Servant Leadership among Academic Leaders in the Educational Sciences Faculties from Students' Point of View

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Abstract

This study aimed at finding out the degree to which academic leaders practice servant leadership in the educational sciences faculties from students' point of view. The descriptive methodology was used, and the study sample consisted of (124) male and female high school students. The questionnaire was used as a means of data collection. The results showed that academic leaders practice servant leadership to a high degree. There were no statistically significant differences (α ≤ 0.05) in the degree of practicing servant leadership by academic leaders due to the variables of gender and specialization in the bachelor's degree. However, there were statistically significant differences attributed to the variable number of training courses. Among the recommendations: conducting a similar study on other educational institutions with different variables.

Introduction

Educational leadership is the joint work carried out by the group in order to reach the limited goals of the institution in an atmosphere dominated by affection, brotherhood, and harmony. It is a function that requires human behaviours that help the institution achieve its goals, directing some of them toward productivity or carrying out the work assigned to it and others toward personal relationships intertwined within its circumstances and social climate. It is also the behavioural action between individuals or groups that calls for the individual or group to move towards educational goals that they jointly accept.

Educational institutions in the current era face many challenges as a result of the rapid developments in all areas of life (Hariharasudan, & Kot, 2018; Hidayat, 2022). The leadership style practiced by the leaders of these institutions plays a major role in the success or failure of their institutions. Educational leaders practice a variety of leadership styles to maintain the type of human relations and motivate followers to exert their efforts in work to achieve the organizational goals of the institutions in which they work (Asrar-ul-Haq, & Kuchinke, 2016; Keskes, 2014).

Leadership is defined as the process through which followers are influenced, whether they are individuals or groups, to motivate them to achieve certain goals (Adero &

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Odiyo,2020). Successful leadership is the practice of being able to influence others by mobilizing their energies and leading them in a way that achieves goals (Sheikh Salem, Al-Dahan, & Ramadan, 2011).

Leadership occupies a distinct position and a clear importance in the lives of countries and peoples (Barth, 2020; Zakeer et al., 2016). It is one of the most important factors that contribute to achieving success in the areas in which it is practiced. The educational field is one of the fields most in need of effective leadership because it is characterized by change and development and is more affected by the technological revolution and the knowledge revolution (Gomber et al., 2018; Lee et al., 2018). As well, dealing in this field is more with people than with matter.

Many leadership theories have been developed in order to develop the organization, improve the performance of employees, and raise their competencies to participate in decision-making. During the twentieth century, multiple theories of leadership appeared, such as transactional leadership, transformational leadership, reflective leadership, and then servant leadership, which many researchers were interested in as a leadership and humanistic theory whose main goal is to care for employees (e.g., Amanchukwu et al., 2015; Adero & Odiyo, 2020). As for servant leadership, Al-Zahrani (2020) defined it as a leadership behaviour based on providing service to employees to achieve the goals of the institution.

Servant leadership represents one of the important models among ethical theories, which are based on ideas related to spiritual values and ideals (Al-Saud, 2021). Therefore, it enjoys a large degree of acceptance in public institutions and educational institutions in particular, as it is seen as a promising solution for the formation of efficient academic leaders (Al-Sabbagh & Sheikh Al-Souq, 2020). The servant leadership is concerned with the performance of the employees, meeting their needs, and providing service to them so that they can achieve the desired goals. This type of leadership has some characteristics that are not available in other leadership styles, as it works to provide an appropriate learning environment (Abu Al-Ghanam, 2019).

In this regard, Spears (2005) explained that servant leadership encourages employees to create a kind of balance in their daily lives between exercising leadership and serving others. This type of leadership emphasizes serving others and encouraging them to invest in opportunities to exercise leadership, because the purpose of servant leadership is to improve the lives of employees and raise the level of performance of institutions.

Zakeer et al. (2016) pointed out that leaders who practice the servant leadership style completely reject the idea of exploiting, controlling, or even competing with their followers and do not use force except when necessary to motivate followers to do good, as they view followers as partners in the process of growth and progress. Servant leadership, as Al-Saud (2021) indicated, is based on the smart idea that the leader serves the employees until they are ready to serve themselves and others. Employees who should be motivated are those individuals who are willing to serve others. The real leaders are those who provide service to others first, and the employees themselves provide service to others.

Allen (2018) pointed out that servant leaders gain the trust of their followers and the communities in which they exist because of providing their free services because servant leaders focus on personal honesty and have long-term relationships with followers, leadership without service becomes less important and more selfish. Therefore, it requires education and guidance so that others are affirmed by being called to serve. Ghali (2015) explained that the idea of servant leadership is based on adopting a leadership style that serves the followers and putting their interests first in order to generate a willingness to serve others and the ability to lead, motivate, and encourage them to provide service to others.

The servant leadership is concerned with the followers, providing them with assistance, serving them, maintaining contact with them, building the local community in which it is located, as well as practicing ethical behaviour. The servant leader seeks to motivate the followers and convince them to complete the work, satisfy their needs, and achieve their goals (Linden, Wayne, Zhao, & Henderson, 2000).

Through their model "The Characteristics of Servant Leadership", Page and Wang (2000) clarified those characteristics that were represented in personal characteristics such as integrity, communication, and service, and employee-oriented characteristics such as caring for them, empowering them, and developing them, as well as task-oriented characteristics that include vision, goal formulation, leadership practice, and finally process-oriented characteristics such as modelling, team building, and participation in decision-making.

Servant leadership is characterized by self-denial and motives towards providing service to the followers, as well as the leaders' enjoyment of morals, values, and principles that will be in the interest of the institution in the future. Among the main characteristics of a servant leader are listening, which is one of the basic skills needed to achieve the goals of communication; empathy with followers; trying to see the world through what they see; identifying their thoughts and feelings; and healing, which means that the individual becomes healthy (Fassinger and Shullman, 2017).

Aristotle described servant leadership as the essence of life, consisting of providing service and support to others and motivating them to cooperate and love (Bruce & Nyland, 2011). Perhaps the best picture of servant leadership was represented in the leadership of the Noble Messenger (peace upon him), as he was a role model for his companions and all Muslims, and his leadership was manifested in the spread of the Islamic State because of the influence of this leadership on the followers (Child, 2015).

In contemporary administrative thought, the concept of servant leadership appeared for the first time in the early seventies of the last century in an article by Robert Greenleaf in 1977 entitled "Servant Leader", and he made a proposal that ensured that a servant leader is a servant first (Fassinger and Shullman,2017).

One of the characteristics that a servant leader has is what Child(2015) mentioned: the love that is meant by moral or ethical love, empowerment that is related to listening to followers so that they feel their importance and emphasizing the team spirit, the vision that is represented in urging followers to perform, and humility, which means dealing with followers with respect and trust, which is intended to show confidence in employees and provide the appropriate environment that encourages that.

The statement of the study Problem

The traditional leadership style has become incapable of facing work problems, especially with the presence of many problems and crises in the higher education sector, in addition to the changing nature of this sector (Yahaya & Ebrahim, 2016) and its effects on the variables of the technological revolution and the information revolution. In light of this unstable situation, it has become necessary for universities to achieve a high level of effectiveness for academic and administrative staff through the exercise of a distinct style of leadership that achieves the desired goal. Today's universities are witnessing rapid transformations and changes at the level of administrative leadership, and from these patterns, the term servant leadership emerged (Freeman, 2022; Waskito, 2021).

Servant leadership is one of the leadership methods that can be employed in institutions, regardless of the nature of the work they practice, including the university, which is able to bring about change and development by influencing all employees. The university is a means for the advancement and development of society. It has many tasks and responsibilities, including preparing specialists to carry out the burdens of development in various fields and finding effective solutions facing society. The heads of the academic

departments and the deans represent the academic leaders who play an active role in developing the departments and faculties assigned to lead them for the development of the university.

Despite the importance of servant leadership in the educational field, it did not receive enough attention in the Arab environment in general, the Jordanian environment in particular. Therefore, since servant leadership is an ethical pattern whereby the leader puts the interests of the followers ahead of his personal interests, and since academic leaders practice multiple leadership styles, the problem of this study came in the following main question:

What is the degree to which academic leaders practice servant leadership?

Study objective and questions

The current study aimed at finding out the degree to which academic leaders practice servant leadership by answering the following two questions:

1. What is the degree to which academic leaders in the educational sciences faculties practice servant leadership from high diploma students' point of view?

2. Are there statistically significant differences at ($\alpha \leq 0.05$) in the degree of academic leaders' practice in the educational sciences faculties for servant leadership due to gender, bachelor's specialization, and number of training courses?

Importance of the study

The importance of the study is determined by the following:

The results of this study can be useful to the deans and department heads in identifying the degree to which they practice servant leadership. This study can contribute to add new information about servant leadership in terms of its characteristics, theories and benefits. This study may be a starting point for other studies being conducted on other faculties in both universities, in light of the theoretical literature and previous studies, it provided and what it prepared as a tool to measure the degree of servant leadership practice.

Definition of terms

Academic leaders:

Academic leaders mean department heads and deans of faculties, who practice administrative, academic and leadership functions within the framework of the position they occupy administratively.

Servant leadership:

It is a philosophy accompanied by a number of practices that work to enrich the lives of individuals, build better institutions, care for followers and create a fairer world (Greenleaf, 2017).

As for the operational definition of servant leadership, it is the score obtained by academic leaders represented by the department heads in the educational sciences faculties at Amman Arab University and Isra University, through the answers of high diploma students on the servant leadership questionnaire that was developed and employed in the current study.

Dimensions of servant leadership

Altruism:

It is the leader getting rid of self – love and giving priority to the interest of the followers over his personal interest.

Agape love:

Russel & Stone (2002) defined Agape love as the lack of the will of the lover in front of the will of the beloved. Meaning that the lover becomes unwilling, so he loves only what his beloved loves, and he hates only what his beloved hates, and he has nothing but obedience and approval of his beloved.

Empowerment:

It is defined as giving employees the power and authority to make – decisions and make changes to the administrative system, so that they are responsible for completing the tasks entrusted to them and are held accountable in the event of their failure to accomplish them (Spears, 2000).

Humility:

It is the concern for others and the promotion of ethical practices that should reflect positively on the style of work within the institution and on the prevailing relations among employees as one of the ethical principles (Yahya, 2010).

The operational definition of these four dimensions is:

The degree obtained by academic leaders through the answers of the sample subjects of high diploma students for each dimension of servant leadership questionnaire used in this study.

Limitations of the study

This study was limited to high diploma students in the educational sciences faculties at Amman Arab University and Isra University in Amman, for the second semester of the academic year (2022– 2023).

Delimitations of the study

The results of the study are determined by the degree of validity and reliability of the instruments it used, the honesty and objectivity of the sample subjects, the accuracy of their answers to the questionnaire adopted in this study, and the extent to which the study sample represents its population. Finally, the results of the study can only be generalized to the population from which the sample was drawn from and similar populations.

Theoretical literature

Leadership concept:

Leadership is the process of mutual influence between the leader and his followers. It exists in individuals and institutions. It is based on persuading others to cooperate in order to achieve common goals. Al-Moussawi (2014) defined it as the influence that one person has on the behaviour of others to achieve organizational goals. It was also defined by Sim (1997) as a leadership style that raises the value of the person and generates a creative tendency.

As for servant leadership, Greenleaf, referred to in Al-Qarni (2014), defined it as the innate tendency of a leader to serve his followers. The title of servant leader is usually given to a person who is a servant by nature and who cares about his followers to be more knowledgeable and independent and to serve others in the future. Hsiao and Chen et al.(2015) pointed out that servant leadership is a sound approach to ethical leadership reinforced by strong altruism, concern for the needs of followers, and empathy with them to be healthier, wiser, freer, and more independent. It is through these practices that the leader becomes the servant of his followers. Al-Zaatri (2020) defined it as the leader serving his followers with the aim of providing assistance to them to achieve growth and development by meeting their needs to achieve the desired goals. Al-Awda (2018) defined

it as leadership that aims to serve the employees, cooperate with them, and provide a work environment based on mutual respect and trust to achieve the agreed goals.

Servant leadership is also defined as the process through which the leader serves his followers, takes care of their interests before his own, and creates a cohesive climate that strengthens the bonds of love and increases the bonds of intimacy between followers and their leader, and contributes to the development of followers' attitudes (Zou et al. ,2015).

In light of these definitions, servant leadership can be defined as that type of leadership that emphasizes providing service to others and motivating them to perform positive actions and to be servants when they assume leadership positions.

Characteristics of servant leadership and its benefits

Zhao et al (2016) clarified some of the important characteristics that a servant leader should possess, including the following:

-        Feeling of intertwining of life and its interdependence in it all aspects,

-        Active participation with followers,

-        Sense of responsibility,

-        The conviction that success is inevitable.

 Zou et al. (2015) added that the ethical leadership provides the moral rules represented in:

-        The leader's realization that his primary responsibility lies in working to achieve the welfare of the employees

-        The professional responsibility of the servant leader occupies a priority over his personal interests.

-        The servant leader is responsible for the type of service he provides to the followers in terms of quantity and quality.

As for the benefits that are obtained from employing servant leadership, they are as mentioned by Duggan (2015) as follows:

-        Servant leadership leads change and builds team work.

-        It helps employees to develop their skills and evaluate their experiences.

-        Promoting cooperation among employees, which is highly effective.

-        Determining the level of achievement to allow employees to set key performance indicators.

-        Achieving job satisfaction for employees as a result of their work under the leadership of a servant leader.

-        The development of the institution through the transition of the leader from the classic leadership style to the style of servant leadership that is based on the leader's inspiration to the followers and urging them to exert their efforts in a collective, not individual way.

Related previous studies

The Al-Muasher (2014) study aimed at finding out the degree to which the principals of the general Secretariat of Christian educational institutions in Amman practice servant leadership and its relationship to the organizational citizenship behaviour (OCB) of teachers from their point of view. The study sample consisted of 278 male and female

teachers who were chosen by the proportional stratified random sample method. The questionnaire was used as a data collection tool. The results indicated that the degree of principals' practice of servant leadership was medium and that the degree of practicing organizational citizenship behaviour was moderate too. There was a statistically significant correlation between the degree of the principals' practice of servant leadership and the organizational citizenship behaviour of teachers. There were statistically significant differences in the degree of servant leadership practice due to the variable of gender in favour of males, to the academic qualification variable in favour of bachelor holders, to the variable of educational stage in favour of the basic stage, and to the variable of experience in favour of the category (5 to less than 10 years). With regard to organizational citizenship behaviour, the results showed that there was a statistically significant difference due to the gender variable, in favour of males, and to the variable of experience, in favour of the category (5 to less than 10 years). In addition, there were no statistically significant differences due to academic qualification and educational stage variables.

The objective of the Salah El-Din (2016) study was to identify the reality of servant leadership practiced by school principals and the job satisfaction of teachers in Egypt. The study sample included 251 teachers in public schools in the Greater Cairo Region. The modelling methodology of the equation was adopted. The results showed that the degree of principals' practice of servant leadership was low. In light of the results that have been reached, an empirical model was built between the servant leadership of principals and the job satisfaction of teachers.

Al Sharifi and Al Kubaisi (2018) conducted a study aimed at revealing the degree to which the principals of private basic schools in Amman governorate practice the dimensions of servant leadership from the teachers' point of view. A descriptive methodology was used. The study sample consisted of 368 male and female teachers, who were selected by the proportional stratified random method. A questionnaire was developed to measure the degree of practicing servant leadership dimensions. The findings of the study indicated that the degree of practicing servant leadership dimensions was low from teachers' points of view. There was no statistically significant difference in the degree of practicing servant leadership dimensions attributed to the gender variable. While there were statistically significant differences due to the experience variable in favor of the category (10 years and above).

The study by Dehliz and Ghaly (2018) aimed to test the relationship between the degree of servant leadership practice and the organizational commitment of academic and administrative employees in the four universities in the Gaza Strip. The analytical research methodology was adopted. The questionnaire was used as a tool for collection. The sample consisted of 400 individuals. The results showed that the degree of servant leadership practiced by the officials in these universities was medium. There was a high level of organizational commitment among the employees. There was a statistically significant and positive effect between the degree of servant leadership practice and the level of organizational commitment. Finally, there were differences in both the practice of servant leadership and organizational commitment due to the workplace variable (university).

The aim of the Abu Shareekh (2019) study was to investigate the relationship between the degree to which public school principals in Amman practice the servant leadership style and their job performance. The descriptive-correlational methodology was used. The questionnaire was used as a means of collecting study data. The results indicated that the degree of principals' practice of the servant leadership style was high from the viewpoint of assistant principals. The degree of practicing the job performance of principals was high from the point of view of the assistant principals. There was a positive statistically significant correlation between the two degrees of servant leadership practice and the principals' job performance. There were statistically significant differences in the degree

of servant leadership practice due to the variable of gender, in favor of females, and to the variable of years of service, in favor of the category of more than 10 years. While there were no statistically significant differences due to the academic qualification variable, finally, there were statistically significant differences in the level of job performance of principals due to the variable of gender, in favor of females, while there were no statistically significant differences due to the years of service and academic qualification variables.

While the aim of Mustafa's (2020) study was to clarify the effect of servant leadership among the academic department heads at King Faisal University on organizational sarcasm from the faculty members' point of view, The study sample consisted of 325 members. The descriptive-analytical methodology was used. The data were collected by conducting a field survey on the study sample subjects. One of the results shown by the study is that there were no statistically significant differences in the perceptions of faculty members about the application of servant leadership by department heads, due to the variables of gender and years of experience. There were statistically significant differences due to the variables of academic rank and the nature of specialization. The results also showed that there were statistically significant differences in organizational sarcasm due to academic rank and years of experience. Finally, there was a correlation between the application of servant leadership and organizational sarcasm.

Nastiezaie and Ghalavi (2020) conducted a study that aimed to reveal the relationship between servant leadership and organizational citizenship behaviour among teachers, with the mediating role of psychological empowerment. The descriptive-correlational methodology was adopted. The questionnaire was used as a means of data collection. The study sample consisted of 281 teachers who were chosen by the stratified random method. The results showed a statistically significant correlation between servant leadership and organizational citizenship behaviour. Finally, there was a medium effect of the degree of servant leadership practice on teachers' practice of organizational citizenship behaviour.

The study by Zaatari (2020) aimed at finding out the degree to which principals of basic public schools in Hebron governorate in Palestine practice servant leadership and its relationship to the organizational citizenship behaviour of teachers from their point of view. The descriptive-correlational methodology was adopted. A questionnaire was used as a tool to collect data. The sample included 366 male and female teachers who were chosen using a random method from the basic public schools in Hebron. The findings indicated that the degree of servant leadership practiced by the principals was high from the teachers' point of view. The degree of practicing organizational citizenship behaviour by teachers was high too, from their point of view. Finally, there was a positive, statistically significant correlation between the degree of principals' practice of servant leadership and teachers' practice of organizational citizenship behaviour.

Al-Suhaili (2021) conducted a study aimed at identifying the role of servant leadership in achieving job satisfaction for female employees in schools in Hafr Al-Batin governorate and presenting a proposed vision to activate this role in accordance with Kingrom's (2030) vision. The descriptive-correlational methodology was used. The questionnaire was used as a means to collect the study data. It was applied to 360 teachers and administrators. The results indicated that the degree of practicing servant leadership by school leaders was medium from the sample subjects' point of view. The level of job satisfaction was medium, too, from teachers and administrators' points of view. There was a positive, statistically significant correlation between the degree of school leaders' practice of servant leadership and the level of job satisfaction for female teachers and administrators.

Radwan and Al-Faydi (2021) conducted a study aimed at finding out the degree of servant leadership practice among academic department heads at the University of

Benghazi and its relationship to the level of faculty members' participation in administrative decision-making. The study sample consisted of 50 faculty members. They were chosen using a simple random method. The questionnaire was used as a tool to collect data. The study concluded that the degree of servant leadership practiced by department heads was very high from the point of view of faculty members. The participation of faculty members in decision-making was also very high.

There were no statistically significant differences in the level of participation in decision-making due to the variables of gender, specialization, and experience. Finally, there was a positive correlation between the degree of servant leadership practice and the level of participation in decision-making.

Methodology

In this study, the descriptive methodology was used as the appropriate approach to the nature of the study problem, in order to find out the degree to which academic leaders practice servant leadership from the point of view of high diploma students.

The population

The study population consisted of all high diploma students at Amman Arab University and Isra University s in Amman. Their number was (600) male and female student.

The study sample

The sample of the study consisted of (124) male and female students, who were selected by simple random method, with (62) individuals from each university.

The study instrument

The researchers developed a questionnaire to measure the degree to which academic leaders practice servant leadership at Amman Arab University and Isra University, with reference to Al Muasher (2014) and Al Sharifi and Al Kubaisi (2018). The questionnaire consists of 30 items distributed over four dimensions: altruism, love, empowerment, and humility.

Validity and reliability of the study instrument: The validity of the tool was verified by determining its content validity. The reliability of the tool was confirmed by applying the questionnaire to a pilot sample from outside the study and from its population. The number of its members was 25male and female students. After two weeks, the application was re-applied, and the reliability of the reply was extracted. The reliability of internal consistency was also extracted using the Cronbach-Alpha equation. Table 1 shows that.

Table 1. Reliability values by the methods of test-retest and internal consistency

No	Dimension	Internal consistency by using Cronbach Alpha	Reply reliability by using Pearson correlation coefficient
1	Altruism	0.78	0.80
2	Love	0.80	0.79
3	Empowerment	0.82	0.77
4	Humility	0.79	0.81
Total Score		-	0.85

The results of Table 1 show that the reliability values obtained by the internal consistency method ranged for dimensions between 0.78 and 0.82. With regard to the values of repetition reliability, the total score reached 0.85, and for dimensions between 0.77 and 0.81, These values are suitable for the purposes of this study.

The researchers distributed the questionnaire to the sample subjects at both universities. After filling out the questionnaire, the filled-out copies were returned in full.

To find out the degree to which academic leaders practice servant leadership from high diploma students' point of view, the following equation was used:

$$\frac{\text{The maximum value of the alternative} - \text{The minimum value of the alternative}}{\text{Number of levels}}$$

$$= \frac{5-1}{3} = \frac{4}{3} = 1.33$$

Therefore, the lowest degree is from (1 – 2.33)

The medium degree is from (2.34 – 3.67)

The high degree is from (3.68 – 5.00)

Statistical processing

The following statistical tools were used: Means, standard deviations, MANOVA and Scheffe' test.

Results of the study and discussion

The results of the first question, which states: What is the degree of servant leadership practiced by academic leaders from students' point of view?

To answer this question, the means and standard deviations of the degree of servant leadership practice of the academic leaders in the educational sciences faculties were extracted from high diploma students' point of view, and Table 2, show that.

Table 2. Means and standard deviations of the degree of servant leadership practice among academic leaders in the faculties of educational sciences students point of view ranked in descending order

Dimension	Mean	Standard Deviation	Rank	Degree
Altruism	4.00	0.84	1	High
Love	3.93	0.88	2	High
Humility	3.91	0.87	3	High
Empowerment	3.76	0.98	4	High
Total score	3.91	0.85	-	High

It is noticed from the results of Table 2 that the degree of servant leadership practice among academic leaders in the educational sciences faculties from students' point of view was high. The mean reached 3.91 with a standard deviation of 0.85. The altruism dimension came in first with a mean of 4.00 and a standard deviation of 0.84, and a high degree. The empowerment dimension came in last. Its mean was (3.76) with a standard deviation of (0.98) and a high degree.

It is evident from the results in Table 2 that the academic leaders in the faculties of educational sciences practice servant leadership with high-degree students from the students' point of view. This may be attributed to the principles upon which servant leadership is based and the values and psychological principles it imposes on leaders that go beyond self-interest in order to take care of students and help them grow and develop.

This result agreed with the studies of Abu Shareekh (2019) and Al-Zaatari (2020). But it differed from the study of Al Sharifi and Al Kubaisi (2018), whose results indicated that

the degree of servant leadership practice was low. The current study also differed with the results of Al-Muasher (2014), Dehliz and Ghaly (2018), Nastiezaie & Ghalavi (2020), and Al-Suhali (2021), whose results came to a moderate degree, as well as with the findings of Radwan and Al-Faydi (2021), whose results indicated that the degree of practicing servant leadership was very high.

The results of the answer to the second question state: Are there statistically significant differences ($α ≤ 0.05$) in the degree of academic leaders' practice in the educational sciences faculties at Amman Arab University and Isra University for servant leadership due to gender, bachelor's specialization, and number of training courses?

To answer this question, the means and standard deviation of the degree of servant leadership practice of the academic leaders in the educational sciences faculties from high diploma students' point of view were extracted according to gender, bachelor's specialization, and number of training courses, and table (3) shows that.

Table 3. Means and standard deviations of the degree of practicing servant leadership among academic leaders in the educational sciences faculties students' point of view due to gender, bachelor's specialization and number of training courses

Dimension	Gender	No	Mean	Standard deviation
Altruism	Male	46	4.05	0.92
	Female	78	3.96	0.80
Love	Male	46	4.03	0.86
	Female	78	3.87	0.88
Empowerment	Male	46	3.88	1.04
	Female	78	3.70	0.94
Humility	Male	46	3.91	0.92
	Female	78	3.91	0.85
Total score	Male	46	3.98	0.88
	Female	78	3.87	0.83
Altruism	Humanitarian	78	4.07	0.94
	Scientific	46	3.88	0.64
Love	Humanitarian	78	3.99	0.92
	Scientific	46	3.83	0.80
Empowerment	Humanitarian	78	3.85	1.08
	Scientific	46	3.6	0.76
Humility	Humanitarian	78	4.03	0.91
	Scientific	46	3.70	0.77
Total score	Humanitarian	78	3.99	0.91
	Scientific	46	3.77	0.70
Altruism	No courses	26	3.98	0.96
	1 – 3 courses	58	4.15	0.74
	4 – 5 courses	14	4.16	0.20

	6 courses and more	26	3.58	1.04
Love	No courses	26	4.04	0.85
	1 – 3 courses	58	4.01	0.75
	4 – 5 courses	14	4.11	0.43
	6 courses and more	26	3.56	1.21
Empowerment	No courses	26	3.82	0.99
	1 – 3 courses	58	3.98	0.84
	4 – 5 courses	14	3.45	0.47
	6 courses and more	26	3.40	1.29
Humility	No courses	26	4.14	0.83
	1 – 3 courses	58	4.07	0.79
	4 – 5 courses	14	3.63	0.11
	6 courses and more	26	3.47	1.13
Total score	No courses	26	4.01	0.87
	1 – 3 courses	58	4.05	0.74
	4 – 5 courses	14	3.88	0.26
	6 courses and more	26	3.51	1.12

Based on Table 3, there are apparent differences between the means of the degree of practicing servant leadership among the academic leaders in the educational sciences faculties from the point of view of high diploma students, according to gender, the specialization of the bachelor's degree, and the number of training courses. To find out whether there were statistically significant differences, a multiple analysis of variance MANOVA was extracted, and Table 4, shows that.

Table 4, Multi Analysis of Variance (MANOVA) to examine the significance of the differences between the means of the degree of servant leadership practice among academic leaders in the educational sciences faculties from students' point of view according to gender, bachelor's specialization and number of training courses

Source of variance	Dependent variable	Sum of squares	Df	Mean square	F-value	Significance level
Gender	Altruism	0.051	1	0.051	0.077	0.782
	Love	0.049	1	0.049	0.066	0.797
	Empowerment	1.150	1	1.150	1.274	0.261
	Humility	0.017	1	0.017	0.025	0.875
	Total score	0.042	1	0.042	0.062	0.804
Bachelor's specialization	Altruism	3.157	1	3.157	4.773	0.031
	Love	1.996	1	1.996	2.693	0.103
	Empowerment	1.677	1	1.677	1.857	0.176
	Humility	2.958	1	2.958	4.261	0.41
	Total score	2.390	1	2.390	3.527	0.063

Number of training courses	Altruism	7.991	3	2.664	4.026	0.009
	Love	5.050	3	1.687	2.275	0.083
	Empowerment	7.536	3	2.512	2.782	0.044
	Humility	8.675	3	2.892	4.165	0.008
	Total score	5.944	3	1.981	2.924	0.037
Error	Altruism	78.062	118	0.662		
	Love	87.478	118	0.741		
	Empowerment	106.543	118	0.903		
	Humility	81.925	118	0.694		
	Total score	79.958	118	0.674		
Total	Altruism	2066.857				
	Love	2013.180				
	Empowerment	1873.333				
	Humility	1989.673				
	Total score	1982.267				

It is noticed from the results of Table 4 that there was no statistically significant difference ($\alpha \leq 0.05$) between the means of the degree of servant leadership practice among academic leaders in the educational sciences faculties from the high diploma point of view according to the gender variable, as the value of the statistical significance of (F) is greater than (0.05) for the total degree and for each of the dimensions of servant leadership.

The results of Table 4, showed that there were no statistically significant differences ($\alpha \leq 0.05$) between the mean of the degree of servant leadership practice among academic leaders in the educational sciences faculties from the point of view of high diploma students according to the variable of specialization in the bachelor's stage on the total degree and on all dimensions, with the exception of two dimensions: altruism and humility. The F-values were 4.773 and 4.261, respectively, in favour of students with humanitarian specializations.

With regard to the variable number of training courses, the results revealed that there were statistically significant differences ($\alpha \leq 0.05$) between the means of servant leadership practice among academic leaders in the educational sciences faculties, from high diploma students' point of view, according to the variable number of training courses on the total degree and all dimensions except for the dimension of love. In order to find out the return of these differences, a Scheffe test for post-comparison was extracted, and table 5 shows that.

Table 5. The results of the Scheffe test for post – comparison to examine the return of the differences between the means of the degree of practicing servant leadership among academic leaders in the educational sciences faculties from student's point of view

Dependent variable	Number of courses (I)	Number of courses (J)	Mean Difference (I – J)	Level of significance
Altruism	No courses	1 – 3 courses	- 0.1698	0.378
		4 – 5 courses	- 0.1852	0.493

		6 courses and more	0.3956	0.082
	From 1 – 3 courses	No courses	0.1698	0.378
		4 – 5 courses	0.0155	0.949
		6 courses and more	0.5654	0.004
	From 4 – 5 courses	No courses	0.1852	0.493
		1 – 3 courses	0.0155	0.949
		6 courses and more	0.5808	0.033
Empowerment	No courses	1 – 3 courses	- 0.1565	0.487
		4 – 5 courses	0.3681	0.245
		6 courses and more	0.4231	0.111
	From 1 – 3 courses	No courses	0.1565	0.487
		4 – 5 courses	0.5246	0.066
		6 courses and more	0.5796	0.011
	4 – 5 courses	1 – 3 courses	- 0.3681	0.245
		4 – 5 courses	- 0.5246	0.066
		6 courses and more	0.0549	0.862
Humility	No courses	1 – 3 courses	0.0739	0.708
		4 – 5 courses	0.5102	0.067
		6 courses and more	0.6703	0.04
	1 – 3 courses	No courses	- 0.0739	0.708
		4 – 5 courses	0.4363	0.081
		6 courses and more	0.5964	0.003
	4 – 5 courses	1 – 3 courses	0.5102	0.067
		4 – 5 courses	- 04363	0.081
		6 courses and more	0.601	0.563
Total	No courses	1 – 3 courses	- 0.0443	0.820
		4 – 5 courses	0.1242	0.650
		6 courses and more	0.4923	0.033
	1 – 3 courses	No courses	0.0443	0.820

		4 – 5 courses	0.1685	0.493
		6 courses and more	0.5366	0.007
	4 – 5 courses	1 – 3 courses	- 0.1242	0.650
		4 – 5 courses	- 0.1685	0.493
		6 courses and more	0.3681	0.180

The results of Table 5. shows that the differences between the means of practicing servant leadership among academic leaders according to the variable number of courses are attributed to those with the number of courses (no courses, from 1–3 courses, and from 4–5 courses) when compared with those with 6 courses and more.

The results in Table 4 showed that there were no statistically significant differences ($\alpha \leq 0.05$) in the degree of servant leadership practiced by academic leaders with regard to the variables of gender and specialization in bachelor's degrees. This may be attributed to the fact that servant leadership is a clear practice for high diploma students, whether they are males or females, or from human or scientific disciplines. Therefore, respondents from sample subjects, regardless of their gender or specialization at the bachelor's level, agreed in describing the behaviour of academic leaders, including deans and academic department heads. Which means that these two variables were not influential in describing the behaviour of servant leadership by academic leaders.

The results of this study agreed with those of Al Muasher (2014), Al Sharifi and Al Kubaisi (2018), Mustafa (2020), and Radwan and Al Faydi (2021). But it differed from the findings of the Abu Sharikh (2019) study with regard to gender variables.

With regard to the variable of specialization, the results of the current study agreed with the results of the Radwan & Al-Faydi (2021) study and differed with the results of the Mustafa (2020) study.

As for the variable number of training courses, the effect of which was examined in this study, none of the previous studies examined its effect.

Conclusion

Servant leadership is a leadership approach that focuses on serving the team or group and achieving common goals rather than focusing on power and personal control. It is based on a deep understanding of the importance of teamwork and cooperation in achieving success and sustainability in business and institutions. These approaches represent a positive shift in the field of leadership, where it is strengthened. The leader must be an experienced and good listener, as he listens to the ideas and suggestions of team members and encourages the expression of new ideas and visions. Thanks to this leadership style, the team can develop quickly and be able to deal with challenges effectively. Values and ethics are an important part of servant leadership. Adopting these values contributes to building trust between the leader and team members. Leaders who adopt ethical values set a positive role model for the team and contribute to enhancing understanding and respect among team members. The leader must strive to develop effective communication and communication skills, be able to convey messages clearly and effectively, and listen to team members carefully, which contributes to avoiding tensions and unwanted understandings, thus improving team performance and promoting good communication. The study findings showed that academic leaders practice servant leadership to a high degree and there were statistically significant differences attributed to the variable number of training courses.

Recommendations

•   Maintaining a high degree of servant leadership practice by academic leaders and rewarding this type of leadership to motivate leaders to continue to adopt servant leadership.

•   Conducting a similar study on other educational institutions with different variables.

•   Carrying out a correlational study between servant leadership and organizational climate.

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