a decent income for the job I perform				
2	The income I get is sufficient to meet family expenses				
3	The availability of scope for schemes of financial incentives				
4	Rewards System for those who work at this school				
5	The level of how social activities are handled at my school				
6	Benefits given to teachers at this school are appreciated				
B	WORK RELATIONSHIPS				
7	The trust imposed on me by my supervisor/head teacher				
8	Trust in my superiors/head teacher for their encouragement				
9	Mutual cooperation among teachers in the school				
10	Care shown by my superiors/head teacher in learning my Job				

11	Way of listening to my suggestions				
12	Free discussion between me and my head teacher/immediate supervisor				
13	My Creativity and innovation are supported by my head teacher				
14	Care taken by my head teacher in the appreciation of good work done by teachers				
C	WORK ENVIRONMENT				
15	Our School physical environment is pleasant to all teachers				
16	Comfort ability of working hours				
17	Provision of sanitary facilities available at my school for teachers				
18	Provision of safety/security by head teacher to teachers at my school				
19	I am Comfortable to work under the existing environment				
20	Encouragement given to me by my head teacher to upgrade by studies.				
21	My involvement in decision making process				
D	MOTIVATION/ PERFORMANCE APPRAISALS				
22	Availability of workshops/trainings for my professional development				
23	Opportunities available to teachers for feedback and counseling				
24	Interest shown by the head teacher in the dep't and growth of teachers				
25	Communication of opportunities to teachers for personal growth & development				
26	My head teacher is interested in making sure that I achieve my career				

	goals				
27	The suitability and interest in the work I do				
28	The ability I have to improve skill and knowledge from my Job				
29	Provision of required materials to me to do my work				
30	My head teacher gives me the responsibility to make important decisions about my work				
31	Communication of information to me about what is going on at my work place				
32	Importance my head teacher gives to my ideas to do things better				
33	Respect and encouragement given to my efforts by my head teacher				
34	While planning for the future, my head teacher asks for my ideas				
E	SCCHOOL POLICIES				
35	The policies, rules and procedures of my school create a conducive work environment for my job				
36	My personal welfare is a priority to my head teacher				
37	Trust and openness is felt by every teacher at my school				

Appendix B: Semi-structured interview guide for selected head teachers from Christian Primary schools in Gasabo district

Introduction and Purpose of the Research

My name is **Rudakemwa Stephen and I am** a Master’s degree student from the University of Rwanda College of education. As a graduation requirement, I am conducting research on the Topic ***“Influence of head teacher’s Servant Leadership Practices on teachers’ Job Satisfaction in Christian Primary schools of Gasabo district” Rwanda***

This research is purposively for fulfilling all requirements for master’s degree in Education Leadership and Management.

Your responses are confidential and voluntary. No individual teachers or their schools will be identified in my reports and your responses will also not be passed to any third party.

Please, I kindly request for your availability to be interviewed.

Instructions:

This interview will take a maximum of thirty (20) minutes. In order to capture and to effectively manage the information provided in this interview, you will be recorded. However, the information provided will be kept confidential and at no time will your information be passed on to a third party rather and it will be used only for the purpose of this study. Do you have any questions related to this study? Can we now proceed with this interview?

Section A:

Type of School: Private Christian: Government aided:

Gender: Male: Female:

Age: Highest Qualification:

Working experience in the education field:

Section B:

1. Can you tell me briefly about this school and your role in it?
2. What is your conception/understanding of Servant Leadership?
3. Servant Leadership involves the following characteristics **Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Growing People, and building the community.** Can you describe ways how your leadership make the above characteristics implemented here at your school?
4. How does your leadership influence your teachers' job satisfaction?
5. How would you describe your teachers' level of Job Satisfaction? Is it high or its low?
6. What are some of the indicators of your teachers' job satisfaction?
7. In your view, what else do you think contributes to the teachers' job satisfaction of your teachers in the school?

Thank you

APPENDIX B: RESEARCH RECOMMENDATION LETTER



UNIVERSITY of
RWANDA

COLLEGE OF EDUCATION

RESEARCH AND INNOVATION UNIT

Rukara, 7th February 2022
Réf: 03/DRI-CE/019/EN/gi/2022

The District Executive Administrator
Gasabo District
Kigali-City
Rwanda

Re: Research recommendation letter for Mr. Stephen Rudakemwa

On behalf of the University of Rwanda-College of Education (UR-CE), I am pleased to introduce Mr. Stephen Rudakemwa, a post-graduate student at the School of Education of UR-CE. Mr. Rudakemwa is writing his thesis on: **“Influence of Head teachers’ servant leadership practices on teachers’ job satisfaction in Christian Primary schools of Gasabo district”** to complete his Master of Education in Leadership and Management.

He wishes to investigate how job satisfaction is related to the head teacher’s servant leadership practices. Thus, he is requesting permission to collect data from schools located in the Gasabo district of Kigali city. The research participants of this research are teachers and head-teachers selected from government-aided and private Christian primary schools.

Mr. Rudakemwa’s research project passed successfully through an internal collegial ethical process. Thus, the University of Rwanda-College of Education: Directorate of research and Innovation confirms that his research adheres to ethical standards and principles. Therefore, we kindly request you to accord him your cooperation in this research.

If you need more clarification, please do not hesitate to contact us at wrceresearchin@gmail.com. We very much hope to get your usual cooperation in serving our nation.

Yours sincerely,



Digitally signed by
UR (Rukara, Directorate of Research &
Innovation)
Date: 2022.02.07
Time: 10:05:16 +2'00

Assoc. Prof. Eugene Ndabaga
Director of Research and Innovation
University of Rwanda-College of Education
E-mail: ndabagav@yahoo.ie
Mobile: +250788308862

Cc:

- Principal, UR-CE
- Postgraduate Program Coordinator, School of Education
- Dr. Philothere Ntawiha (Supervisor)

EMAIL: dri.ce@ur.ac.rw

P.O. Box: 55 Rwamagana

WEBSITE: www.ur.ac.rw

APPENDIX C: RESEARCH PERMISSION LETTER



Republic of Rwanda
City of Kigali



Ref. n° 17967/07.01.16/22

Kigali, on... 24 FEB 2022

Mr. RUDAKEMWA Stephen
Tel: 0788874169
Email: rudakemwa.stephen@gmail.com

Dear Sir,

Re: Your request for permission to conduct research

Reference is made to your letter dated on 08th February 2022 requesting for permission to conduct research in Gasabo District/ City of Kigali on *"Influence of head teachers' servant leadership practices on teachers' job satisfaction in private Christian and government aided primary schools of Gasabo District"*;

We would like to inform you that your request is hereby granted. However, before starting your research, you must first introduce you to the **Administration of Gasabo District**, and clarifying your need.

Sincerely,



Joseph NIYONGABO
Director General of Corporate Services

Cc:

- City Manager of the City of Kigali
- District Executive Administrator/ Gasabo District
KIGALI

APPENDIX D: MAP OF GASABO DISTRICT

