

# Servant-leadership roles of principals on the work alienation perceptions of teachers<sup>#</sup>

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## ABSTRACT

Servant leadership is a modern approach to leadership that has been the subject of a growing number of investigations in recent years. As with any organization within the social structure, alienation is also occurring in the school organization. High level of alienation threatens the functioning of the school organization; in a healthy way function. It was seen as important to know the effect of servant leadership behavior on the alienation of teachers. This research was conducted to examine the relationship between servant leadership and work alienation, based on the opinions of teachers. The data of the research conducted in the descriptive screening model were obtained from 484 teachers working in all primary, secondary and high schools in the Central Districts of Şanlıurfa Province in Turkey. The Servant Leadership Scale and Teachers' Alienation Scale for Teachers were used to determine the servant leadership behaviors of principals that teachers perceive and their level of work alienation. As a result of this research, it was found that the perceptions of the servant leadership of the participants towards their principals were high, and their job alienation levels were weak. While the perceptions of the servant leadership differed in terms of the teachers' school location, the way their administrators were appointed, the type of their school, the number of teachers in their school and their marital status variable, these did not differ significantly in terms of the teachers' gender, years of service, branch and educational status. Participants' level of alienation to work; showed a significant difference according to the school location and branch variable. On the other hand, there was no significant difference in terms of gender, years of service, appointment of administrators, school type, number of teachers in school, marital status and educational status. A negative relationship was found between teachers' perceptions of servant leadership and work alienation. According to this result, as the servant leadership score increases, the level of work alienation decreases. These results were studied according to the literature and recommendations were made to teachers and administrators.

**Keywords:** Servant leadership, alienation to work, educational institutions, school principals.

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## INTRODUCTION

### Servant leadership

The concept of leadership is actually a phenomenon that has emerged from the moment human beings existed. Many leadership models have been developed and implemented so far. One of them is the servant leadership model. In 1970, Robert Greenleaf introduced the concept of "servant leadership" and argued that the

leader's primary responsibility was to serve the subordinates. The concept of "serving" here is not slavery, but it means developing subordinates and strengthening their subordinates with authority. Servant leader; are leaders who deal with the needs of others before their own needs, realize change and transformation, and enable people to transform their talents into performance (Findıkcı, 2009). It can be said

that servant leadership is among the most curious and trying to be implemented recently.

It is known as Robert K. Greenleaf (1904-1990) who first used and promoted servant leadership. Robert Greenleaf states that after reading Herman Hesse's "Journey to the East" novel, the person has the idea that he can be both a servant and a leader at the same time (Greenleaf, 1977). Servant leadership traits; consist of reliability, developing and valuing employees, empathy, developing and sharing management, creating unity, active listening and farsightedness. Servant leader; is the heart man or woman who has been able to cope with his or her ego, is honest, ethical, provides change and transformation, and strives to transform people's potential into performance (Fındıkcı, 2009). The servant leadership approach is thought to play a major role in the development of the organizations of our time. When they perform these behaviors, employees can become much more enthusiastic, productive, participating in the functioning and decisions of the organization, looking for solutions to problems. This can increase the efficiency of education and accelerate social development.

Leader characteristics that are handled in the researches on servant leadership are generally shaped based on positive attitudes. In addition, it can be said that studies on servant leadership are dealt with in many dimensions. The main reason for this is that behavior has a complex character (Sendjaya and Cooper, 2011). As a result of the researches, most of Laub's (1999) organizational leadership scale and Barbuto and Wheeler's (2006) servant leadership scale were used. When the literature is examined, generally accepted dimensions are; empathy, altruistic behavior, humility, honesty and fairness.

Leadership is an art of influence (Ozdas and Ekinici, 2011). It can be said that the main purpose of servant leadership is to serve. It can be said that this goal differentiates servant leadership from other leadership theories. The concept of serving enables achieving common goals with employees by developing teamwork and collaboration within a strong communication network (Taylor, 2002). It performs by serving, not by ordering the views of servant leaders. Servant leaders make their decisions fairly in accordance with ethical rules. Yukl (2005) stated that the justice shown by the leader reflects the interest and respectful communication and affects employee performance. According to Greenleaf (1977), who made the first work in the field of servant leadership, the servant leader; it should be modest and selfless, should not disdain anyone, and should consider their employees above him. The servant leader should focus on the development of employees, because the development of employees has the view that the organization achieves its purpose, but here it focuses on the development of its employees, not the objectives of the organization. It can be said that there has been little research on servant leadership to date. Although this

concept emerged in the 1970s, measuring instruments are limited today. Empirical research, especially testing theories, is scarce (Washington et al., 2006; Farling et al., 1999). This is because it does not make sense to use the concepts of "leader" and "servant" together. It's hard for people to think of a manager as both a leader and a servant. However, some research on servant leadership has been done. After Greenleaf, Buchen, 1998; Collins, 2001; Dennis and Winston, 2003; Spears is a key researcher who conducted major studies on 1998 servant leadership (Ekinici, 2015). In 1964, an institute and an educational institution called "Applied Ethics" were established. Alonderiene and Majauskaite's (2016) research to examine the impact of the leadership style of faculty members in higher education institutions has shown that the servant leadership style has a positive effect on the faculty's job satisfaction at the highest level. DeConinck and DeConinck (2017) are working to demonstrate the impact of servant leadership and organizational support on the company's sales profits in marketing companies in the United States; it has been concluded that the servant leadership has a direct effect on sales profits. Lapointe and Vandenberghe (2018) worked with 181 Canadian Customer Service employees and their managers to examine the relationship between servant leadership's organizational commitment and variables affecting other organizations; it has been determined that the servant leadership has a high relationship with positive organizational variables.

Servant leadership is an effective leadership style that can be used in the management of educational institutions whose primary function is the training and development of people. Barbuto and Wheeler (2006) emphasize that it is possible for employees to perform extra performance in their jobs thanks to servant leaders. It is possible to say that the servant leadership role shown by the school principal will increase teachers' trust in their principals. The teachers' feeling of belonging to the school will cause them to love and respect their principals and friends. It can be said that the way of ensuring that teachers feel belonging to the school depends on the degree of the servant leadership role that the manager will display. Karim et al. (2020) term these roles as managerial leadership in the school. Serving is closely related to the concept of justice. Therefore, servant leaders are also providers of justice. Every service to the city or to the people is closely related to justice (Kahraman Usta, 2020).

The principal can share his paperwork with the distribution of duties to the vice principals and devote more time to the teachers in order to show the servant leadership behaviors that have become important in the school organization. Within the framework of servant leadership, it can share resources equally among employees and ensure effective participation in the decisions to be taken. The principal of the school should take into account the previously formed structures while

determining the objectives of the organization and determine how it can be achieved in the most effective way in favor of employees while trying to achieve the organizational goals (Usta, 2013). School principals in the school environment; they should be open to any positive or negative criticism from parents, teachers and even students. It can be said that interpersonal communication and relations should be positive and that the headmaster should adopt servant leadership in order to create a healthy school environment within the framework of love, respect and trust rather than the chain of command. Thus, it is possible to say that the headmaster will rise to a different position in the eyes of other administrators and employees and gain their love and respect. These sacrifices are expected to be positively reflected in the business environment (Yalçın and Karadağ, 2015). School principals in the school environment; parents, teachers and even students should be open to all criticisms, positive or negative. It can be said that the headmaster sees an opportunity for himself to develop these criticisms.

In the context of the integration of servant leadership to educational institutions, in-service trainings can be provided to school principals to develop communication skills and bilateral relations with teachers and other employees. Servant leadership approaches courses, which are intended to provide servant leadership behaviors to school principals and vice principals by the Ministry of National Education, may also be an alternative in this context. A qualified manager-teacher relationship that develops in the schools where servant leadership comes to life will provide positive behaviors such as solidarity, being productive in solving problems, and establishing relations based on respect. In this respect, it is considered important to investigate the servant leadership and to investigate and disseminate this type of leadership more frequently in the literature. This is because in today's world, the responsibility of school leaders has expanded. Therefore, servant leadership behaviors can guide leaders through complex management processes.

### Work alienation

Although alienation may seem like a new concept, it is a very old concept that takes its source from religion. Hegel is the first to deal with the concept of alienation in a concrete sense. According to Hegel, alienation is an objectification process (Kılıçık, 2011). Alienation is inevitable and imperative. Hegel exemplified alienation as unhappy consciousness, and Karl Marx took it one step further and tackled the extent of the alienation of the worker to his own labor in the capitalist system. Kanungo (1979) defined alienation as an indicator of the tendency to decrease motivation among workers. According to Feuerbach, alienation; is man's creation of God and glorification of God created by him to become his slave.

Types of alienation include human alienation, human alienation to society, alienation of society and work alienation. Work alienation is the state of being indifferent to work and getting away from the enthusiasm of work (Kobasa et al., 1982). The most prominent form of alienation that comes to the fore within the scope of organizational life is work alienation (Elma, 2003). Due to the redefined business concept and increasing responsibilities and burdens of business life in today's world, employees are not able to act freely in the workplaces as before. This situation brings the situation of alienation to us. The most accepted dimensioning in the literature belongs to Seeman. These weakness, frivolousness, normality, isolation and self-alienation dimensions.

It can be said that there are many variables that cause work alienation (Başaran, 2000). These variables are: production tools and product not belonging to the employee, taking away the employee from the self-control request, transferring the control to the machine. As a result, the employee refuses to be audited and explains himself in his life in the organization, and he is cooled from his or her job. Personal characteristics, wishes and expectations, size of the institution, management style and bureaucratic structure are effective in the occurrence of alienation (Ekmekçi, 1999).

In line with the researches on the alienation of teachers in educational organizations, it was seen that teachers generally experienced weakness, then isolation and school alienation dimensions. A significant relationship was found between the bureaucratic structure of the school and weakness. There are also conclusions about less alienation among senior teachers. It was also observed that the meaninglessness and weakness levels experienced by the class teachers were lower than that of the branch teachers (Çalışır, 2006; Erjem, 2005; Isherwood and Hoy, 1973; as cited in Elma, 2003). Research by Shehada and Khafaje (2015) found that employees the effect of work alienation conditions has been tried to be determined. The study found a negative trend between employee alienation and working conditions it has been observed that there is a relationship. In terms of the theory of alienation in the research conducted by Tsang (2016) possible social causes of negative feelings of teachers have been investigated. Participants' teaching experiences, employment status and alienation due to their structural positions "weakness", "meaninglessness", "insulation" and it turned out that they were experiencing "self-alienation". Leadership style of managers in research by Dash and Vohra (2019), strengthening and teachers' behaviors (job preparation) and attitudes (work alienation) and organizational commitment) of teachers' cognition (psychological empowerment) the mediation effect has been tested. Tokmak (2020), according to the perceptions of the employees, the effect of support on the intention of alienating and leaving the job has been tested. There are many reasons for teacher alienation in

educational organizations. These reasons can be listed as organizational reasons based on centralized system and bureaucratic structure, institutional, economic and personal reasons.

Servant leadership comes into play in solving the problem of the alienation of teachers in educational institutions to work. The servant leader should be able to make the organization effective and sufficient, and know what the obstacles to the organization's accomplishments are and how it affects it. A servant leader has to know and manage the concept of alienation while performing organizational activities related to his or her own organization. In reducing and preventing alienation, it can be said that concepts such as empathy, support, development, communication, which are the characteristics of the servant leader, are very important. The most important way to prevent alienation of teachers in educational organizations may be to take the ideas of teachers and create a number of programs. Given that the serving leader has a leadership style that puts his employees in the focus, ensuring the participation of teachers and a fair management style can prevent alienation. In line with all these explanations, it is thought that it will be very efficient to adopt and effectively implement the servant leadership style in order to prevent teachers from becoming work alienated.

## METHOD

This research was conducted to examine the relationship between servant leadership and work alienation, based on the opinions of teachers. The model of the research is the relational screening model, which is one of the general screening models. Relational screening model is research models aiming to determine the presence and degree of co-variation between two or more variables (Karasar, 2004).

### Population of research and sampling

The study population, in the 2015-2016 academic year in the central district of Sanliurfa province in Turkey is composed of teachers working in public primary, secondary and high school. While determining the sample size, theoretical sample sizes for different sized universes can be tolerated at 95% certainty level. For a 5% margin of error, it is assumed that a sample of 372 people will represent a universe of 10,874 people (Anderson, 1990; Balci, 2011). 484 scales were evaluated from the recoverable surveys.

### Data collection tools

In the research, the data were collected through a questionnaire. The questionnaire used in data collection

consists of 3 parts. First part consists of questions related to demographic characteristics (school location, appointment of managers, type of school, number of teachers in school, marital status, gender). In the second part of the survey; "Servant Leadership Behaviors Scale of School Principals" developed by Ekinci (2015) was used. In the third part of the questionnaire, "Work Alienation Scale in Teachers" developed by Kurtulmuş and Karabıyık (2016) was used. The prepared survey information is given in the Appendix 1.

### Data analysis

Quantitative research method was used in this research. Quantitative research is a type of research that objectifies the facts and events in a way that can be observed, measured and quantified. Some research models that can be done within the quantitative research are: Experimental Model, Descriptive Model, Relational Model, Causal-Comparison Model and Historical Method. In this research, relational screening model was used. Relational screening model is research models that aim to determine the presence and degree of co-variation between two or more variables (Fraenkel and Wallen, 2009). The data obtained in the study were analyzed using SPSS (Statistical Package for Social Sciences) for Windows 16.0 program. In cases where the findings showed normal distribution, Anova and t test were used. In cases where the findings did not show normal distribution, Kruskal Wallis test and Mann Whitney-U test were used.

## FINDINGS

In this part of the research, statistical analysis of the data obtained to determine the level of alienation of teachers and the servant leadership behaviors of education managers according to teacher perceptions is included.

Findings regarding servant leadership behaviors perceived by teachers are given in Table 1. Table 1 show the servant leadership perceptions of the participants of the research, empathy ( $3.64 \pm 0.955$ ); altruistic behaviors ( $3.68 \pm 0.962$ ); humility ( $3.75 \pm 0.943$ ); high levels of honesty ( $3.78 \pm 0.953$ ) and justice dimensions ( $3.72 \pm 0.999$ ).

The findings of the servant leadership perceptions of the participants according to the school location variable are shown in Table 2.

As can be seen in Table 2, the participants of the study did not show a significant difference in empathy ( $t = 0.889$ ;  $p = 0.090 > 0.05$ ) in terms of school location. There was a significant difference in the altruistic behaviors of the participants ( $t = -1.672$ ;  $p = 0.007 > 0.05$ ). According to this, altruistic behaviors perceived by teachers in the city center ( $\bar{x} = 3.73$ ) are higher than

**Table 1.** Findings on participants' servant leadership perceptions.

Dimensions	N	$\bar{x}$	S	Min.	Max.
Empathy	484	3.64	0.955	1.00	5.00
Altruistic Behaviors	484	3.68	0.962	1.00	5.00
Humility	484	3.75	0.943	1.00	5.00
Honesty	484	3.78	0.953	1.00	5.00
Justice	484	3.72	0.999	1.00	5.00

**Table 2.** T-test results of the participants' servant leadership perceptions about the school position variable.

Dimensions	Group	N	$\bar{x}$	S	T	p
Empathy	Town center	232	3.66	0.981	0.889	0.090
	Village	152	3.58	0.895		
Altruistic Behaviors	Town center	232	3.73	1.001	1.672	<b>0.007</b>
	Village	152	3.57	0.665		
Humility	Town center	232	3.79	0.976	1.256	0.069
	Village	152	3.67	0.886		
Honesty	Town center	232	3.83	0.977	1.601	0.403
	Village	152	3.68	0.892		
Justice	Town center	232	3.77	1.001	1.647	0.950
	Village	152	3.61	0.989		

altruistic behaviors perceived by teachers working in villages ( $\bar{x} = 3.57$ ). Participants' sense of humility ( $t = 1.256$ ;  $p = 0.069 > 0.05$ ), honesty ( $t = -1.601$ ;  $p = 0.403 > 0.05$ ) and justice ( $t = 1.647$ ;  $p = 0.950 > 0.05$ ), servant leadership perceptions, did not differ significantly according to.

The findings of the servant leadership perceptions of the participants in the study according to the variable of the way managers are appointed are shown in Table 3.

According to Table 3, there are significant differences in all dimensions. According to this; There is a significant difference in the empathy ( $t = -4.434$ ;  $p = 0.000 < 0.05$ ) dimension of the participants. Accordingly, it can be said that the teachers whose principals are appointed by the exam ( $\bar{x} = 3.81$ ) perceive empathy higher and more positively than the servant leadership dimensions compared to the teachers whose principals are appointed without the exam ( $\bar{x} = 3.45$ ). There is a significant difference in the altruistic behaviors of the participants ( $t = -4.988$ ;  $p = 0.000 < 0.05$ ). Accordingly, it can be said that the teachers whose principals are appointed by the exam ( $\bar{x} = 3.89$ ) perceive the altruistic behavior dimension higher and more positive than the servant leadership dimensions compared to the teachers whose

principals are assigned without the exam ( $\bar{x} = 3.47$ ). There is a significant difference in the humility ( $t = -4.879$ ;  $p = 0.000 < 0.05$ ) dimension of the participants. Accordingly, it can be said that the teachers whose

principals are appointed by the exam ( $\bar{x} = 3.96$ ) perceive the humility leadership dimension higher and positively than the teachers whose principals are assigned without

the exam ( $\bar{x} = 3.55$ ). There is a significant difference in the integrity ( $t = -5.180$ ;  $p = 0.000 < 0.05$ ) dimension of the participants. Accordingly, it can be said that the teachers whose principals are appointed by the exam ( $\bar{x} = 4.00$ ) perceive the honesty dimension higher and more positively than the servant leadership dimensions compared to the teachers whose principals are assigned

without the exam ( $\bar{x} = 3.56$ ). There is a significant difference from the dimension of justice ( $t = 4.147$ ;  $p = 0.000 < 0.05$ ) of the participants. Accordingly, it can be said that the teachers whose principals were appointed

by the exam ( $\bar{x} = 3.91$ ) perceived the justice dimension higher and more favorably than the servant leadership dimensions compared to the teachers whose principals were appointed without the exam ( $\bar{x} = 3.54$ ).



**Table 3.** T-test of participants' servant leadership perceptions on the variable on the assignment of managers.

	Group	N	$\bar{x}$	S	t	p
Empathy	By exam	242	3.81	0.820	4.434	<b>0.000</b>
	Without by exam	242	3.45	1.041		
Altruistic Behaviors	By exam	242	3.89	0.847	4.988	<b>0.000</b>
	Without by exam	242	3.47	1.023		
Humility	By exam	242	3.96	0.828	4.879	<b>0.000</b>
	Without by exam	242	3.55	1.007		
Honesty	By exam	242	4.00	0.844	5.180	<b>0.000</b>
	Without by exam	242	3.56	1.006		
Justice	By exam	242	3.91	0.888	4.147	<b>0.000</b>
	Without by exam	242	3.54	1.068		

The findings of the servant leadership perceptions of the participants according to the type of school variable are shown in Table 4.

As seen in Table 4, the participants of the research empathy ( $F = 0.461$ ;  $p = 0.631 > 0.05$ ), altruistic behaviors ( $F = 0.556$ ;  $p = 0.568 > 0.05$ ), modesty ( $F = 0.427$ ;  $p = 0.652 > 0.05$ ) Servant leadership perceptions in the dimensions of, and justice ( $t = 1.497$ ;  $p = 0.225 > 0.05$ ) did not differ significantly from the school type variable. There is a significant difference in the honesty ( $F = 3.552$ ;  $p = 0.029 > 0.05$ ) dimension of the participants. As a result of the complementary post-hoc analysis conducted to determine the sources of differences, teachers working in primary schools ( $\bar{x} = 3.98$ ) were found higher than honesty scores compared to teachers working in high schools ( $\bar{x} = 3.74$ ).

The findings of the servant leadership perceptions of the participants according to the number of teachers in the school are shown in Table 5.

As can be seen in Table 5, the participants of the research empathy ( $F = 1.505$ ;  $p = 0.212 > 0.05$ ), altruistic behaviors ( $F = 2.109$ ;  $p = 0.098 > 0.05$ ), modesty ( $F = 1.203$ ;  $p = 0.308 > 0.05$ ). The perceptions of servant leadership in the dimensions of honesty ( $F = 1.601$ ;  $p = 0.188 > 0.05$ ) did not differ significantly according to the number of teachers in the school. The servant leadership perceptions of the participants in the justice dimension showed a significant difference according to the number of teachers in the school ( $F = 3.081$ ;  $p = 0.027 < 0.05$ ). As a result of the complementary post-hoc analysis conducted to determine the sources of the differences, the justice size scores of the participants with a number of 26-50 ( $\bar{x} = 3.81$ ) in their schools were higher than the justice size scores of the participants with a number of 1-25 ( $\bar{x} = 3.46$ ). According to the same table, the justice

size scores of the participants with +75 ( $\bar{x} = 3.79$ ) number in their schools were found higher than the justice size

scores of the participants with the number 1-25 ( $\bar{x} = 3.46$ ) in their schools.

The findings of the servant leadership perceptions of the participants according to the marital status variable are shown in Table 6.

As can be seen in Table 6, the participants of the research empathy ( $t = -0.735$ ;  $p = 0.463 > 0.05$ ), altruistic behaviors ( $t = -0.980$ ;  $p = 0.327 > 0.05$ ), honesty ( $t = -1.528$ ;  $p = 0.127 > 0.05$ ) and justice ( $t = -0.998$ ;  $p = 0.319 > 0.05$ ) dimensions did not show a significant difference according to marital status variable. According to Table 6, perceptions of servant leadership in the dimension of humility ( $t = -2.526$ ;  $p = 0.012 < 0.05$ ) of the participants in the study showed a significant difference according to the marital status variable. According to this, the perceptions of the humility dimension of servant leadership are higher among the participants who are single ( $\bar{x} = 3.86$ ) with marital status, compared to the teachers whose marital status is married ( $\bar{x} = 3.64$ ).

The findings of the servant leadership perceptions of the participants according to the gender variable are shown in Table 7.

According to Table 7, empathy ( $t = 0.074$ ;  $p = 0.941 > 0.05$ ), altruistic behaviors ( $t = 0.233$ ;  $p = 0.815 > 0.05$ ), modesty ( $t = 0.043$ ;  $p = 0.966$ ), honesty ( $t = 0.684$ ;  $p = 0.488 > 0.05$ ) and justice ( $t = 0.114$ ;  $p = 0.909 > 0.05$ ) did not differ significantly according to gender variable.

Findings regarding teachers' level of alienation are listed in Table 8. As seen in Table 8, the level of alienation of the participants ( $2.06 \pm 0.913$ ) was found to be weak. There was no significant difference in the alienation of the study participants ( $t = 1.288$ ;  $p = 0.198 >$

**Table 4.** Variance analysis (One-way Anova) results regarding the school type variable of participants' servant leadership perceptions.

	Group	N	$\bar{x}$	S	F	p
Empathy	High School	208	3.68	0.911	0.461	0.631
	Secondary School	156	3.59	0.982		
	Primary School	120	3.63	0.996		
Altruistic Behaviors	High School	208	3.74	0.936	0.556	0.568
	Secondary School	156	3.65	1.003		
	Primary School	120	3.64	0.956		
Humility	High School	208	3.79	0.901	0.427	0.652
	Secondary School	156	3.70	0.995		
	Primary School	120	3.75	0.951		
Honesty	High School	208	3.74	0.943	3.552	<b>0.029</b>
	Secondary School	156	3.68	0.999		
	Primary School	120	3.98	0.886		
Justice	High School	208	3.74	0.981	1.497	0.225
	Secondary School	156	3.62	0.984		
	Primary School	120	3.83	1.043		

**Table 5.** Variance analysis (One-way Anova) results regarding the variables of the servant leadership perceptions of the participants about the number of teachers at school.

	Group	N	$\bar{x}$	S	F	P
Empathy	1-25	103	3.51	0.956	1.505	0.212
	26-50	219	3.71	0.938		
	51-75	33	3.44	0.950		
	+75	129	3.66	0.978		
Altruistic Behaviors	1-25	103	3.49	0.945	2.109	0.098
	26-50	219	3.77	0.955		
	51-75	33	3.58	0.979		
	+75	129	3.71	0.972		
Humility	1-25	103	3.64	0.967	1.203	0.308
	26-50	219	3.83	0.902		
	51-75	33	3.62	1.010		
	+75	129	3.74	0.974		
Honesty	1-25	103	3.61	0.974	1.601	0.188
	26-50	219	3.85	0.914		
	51-75	33	3.71	0.952		
	+75	129	3.81	0.994		
Justice	1-25	103	3.46	1.020	3.081	<b>0.027</b>
	26-50	219	3.81	0.989		
	51-75	33	3.68	1.099		
	+75	129	3.79	0.946		

**1-25 – 26-50**  
**1-25 - +75**

**Table 6.** The t-test results of the participants regarding the marital status variable of servant leadership perceptions.

	Group	N	$\bar{x}$	S	T	P
Empathy	Married	233	3.60	1.000	-0.735	0.463
	Single	251	3.67	0.903		
Altruistic Behaviors	Married	233	3.64	1.000	- 0.980	0.327
	Single	251	3.72	0.917		
Humility	Married	233	3.64	1.041	- 2.526	<b>0.012</b>
	Single	251	3.86	0.831		
Honesty	Married	233	3.71	1.039	- 1.528	0.127
	Single	251	3.85	0.863		
Justice	Married	233	3.67	1.110	- 0.998	0.319
	Single	251	3.77	0.883		

**Table 7.** T-test results for the gender variable of participants' servant leadership perceptions.

	Group	N	$\bar{x}$	S	T	P
Empathy	Female	249	3.63	0.886	0.074	0.941
	Male	235	3.64	1.024		
Altruistic Behaviors	Female	249	3.67	0.912	0.233	0.815
	Male	235	3.69	1.015		
Humility	Female	249	3.75	0.847	0.043	0.966
	Male	235	3.75	1.038		
Honesty	Female	249	3.81	0.887	0.684	0.488
	Male	235	3.75	1.019		
Justice	Female	249	3.72	0.978	0.114	0.909
	Male	235	3.73	1.022		

**Table 8.** Information on participants' level of work alienation.

	N	$\bar{x}$	s	Min	Max
Work alienation	484	2.06	0.913	1.00	5.00

0.05) in terms of gender variable.

The findings of the servant leadership work alienation dimension of the participants according to the school location variable are shown in Table 9.

As it can be seen in Table 9, there is a significant difference in terms of alienation ( $t = 1.973$ ;  $p = 0.049 < 0.05$ ) in the dimension of school participants. According to this, the level of alienation of teachers working in villages ( $\bar{x} = 2.18$ ) is higher than the teachers in the city center ( $\bar{x} = 2.01$ ).

The findings of the participants in the work alienation dimension according to the variable of the way managers are appointed are shown in Table 10.

According to Table 10, the participants did not show a significant difference in the dimension of work alienation ( $t = 0.630$ ;  $p = 0.529 > 0.05$ ) according to the variable of the way managers are appointed.

The findings of the work alienation dimension of the participants according to the school type variable are shown in Table 11. The participants in the study did not



**Table 9.** T-test results regarding the school position variable of participants.

	Group	N	$\bar{x}$	s	t	P
Work alienation	Town center	232	2.01	0.880	1.973	<b>0.049</b>
	Village	152	2.18	0.974		

**Table 10.** T-test results for the variable in appointment of managers of the work alienation dimension of the participants.

	Group	N	$\bar{x}$	S	t	p
Alienation to work	By exam	242	2.03	0.900	0.630	0.529
	Without by exam	242	2.09	0.927		

**Table 11.** Variance Analysis (One-Way Anova) results regarding the school type variable of participants' work alienation dimension.

	Group	N	$\bar{x}$	s	F	p
Alienation to work	High School	208	2.15	0.941	1.737	0.177
	Secondary School	156	1.99	0.919		
	Primary School	120	2.00	0.848		

show a significant difference in terms of work alienation ( $F = 1.737$ ;  $p = 0.0.177 > 0.05$ ) according to the school type variable.

The findings of the work alienation dimension of the participants in the study according to the variable of the number of teachers in the school are shown in Table 12.

According to Table 12, the participants in the study did not show a significant difference in the dimension of work alienation ( $F = 0.702$ ;  $p = 0.551 > 0.05$ ) according to the variable number of teachers in the school.

The findings of the work alienation dimension of the participants according to the marital status variable are shown in Table 13.

There was no significant difference in the dimension of work alienation ( $t = 1.550$ ;  $p = 1.122 > 0.05$ ) compared to the marital status variable.

The findings of the work alienation dimension of the participants according to the gender variable are shown in Table 14.

According to Table 14, the participants in the study did not show a significant difference according to the gender variable in the dimension of alienation from work ( $t = 1.288$ ;  $p = 0.198 > 0.05$ ).

The findings of the relationship between the servant leadership perceptions of the participants and the levels of alienation are shown in Table 15.

As can be seen in Table 15, as a result of the correlation analysis conducted to determine the relationship between the empathy dimension of servant leadership and the work alienation, it is seen that there is a negative relationship between the perceived empathy dimension and work alienation ( $r = -0.27$ ;  $p = 0.000 <$

$0.05$ ). A negative and weak level of 27% was found between the scores. As can be seen in Table 15, as a result of the correlation analysis conducted to determine the relationship between the altruistic behavior dimension of the servant leadership and the alienation dimension to the work, there is a negative relationship between the perceived altruistic behavior dimension and work alienation ( $r = -0.29$ ;  $p = 0.000 < 0.05$ ). A negative and weak level of 29% was found between the scores. Accordingly, it is possible to say that as the dimension of altruistic behaviors perceived in schools increases, work alienation decreases weakly.

As can be seen in Table 15, as a result of the correlation analysis performed to determine the relationship between the humility dimension of the servant leadership and the alienation dimension of the work, there is a negative relationship between the perceived humility dimension and work alienation. ( $r = -0.30$ ;  $p = 0.000 < 0.05$ ). A negative and weak level of 30% was found between the scores. Accordingly, it is possible to say that as the level of perceived humility increases in schools, work alienation decreases weakly.

As can be seen in Table 15, as a result of the correlation analysis conducted to determine the relationship between the integrity dimension of the servant leadership and the work alienation, there is a negative relationship between the perceived integrity dimension and the work alienation ( $r = -0.29$ ;  $p = 0.000 < 0.05$ ). A negative and weak level of 29% was found between the scores. Accordingly, it is possible to say that as the level of perceived honesty in schools increases, work alienation decreases weakly.

**Table 12.** Variance analysis (One-way Anova) results regarding the variable number of teachers in school of participants' work alienation dimension.

	Group	N	$\bar{x}$	s	F	p
Alienation to Work	1-25 Teachers	103	2.14	1.004	0.702	0.551
	26-50 Teachers	219	2.08	0.867		
	51-74 Teachers	33	2.08	1.003		
	+75 Teachers	129	1.97	0.893		

**Table 13.** T-test results for the marital status variable of the participants' work alienation dimension.

	Group	N	$\bar{x}$	s	t	P
Alienation to Work	Married	233	1.99	0.878	1.550	1.122
	Single	251	2.12	0.942		

**Table 14.** T-test results of participants' gender variable of work alienation dimension.

	Group	N	$\bar{x}$	S	t	P
Alienation to Work	Female	249	2.01	0.865	1.288	0.198
	Male	235	2.12	0.961		

**Table 15.** Correlation analysis results regarding the relationship between participants' servant leadership perceptions and the relationship between work alienation.

		Alienation to Work
Empathy	r	-0.27
	p	<b>0.000</b>
	N	484
Altruistic Behaviors	r	-0.29
	p	<b>0.000</b>
	N	484
Humility	r	-0.303
	p	<b>0.000</b>
	N	484
Honesty	r	-0.29
	p	<b>0.000</b>
	N	484
Justice	R	-0.23
	p	<b>0.000</b>
	N	484

As can be seen in Table 15, as a result of the correlation analysis conducted to determine the relationship between the justice dimension of servant leadership and the work alienation, it is seen that there is a negative relationship between perceived justice dimension and work alienation ( $r = -0.23$ ;  $p = 0.000 < 0.05$ ). A negative and weak level of 23% was found

between the scores. According to this, it is possible to say that as the level of perceived justice in schools increases, work alienation decreases weakly.

The findings of the respondents regarding the level of servant leadership and the level of alienation to work are shown in Table 16.

According to Table 16, when the bilateral and partial

**Table 16.** Regression analysis results of participants' levels of servant leadership perceptions to prediction of work alienation dimension.

Dependent variable	Independent variable	$\beta$	T	p	F	R	Model (p)	R <sup>2</sup>
Alienation to Work	Empathy	-0.028	-0.262	0.794		-0.270	<b>0.000</b>	0.096 R=0.310
	Altruistic Behaviors	-0.069	-0.490	0.625		-0.294		
	Humility	-0.165	-1.395	0.164	10.165	-0.303		
	Honesty	-0.113	-0.969	0.333		-0.291		
	Justice	0.062	0.743	0.743		-0.239		

correlation between the predictive variables and the dependent variable is examined, there is a negative and low level relationship ( $r = -0.270$ ) between empathy and work alienation, but when other variables are controlled, the correlation between the two variables is calculated as  $\beta = -0.02$ . It is seen that there is a negative and low level relationship ( $r = -0.294$ ) between altruistic behavior and job alienation, but when other variables are controlled, the correlation between the two variables is calculated as  $\beta = -0.06$ . It is seen that there is a negative and low level relationship ( $r = -0.303$ ) between humility and alienation, but when other variables are controlled, the correlation between the two variables is calculated as  $\beta = -0.13$ . It is seen that there is a negative and low level relationship ( $r = -0.291$ ) between honesty and alienation, but when other variables are controlled, the correlation between the two variables is calculated as  $\beta = -0.11$ . It is seen that there is a negative and low level relationship ( $r = -0.239$ ) between justice and job alienation, but when other variables are controlled, the correlation between the two variables is calculated as  $\beta = 0.06$ .

Empathy, altruism, modesty, honesty and justice variables give a low level and meaningful relationship with alienation scores ( $R = 0.310$ ,  $R^2 = 0.10$ ,  $p < 0.05$ ). The five variables mentioned explain about 10% of the total variance in alienation. According to the standardized regression coefficient ( $\beta$ ), the relative importance order of predictive variables on work alienation is humility, honesty, altruistic behavior, empathy and justice. When the t-test results related to the significance of the regression coefficients were examined, it was revealed that none of the variables showed any difference.

## DISCUSSION AND CONCLUSION

Participants' perceptions of servant leadership, empathy, altruistic behavior, humility, honesty and justice dimensions were found to be high. Although teachers' perceptions of servant leadership are moderate in all dimensions, a relatively higher average has occurred in honesty dimension compared to other dimensions. Based on this finding, it is possible to say that servant leadership provides consistency in speech, attitude and behavior in schools (Harter, 2002). First of all, it builds its behavior on integrity, honesty and trust (Cerit, 2008: 552-553). This situation creates a result that increases confidence in the

leader. As can be seen from the table, the honesty dimension follows the humility dimension. From this point of view, it can be seen that servant leaders fulfill humble behaviors at schools at a high level.

There was no significant difference in the empathy dimension of the servant leadership of the participants in the study according to their school location. There is a significant difference in the altruistic behavior dimension of servant leadership of the participants. According to this, the altruistic behaviors perceived by the teachers in the city center are higher than the altruistic behaviors perceived by the teachers working in the villages. There is a significant difference in the altruistic behavior dimension of the servant leadership of the participants according to the school position. According to this, the altruistic behaviors perceived by the teachers in the city center are higher than the altruistic behaviors perceived by the teachers working in the villages. Accordingly, it can be said that school principals in the city center behave more altruistically than school principals in the villages. The reason for this may be due to the fact that the city center managers are more experienced. Since school principals in villages are (temporarily) principals by appointment, they may not have the characteristics that a principal should have. Participants' perceptions of servant leadership in the humility, honesty and justice dimensions of servant leadership did not differ significantly from the school location variable.

There is a significant difference in the empathy, altruistic behavior, humility, honesty and justice aspects of the servant leadership of the participants according to the way they were appointed. Accordingly, it can be said that the teachers whose principals are appointed by the exam perceive the servant leadership dimensions at a high and positive level compared to the teachers whose principals are appointed without the exam. In this case, we can conclude that the application of the interview and registration note in the form of appointment of school principals does not measure the qualifications of the principal. As a result of a research conducted by Türkmenoğlu and Bülbül (2015) with school principals and teachers, teachers and administrators think that school administrators should take the exam. The introduction of school administrators to the exam will also have positive implications for school culture. In addition, the appointment of school principals by examination can have a positive effect on the communication, decision-

making process, school climate and acceptance of the school principal by teachers. Likewise, Barut (2007) examined the competencies of the principals according to the way they were appointed in the master's thesis study, and the managers appointed by the exam were found to be more adequate in all questions regarding the decision-making process than those appointed without the exam. In addition, the managers appointed by the exam were found to be more adequate in all questions related to the communication process than those appointed without the exam. It was observed that the teachers found the managers appointed by the exam more successful and stated that the effect of the interview-appreciation score should be reduced in the process of selecting a manager. The results we found here were also in the same direction with the researches, and it is possible to say that the appointment of managers with the exam will ensure that the administrative processes are qualified. The servant leadership qualifications perceived by the teachers whose principals are appointed by the exam are higher than the servant leadership qualifications perceived by the teachers whose principals are appointed without the exam.

Participants' perceptions of servant leadership in empathy, altruistic behavior, humility and justice dimensions did not differ significantly from the school type variable. There is a significant difference in the honesty dimension of the servant leadership of the participants. Accordingly, teachers working in primary schools perceive the honesty dimension higher than teachers working in high schools. In this case, it can be said that teachers working in primary school perceive honest and consistent behaviors of school principals at a higher level than teachers working in high schools. Thus in their study, Joseph and Winston (2005) found that the servant leadership perception regarding the manager is in a positive relationship with the honest behavior of the leader. Russell (2001: 81) also argues that ensuring interpersonal and organizational trust comes from two important values, such as integrity and honesty, and that such trust is necessary for servant leadership. The reason why teachers in primary schools perceive the honesty dimension higher than teachers working in high schools may be that school principals in primary schools are from the same branch as classroom teachers and create more confidence in the institution.

The perceptions of servant leadership in the dimensions of empathy, altruistic behavior, humility and honesty of the respondents did not differ significantly from the number of teachers in the school. The perceptions of the servant leadership on the justice dimension showed a significant difference according to the number of teachers in the school. Accordingly, the justice dimension scores of the participants who were teachers between 26 and 50 in their schools were found higher than the justice dimension scores of the participants who were teachers between the numbers 1

and 25 in their schools. In addition, the justice dimension scores of the participants who had more than 75 teachers in their schools were found higher than the justice dimension scores of the participants who were teachers between 1 and 25. If we look at the result to be drawn from this, we see that principals behave more fairly in schools with a large number of teachers. School administrators should display a fair and impartial management approach (Ekinci, 2015). Based on this, since the informal relations are high in schools with low number of teachers, the principal may find it difficult to achieve justice among teachers. The reason for this may be that in small schools, the principal has friendship with some teachers and provides concessions to this group on some issues. In the schools where there are many teachers, there are mostly formal relationships between teachers and between the principal and the teacher. In such schools, any unfair behavior of the principal reacts immediately. Therefore, it is possible to say that school principals in high number of schools have to behave more justly.

The perceptions of servant leadership on the empathy, altruistic behavior, honesty and justice dimensions of the servant leadership did not differ significantly from the marital status variable. The perceptions of the servant leadership in the humility dimension showed a significant difference according to the marital status variable. According to this, among the participants who are single in marital status, the perception of humility is higher than the teachers whose marital status is married. Humility includes humble attitudes and behaviors. Servant leader is the person who supports the success of teachers with humility, makes a participatory decision and mobilizes people (Aksoy, 2014). Based on this, single teachers perceive the supportive and stimulating attitudes and behaviors of the leader higher.

The servant leadership perceptions of the participants in empathy, altruistic behaviors, humility, honesty and justice dimensions did not differ significantly according to the gender variable.

The level of alienation of the participants in the study was found to be weak. Accordingly, it can be said that teachers generally do not experience low level of work alienation.

There is a significant difference in the alienation dimension of the study participants according to the school location. Accordingly, the level of alienation of teachers working in the villages is higher than the teachers in the city center. The reason for this is that there are limited opportunities and resources in village schools, low student achievement levels in villages, transportation problem and the worn out caused by it, class environments are not at the specified standards, and parents are not interested. Selby (1975) suggested in his research that teachers working in city centers and large schools are more alienated from their works than those working in rural areas and small schools. According

to the results of his research, his hypothesis was not confirmed. In this case, teachers working in rural areas become more alienated from their jobs than teachers working in the city center. In addition, Kleinfeld and McDiarmid (1986), in parallel with the above result, of teachers in the rural areas of Alaska stated that the majority of teachers felt dissatisfied about the academic process of the students (such as parents' indifference) and being away from the central administrative region. This situation causes teachers to be alienated from their profession.

According to the variable of appointment of managers in alienation dimension no significant difference was found.

The participants in the study did not show a significant difference in terms of work alienation according to the school type variable.

The participants in the study did not show a significant difference in the dimension of work alienation according to the variable number of teachers in the school.

There was no significant difference in the dimension of work alienation compared to the marital status variable.

There was no significant difference in the alienation dimension of the study participants according to the gender variable.

It seems that there is a negative relationship between servant leadership and work alienation. Accordingly, it is possible to say that as the servant leadership perceived in schools increases, work alienation decreases weakly. Looking at the findings in general, there is a negative relationship between teachers' perceptions of servant leadership and alienation to work shows that one of the basic questions of the research is positively answered. This finding also supports the approaches put forward in the theoretical framework of the research. According to this, servant leadership competencies are needed to reduce alienation from work in organizations.

Bilateral and partial correlation between the predictive variables and the dependent variable is examined, there is a negative and low level relationship between empathy and work alienation, but when other variables are controlled, the correlation between the two variables is calculated. It is seen that there is a negative and low level relationship between altruistic behavior and work alienation, but when other variables are controlled, the correlation between the two variables is calculated. It is seen that there is a negative and low level relationship between humility and alienation, but when other variables are controlled, the correlation between the two variables is calculated. It is seen that there is a negative and low level relationship between honesty and alienation, but when other variables are controlled, the correlation between the two variables is calculated. It is seen that there is a negative and low level relationship between justice and work alienation, but when other variables are controlled, the correlation between the two variables is calculated. Empathy, altruism, modesty, honesty and

justice variables give a low level and meaningful relationship with alienation. The five variables mentioned explain about 10% of the total variance in alienation. According to the standardized regression coefficient, the relative importance order of predictive variables on work alienation is humility, honesty, altruistic behavior, empathy and justice.

## RECOMMENDATIONS

According to the results of the research, altruistic behaviors perceived by the teachers working in the villages are lower than the teachers in the city center. In this case, more qualified principals should be appointed in village schools. The school principal should be given more authority by increasing the resources given to the village schools. Care should be taken that schools are of medium size for both teacher and student success. According to the results of the research, it can be said that the teachers whose principals are appointed by the exam perceive all dimensions of the servant leadership higher and more favorably than the teachers whose principals are appointed without the exam. Accordingly, it can be said that the teachers whose principals are appointed by the exam perceive the servant leadership behaviors at a higher and positive level compared to the teachers whose principals are appointed without the exam. In this context, school principal and vice principal training programs can be created, and courses on servant leadership approaches can be given to participants to gain servant leadership behaviors. Scales that can measure the skills and qualifications of being a principal should be applied by selecting the written examination method instead of the interview and registration note application in the form of appointment of school principals.

In order to raise awareness of servant leadership, it is possible to talk about the successes of historical people who had servant leadership qualities in history, and who have applied and succeeded in servant courses. A servant leadership model can be introduced in leadership and management courses. Servant leadership can be taught in some departments of universities related to leadership. Servant leadership model should be tried to be applied in family, school, local administrations, hospitals, religious service institutions. This servant leadership philosophy can be included in the mission of all these institutions. Managers should value employees and focus on focusing more on service. Teachers should be offered environments that can express themselves and express their creativity, and workload at school should be reduced. Education faculties activities should be revised. Special importance should be given to branch education in the teaching education process. Teachers' wages should be made attractive and their personal rights should be improved. In this way, the social prestige

of the teaching profession will increase. Teachers should participate in school-related decisions, and their opinions should be sought. Thus, teachers will be able to do more productive and creative activities. To prevent teacher alienation, the organizational climate and organizational culture in schools should be improved and the quality of working life should be improved. A sense of cooperation, support, respect and trust should be developed among teachers. The reasons leading to work alienation should be investigated and eliminated. A culture of cooperation, solidarity and support should be created among teachers. For this purpose, by organizing meetings and activities at the school, teachers should be familiar with each other and a school climate with mutual trust should be created. There is a significant difference in the alienation dimension of the participants according to the school location. Accordingly, the level of alienation of teachers working in the villages is higher than the teachers in the city center. Social support of teachers working in small schools, strong establishment of teacher-parent interaction, assistance should be provided from large or medium-sized schools in the vicinity.

While making use of the results revealed by this research, it is necessary to take into account research constraints in order to make healthy evaluations. Firstly, the sample size and number should be increased by expanding the research universe. For this, it is believed that it would be good to include more schools and teachers in different provinces and regions outside Şanlıurfa. In this study, it will be in some provinces, a region or the whole of Turkey into will form the alienation of different education levels in my organization and with different variables (socio-economic, participation in management, trade union organization, etc.) get together in associated with its different variables and it can be effective in further investigation. An example of this study can be applied in institutions other than educational institutions. Similar work can be done on high school and university teachers.

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**APPENDIX-1: (The surveys used in the study)****Servant leadership scale**

Note: Specify your level of participation in survey items in the column that says level by a number from 1 to 5.

**1 Disagree At All (1) 1 Disagree (2) 1 Partially Agree (3) 1 Agree (4) 1 Totally Agree (5)**

<b>My school manager;</b>	<b>Level</b>
1. Actively listens to my problems.	
2. Even if I do not express my feelings directly, he understands me very well.	
3. From my point of view, it can look at situations and events.	
4. It makes me feel that you understand my feelings and thoughts correctly.	
5. Sensitive to my emotions and reactions.	
6. Creates a sincere and sincere atmosphere in the communication process.	
7. It makes me feel what you think of me.	
8. He constantly supports me to succeed in my profession.	
9. He'll be there for me on my bad days.	
10. Strives to improve my working conditions.	
11. He opens me up by giving me the initiative.	
12. Makes sacrifices by considering what is in my best interest.	
13. Supports me without expecting any response.	
14. Before him, he thinks of his employees.	
15. He likes to serve others rather than be served by others.	
16. Respects my personality	
17. Avoids arrogant behavior.	
18. He does not like to talk about himself.	
19. He does not like words of praise for himself.	
20. He cares about me.	
21. Available at any time of the day.	
22. He is considered a trustworthy person in school.	
23. Admits its mistakes.	
24. He is not afraid to self-criticize.	
25. Exhibits an open and transparent attitude and behavior in the institution.	
26. It is an inside out.	
27. His words and goals in his mind are no different.	
28. Prioritizes values and principles rather than personal purposes and achievements.	
29. Trusts its employees.	
30. Appreciates success.	
31. Takes care of equal distribution of duties and responsibilities.	
32. It does not allow privileged persons or groups to form.	
33. Forgives the mistakes of its employees.	
34. It is measured in its response to a mistake.	
35. Does not hold a grudge against its employees.	
36. Takes care to be measured in the decisions he will make.	

**Alienation to work scale**

Note: Specify your level of participation in survey items in the column that says level by a number from 1 to 5.

**I Disagree At All (1) I Disagree (2) I Partially Agree (3) I Agree (4) I Totally Agree (5)**

	Level
1. I see my business only as a source of income.	
2. I think what I do with my work is meaningless.	
3. My work seems like a chore to me.	
4. I wish I was doing something else.	
5. I feel like I'm getting cold feet from my job.	
6. Over the years, I am disappointed in my work.	
7. I do not feel a sense of success as a result of my work.	
8. I'm thinking of changing my job.	
9. I don't think I would work in this business if I didn't have to.	
10. I feel the success of this school as my own.	
11. I don't think my work satisfies me.	
12. Since I am cold from my work, I have difficulty adapting myself to my work.	
13. I think I wasted my time at work.	
14. I think my enthusiasm for working has waned.	
15. I feel that my life has become ordinary.	