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Exploring the Impact of Servant Leadership on Faculty Motivation and Empowerment in Pakistani Higher Education Institutions

Naila Latif

Ph.D. Education Scholar Qurtuba University DIKhan KP. Email: nailaabdullatif@gmail.com

Prof. Dr. Umar Ali Khan

Professor Department of Teacher Education Qurtuba University DIKhan KP.
dr.umar.ali@qurtuba.edu.pk

Abstract

This study looks at how servant leadership impacts faculty empowerment and motivation in public higher education institutions (HEIs) in Pakistan. Servant leadership, defined by qualities like empathy, trust, and collaborative decision-making, is gaining recognition as a leadership style that promotes both personal and professional growth. Using Self-Determination Theory (SDT) as a foundation, the research investigates how servant leadership boosts motivation and psychological empowerment by meeting faculty members' needs for autonomy, competence, and relatedness. The study followed a quantitative research approach, conducting a cross-sectional survey of university faculty from four public universities in Pakistan. The results show that servant leadership creates an inclusive workplace, increases faculty engagement, and leads to better educational outcomes by encouraging empowerment and motivation. This research addresses an important gap by exploring how servant leadership works in collectivistic and hierarchical cultures. On a practical level, the study emphasizes the need for HEI administrators and policymakers to adopt servant leadership strategies to improve faculty well-being and overall institutional performance.

Keywords: Servant Leadership, Employee Empowerment, Employee Motivation, HEIs.

Introduction

The quality of organizational performance in education depends heavily on leadership effectiveness. The leadership type known as servant leadership proves effective at motivating and engaging faculty members in higher education institutions according to research published by Greenleaf in 1977 and others. Instead of traditional top-down leaders servant leaders focus on creating emotional connections while actively listening and building strong relationships among the team. The technique creates a setting where people grow both personally and professionally as team members (Eva et al. 2019; Liden et al. 2015). The leadership style proves beneficial for faculty challenges at higher education institutions because it helps improve job satisfaction and motivation which leads to better educational results (Coetzer et al., 2017; Xu et al., 2015). Research shows little evidence of servant leadership use at higher education institutions particularly in non-Western countries. Research on leadership styles mostly comes from individualistic societies with low power distance cultures (Hofstede, 1984; Haider et al., 2015). These studies differ greatly from collectivistic Pakistan. Our cultural differences show why we need to study servant leadership behavior in traditional hierarchal regions of the world (Tajammal & Ali, 2012; Yasir et al., 2016). In Pakistan's public sector, for example, servant leadership has often been overlooked in favor of authoritarian approaches, which frequently fail to address faculty members' intrinsic and extrinsic motivational needs (Slack et al., 2019; Saleem et al., 2020).

Many university teachers in Pakistan lack motivation at work and feel unhappy which makes it difficult for their schools to perform effectively. Teaching innovation research growth and university quality rely heavily on faculty motivation according to research by Dhar (2016) and Johnson & Nguyen (2023). Almost all educational institutions in Pakistan use outmoded leadership methods that fail to motivate their faculty resulting in weaker performance levels

(Haider et al. 2015; Tajammal & Ali 2012). Public sector university leaders who use top-down authority make teaching problems worse and lower educational success according to Feng et al. (2016) and Lee & Chen (2024). The problem requires new leadership models that empower and motivate teachers with servant leadership presenting a successful remedy (Johnson & Nguyen, 2023; Van Dierendonck, 2011). Researchers support that servant leadership boosts worker commitment and job fulfillment while improving university success in diverse work environments (Liden et al., 2014; Zeng & Xu, 2020). Traveling the path of ethical decisions while taking good care of team members and helping their personal careers evolve perfectly fits higher education leadership (Spears, 2010; Greenleaf, 1977). Servant leadership at higher education institutions leads to a positive academic environment while improving faculty wellness and making the institution work better (Eva et al., 2019; Coetzer et al., 2017). Most research studies about servant leadership focus on Western cultures though Pakistan stands as a collectivist society with high-power distance. This gap leaves us with limited insight into Pakistani faculty responses (Haider et al., 2015; Hofstede, 1984).

Given the limited research on servant leadership in Pakistani higher education institutions (HEIs), this study aims to explore an important question: How does servant leadership influence the empowerment and motivation of university teachers in public sector HEIs in Pakistan? This research project investigates servant leadership in a collectivistic context to enhance understanding about this leadership approach. Research shows servant leadership helps employees enjoy their work more yet investigates its impact on Pakistani university teaching staff motivation has not been done (Saleem et al., 2020; Van Dierendonck, 2011). This study joins other scholarly work by revealing how university leaders who serve their faculty members create better job experiences and organizational success (Coetzer et al, 2017; Xu et al, 2015). Our research provides useful action steps to universities and public leaders in Pakistan's higher

education system. Understanding how servant leadership makes faculty want to work harder helps us create effective leadership approaches for Pakistani HEIs (Slack et al., 2019; Tajammal & Ali, 2012).

HEIs that practice servant leadership create supportive workplaces where students achieve better results and the university runs better (Dhar, 2016; Feng et al., 2016). The research finds that good leadership depends on adapting methods to fit both the organization's needs and its cultural background (Haider et al., 2015; Hofstede, 1984; Haider et al., 2015). Service-based leadership addresses critical needs of faculty motivation and job satisfaction in higher education institutions by producing better results. Educational institutions flourish when servant leadership supports faculty through their needs and empowers them to improve the academic space (Eva et al., 2019; Liden et al., 2015). This study investigated servant leadership's impact on employee motivation and empowerment at Pakistan's public sector universities while offering practical solutions to improve higher education leadership (Saleem et al., 2020; Van Dierendonck, 2011).

Literature Review

Theoretical Perspective

Deci and Ryan's 2000 theory of self-determination (SDT) offers a comprehensive framework for studying human motivation. This theory emphasizes the difference between controlled and autonomous motivation (Deci & Ryan, 2008a). Individuals who are able to actively pursue their interests, get pleasure from their work, and prioritize their own values are more inclined to experience elevated levels of job satisfaction (Bidee et al., 2013; Millette & Gagné, 2008). As the core of autonomous motivation is in the ability to pursue one's own path and being highly motivated by one's own will. In contrast, when regulated motivation is fueled by a want to avoid punishment or external pressure, it is marked by a deficiency of personal agency (Gagné, 2003). There are two types of incentives: externally controlled rewards and inwardly imposed behavioral standards (Deci & Ryan, 2000).



Autonomous motivation is composed of identifiable regulation, integrated regulation, and intrinsic motivation. People with intrinsic drive participate in things because they are intrinsically fulfilling rather than because they hope to get money from them. People who really believe in a cause and are motivated to assist others are considered regulated volunteers. According to Gagné and Deci's (2005) Self-Determination Theory (SDT), giving managers greater discretion in making decisions improves employee morale. Autonomously supportive leaders, according to Deci et al. (2001) and Gagné (2003), display traits including actively listening to their subordinates, taking into account their viewpoints, believing in their own skills, and encouraging initiative. Numerous studies have shown the beneficial effects of autonomy-promoting leadership on inner and extrinsic motivation. These studies include, among others, Deci & Ryan (1987), Black & Deci (2000), Deci & Deci (2012), and Gagné & Deci (2005).

Deci and Ryan (1985) demonstrated that relatedness, autonomy, and competence are the primary elements determining human motivation and psychological development. These provide the foundation of Self-Determination Theory (SDT). People are inherently driven to actively seek out novel experiences, difficult tasks, and opportunities for personal growth, claim Deci and Ryan (1985). The primary objectives of psychology are relatedness, competence, and autonomy, according to Deci and Ryan (1985). They argue that the best motivation is a well-balanced combination of external and internal drives. Employee commitment, effort, and accomplishment are all higher in work settings that support increased engagement, individual attribute integration, and intrinsic drive.

Vidic et al. (2017) found that meeting the expectations for competence, relatedness, and autonomy of both followers and leaders leads to increased levels of intrinsic motivation in both groups. Deci, Olafsen, and Ryan (2017) found that this enhanced worker productivity and contentment. According to SDT (Deci et al., 2017), meeting basic psychological requirements leads to positive results such

as self-motivation, enhanced health, and higher productivity. To become a servant-leader, individuals must first develop self-awareness and attend to their basic psychological needs (van Dierendonck & Heeren, 2006). Studies on servant leadership have concentrated on the manner in which servant leaders address the requirements of their subordinates (Chiniara & Bentein, 2016; van Dierendonck et al., 2014). The theoretical foundations of servant leadership are included within the framework of SDT. Gagné and Deci (2005) argue in their that pro-social characteristics, such as servant leadership, are inherent in individuals. Servant leaders often have traits associated with intrinsic motivation, such as a profound inclination to assist others, a dedicated dedication to aiding others, empathy, and an intense drive to promote the well-being of others. Gagné (2003) posits that the behavior of leaders as servant leaders is shaped by their ideas on their own competence, relatedness, and autonomy within the workplace. Leaders who demonstrate servant leadership behaviors, such as a strong desire to assist others, are likely to have access to mentors, participate in leadership development programs, and enjoy autonomy in choosing their leadership style. Conversely, bureaucratic organizations with centralized decision-making processes may hinder servant leadership by excluding subordinates from organizational decision-making (Gagné & Deci, 2005).

Relationship between Servant Leadership and Empowerment

Servant leadership involves a collaborative effort between a leader and their subordinates, aiming for the greater good. This collaboration is marked by subordinates prioritizing the leader's interests over their own and sharing power (Liden et al., 2008; Schaubroeck et al., 2011). Rather than hoarding authority, a servant leader empowers others to take charge and share responsibilities (Russell & Stone, 2002). Trust is essential before a servant leader can delegate authority. While responsibility and power are distributed, the leader remains accountable for the final outcome (Liden et al., 2008). By listening to and acting in the best

interests of their followers, leaders become more valued and helpful, boosting motivation and satisfaction among employees. Van Dierendonck (2011) found a significant positive correlation between servant leadership and employees' feelings of empowerment. Asag-Gau and Van Dierendonck (2011) provided empirical evidence that servant leadership positively impacts empowerment, enhancing job satisfaction and business efficiency.

Servant leadership shares similarities with empowering leadership. It involves imparting information to the team, nurturing, supporting, and encouraging empowered leadership (Page and Wong, 2000; Liden et al., 2008). It also promotes the distribution of authority and leadership duties, giving employees more agency (Laub, 1999; Patterson, 2003). Servant leaders include subordinates in decision-making, valuing their opinions and fostering a sense of agency (Page and Wong, 2000; Spears, 2002). Empirical evidence indicates a relationship between servant leadership, empowering leadership, and psychological empowerment (Newman et al., 2017).

Psychological empowerment, as defined by Thomas and Velthouse (1990), includes four cognitive components: significance, competence, autonomy, and influence. This definition builds on Conger and Kanungo's (1988) work, with Spreitzer (1995) expanding it into a comprehensive paradigm. Gagné and Deci's self-determination theory (2005) suggests a connection between psychological empowerment and motivation. Research by Spreitzer (1995) and Pieterse et al. (2010) shows that employees who find their work meaningful, are competent, have control over their behavior, and can influence the workplace feel more psychologically empowered.

Servant leadership encourages employee creativity by providing emotional and mental support, fostering risk-taking, open-mindedness, and innovative problem-solving (Amabile, 1996; Zhang and Bartol, 2010). Mentally strong employees recognize their efforts, leading to creative approaches and resourceful

solutions (Gilson and Shalley, 2004). Supported employees believe in their abilities and perform well, encouraging them to take risks and explore new psychological territories (Zhang and Bartol, 2010; Liu et al., 2017). Hence we proposed that:

Hypothesis (H1): There is no significant impact of servant leadership on empowerment of university teachers.

Relationship between Servant Leadership and Motivation

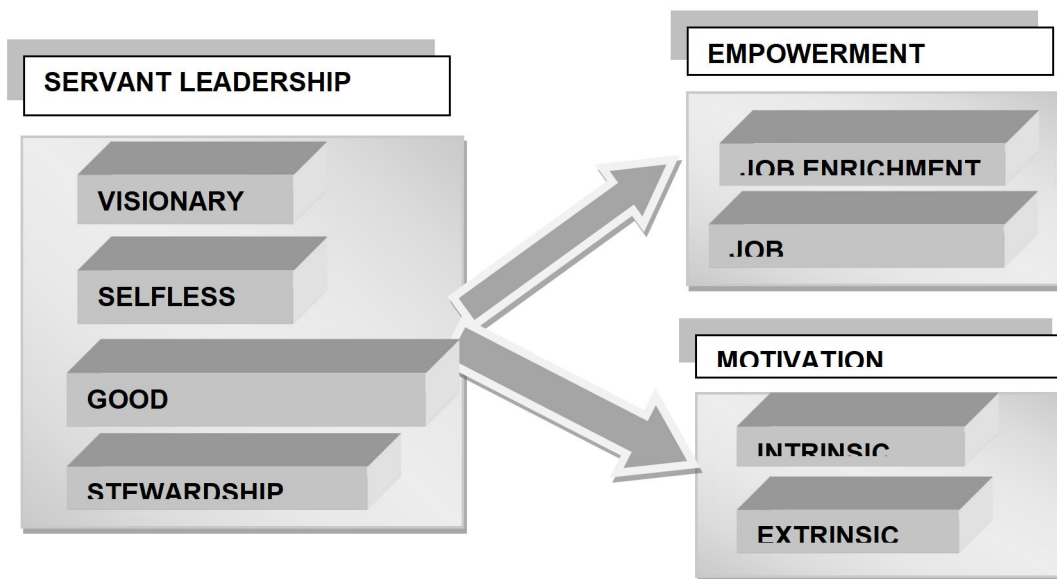
Servant leadership is characterized by a strong inclination to assist others and a deep appreciation for their perspectives. It involves providing support, recognizing value, and offering encouragement, serving as a catalyst for motivating individuals to contribute to the organization's success and their own personal development (Riggins & Riggins, 2021). Doolittle (2021) argues that adopting servant leadership results in greater commitment from both leaders and followers, leading to increased intrinsic motivation. This enhances business strategy benefits and better aligns the workforce. The positive association between higher levels of intrinsic motivation and work productivity results in improved staff performance. According to the Indeed Editorial Team (2021), leaders who employ servant leadership foster an environment that promotes a sense of worth and admiration among individuals, leading to higher engagement and morale, and ultimately, a more favorable business culture. Gomez (2021) asserts that servant leaders enhance morale, engagement, devotion, and motivation by offering substantial support to their subordinates, which improves job satisfaction and a sense of accomplishment.

Leaders can use management intervention tactics to enhance working conditions and strengthen internal motivators. Research by Shah et al. (2012) indicates that financial incentives, valuable training programs, and acknowledgment for successfully completing assignments are examples of external advantages that inspire employees. Elements like frequent wage increases, supplementary perks, and other forms of compensation help maintain high

motivation and morale. Dwivedula and Bredillet (2010) studied firm employee motivation and found that employees desired a supportive work environment that motivated them regularly, combined with opportunities to take on more responsibility and challenging tasks. These desires are inherently driven. Their study links employee development with concepts such as social cognitive theory, participatory decision-making, intrinsic motivation, and work design. A comparative study by Cinar et al. (2011) on the effectiveness of intrinsic and extrinsic motivators suggests that both internal and external elements are important for employee motivation. Hall et al. (2007) conducted comprehensive research on software engineers' motivation, identifying compensation, perks, recognition, and reward opportunities as key motivators. Similarly, Aquino et al. (2009) found that money and benefits consistently appeared as motivators in their research.

Becker Logistics (2019) states that leaders who prioritize the needs of their followers above their own create an atmosphere of trust and intrinsic motivation. Rocco (2018) contends that servant leadership is an effective approach for enhancing workplace morale. Servant leaders avoid using authority, fear, and negative threats as motivational tools, instead favoring empowerment and rewards. This approach enables them to achieve significant long-term business successes. A servant leader cultivates a work environment that motivates employees to exert maximum effort, cooperate efficiently, and exceed expectations. McCuistion (2018) notes that servant leadership positively impacts worker motivation, aiming to enhance employee well-being through transparent communication, treating subordinates with respect and honor, and involving them in significant decisions. Hence we hypothesized that:

Hypothesis (H2): There is no significant impact of servant leadership on motivation of university teachers.



Methods

This research applies a quantitative approach to examine how servant leadership affects the empowerment and motivation of Pakistani university teachers working at public sector higher education institutions. The study team performed a one-time survey to collect data from its subjects. The quantitative approach was chosen to test specific hypotheses and uncover statistical relationships among the key variables: The research uses servant leadership, empowerment, and motivation as its main focus (Creswell, 2014).

The study looks at university teachers employed by public sector Pakistani HEIs in their southern district offices. Public sector universities throughout the selected districts share similar faculty motivation and leadership problems. The population includes 624 faculty members from four universities: The research covers faculty members at Gomal University in Dera Ismail Khan, University of Lakki Marwat, University of Science and Technology Bannu and Khushal Khan Khattak University in Karak. The participating faculty members from four public sector universities come from a wide range of backgrounds in terms of age, gender, education level, and years of teaching experience.

Our study drew its participants from a pool of 300 members selected by random selection process. With simple random sampling everyone within this

group has an equal opportunity to join the studied sample therefore decreasing selection bias (Bryman 2012). We chose our participants using Krejcie and Morgan's (1970) guidelines so our results could stand statistical scrutiny. Because students vary greatly in their characteristics our selection of random samples produces results that represent all educational institutions.

With a specific survey tool the research team measured key study elements. Researchers used existing measurement tools from prior findings to guarantee their results would be both reliable and accurate. The research utilized Liden et al.'s (2008) established measurement scale that examines emotional healing, wisdom, altruistic calling, persuasive mapping, and organizational stewardship under servant leadership. Researchers around the globe accept this measurement tool because they have proven it works in different countries. Faculty empowerment was measured using Spreitzer's (1995) psychological empowerment scale, which comprises four components: By satisfying core leadership dimensions and empowering them with psychological empowerment they display motivation and create a positive change. These parts evaluate how strongly employees believe their work matters to them and addresses their ability to trust themselves in making decisions and work independently. We examined motivation through two types of measurements derived from Ryan and Deci's (2000) self-determination model. The intrinsic motivation measure evaluated how teachers enjoyed their teaching and found it interesting in their work. At the same time the extrinsic motivation dimension assessed rewards and praise recognized externally from teaching. Participants answered each question using a five-point scale from strongly disagree to strongly agree to simplify data evaluation.

We designed our research process to match the study targets and produce useful information. The research team allowed faculty members to complete self-administered surveys over online or paper format as part of their effort to get higher response rates. We selected the survey method because it quickly collects

extensive data about how faculty view servant leadership and its effect on their empowerment and drive (Creswell & Plano Clark, 2018). Our small study tested the assessment tool with 30 research volunteers to check how well it worked and if it was clear and dependable. Participants provided input that helped us make minimal updates to enhance how users work with our tool. The data was analyzed using both descriptive and inferential statistical methods via SPSS software. Descriptive statistics, such as means, standard deviations, and frequency distributions, summarized respondents' demographic characteristics and provided an overview of the key variables. Inferential analysis, including correlation and regression, was used to test the hypotheses and examine the relationships between servant leadership, empowerment, and motivation. These methods helped identify significant predictors and shed light on how servant leadership practices influence faculty outcomes.

By employing a robust methodological framework and validated tools, this study aims to enhance understanding of servant leadership's role in fostering faculty empowerment and motivation in Pakistani HEIs. The findings are expected to offer valuable insights for university administrators and policymakers, aiding in the design of leadership practices that suit the cultural and organizational dynamics of public sector universities in Pakistan.

Results

Table 1: Data Normality

Descriptive Statistics							
N	Mean	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error	Cronbach's Alpha
Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	$\alpha > 0.7$
ic	ic	ic	ic	ic	ic	ic	

Servant Leadership	311	3.5258	.59195	-.190	.129	-.076	.257	.849
Empowerment	311	3.1087	.65637	-.103	.129	-.303	.257	.725
Motivation	311	3.2825	.64480	.264	.129	.055	.257	.844
Valid N (listwise)	311							

Field (2009) suggests that the ideal range for skewness and kurtosis falls between -3 and +3. While skewness measures how much a dataset deviates from a normal distribution, kurtosis assesses whether the distribution has heavier or lighter tails compared to a normal curve. To evaluate the reliability of scale scores, one commonly used method is Cronbach's alpha (Hogan et al., 2000). Field (2013) notes that a higher alpha indicates a higher level of standardization among measurement items. A reliability coefficient between 0.6 and 0.7 is considered acceptable, while values of 0.8 or above are regarded as very good to excellent. However, coefficients above 0.95 might suggest redundancy in the items (Hulin et al., 2001).

The descriptive statistics for the study variables—Servant Leadership, Empowerment, and Motivation—were analyzed based on responses from 311 participants. For Servant Leadership, the mean score was 3.53 (SD = 0.59), indicating that participants generally perceived a moderate level of servant leadership. The skewness value was -0.19 (SE = 0.13), and the kurtosis was -0.08 (SE = 0.26), suggesting the data distribution is approximately normal. Cronbach's alpha for this variable demonstrated excellent internal consistency ($\alpha = 0.849$). For Empowerment, the mean score was 3.11 (SD = 0.66), reflecting a moderate perception of empowerment among participants. Skewness (-0.10, SE = 0.13) and kurtosis (-0.30, SE = 0.26) indicate the distribution is relatively symmetrical and

mesokurtic (neither too flat nor too peaked). The internal consistency reliability for Empowerment was acceptable ($\alpha = 0.725$).

Regarding Motivation, the mean score was 3.28 (SD = 0.64), showing a moderate level of motivation. The skewness value was 0.26 (SE = 0.13), and the kurtosis was 0.06 (SE = 0.26), indicating the distribution is slightly skewed to the right but still within acceptable limits. The internal consistency reliability for Motivation was high ($\alpha = 0.844$).

Across all variables, the Cronbach's alpha values exceeded the recommended threshold of 0.70, confirming good internal consistency reliability. The final sample size used for all analyses was 311 participants.

Table 2: Correlation Analysis

		Correlations		
		Servant Leadership	Empowerment	Motivation
Servant Leadership	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	311		
Empowerment	Pearson Correlation	.755**	1	
	Sig. (2-tailed)	.000		
	N	311	311	
Motivation	Pearson Correlation	.805**	.353**	1
	Sig. (2-tailed)	.000	.000	
	N	311	311	311

** . Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation analyses were performed to explore the relationships among Servant Leadership, Empowerment, and Motivation. The results revealed a significant positive correlation between Servant Leadership and Empowerment ($r = .755, p < .001$), indicating that higher perceptions of servant leadership are linked to increased levels of empowerment. Similarly, Servant Leadership showed a strong positive correlation with Motivation ($r = .805, p < .001$), suggesting that individuals who perceive higher levels of servant leadership also report greater motivation.

The relationship between Empowerment and Motivation was also found to be significant and positive ($r = .353, p < .001$), indicating that higher levels of empowerment are moderately associated with greater motivation. All correlations were significant at the $p < .01$ level, highlighting meaningful relationships among the variables. The sample size for these analyses was $N = 311$.

Table 3: Regression Analysis Servant Leadership and Empowerment

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
1					R Square Change	F Change	df1	df2	Sig. F Change
1	.755 ^a	.570	.569	.45574	.570	409.574	1	30	.000
						4		9	

a. Predictors: (Constant), Servant Leadership

Linear Regression - Model Summary

The model summary table provides key statistics for a linear regression of some dependent variable (not specified) on Servant Leadership. The R Square value is .570, indicating that 57.0% of the variance in the dependent variable is explained by Servant Leadership. This high degree of explanatory power implies

that Servant Leadership has a strong influence on the dependent variable. The Adjusted R Square is .569, a value remarkably similar to the R Square, indicating that the model maintains strong explanatory power even when accounting for the number of predictors and sample size. The Change Statistics section shows that the change in R Square is .570, representing the improvement in R Square by adding Servant Leadership as a predictor. The p-value for this F Change is .000, indicating that the change in R Square is statistically significant.

Coefficients Statistics						
Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	.224	.149		1.507	.133
	Servant Leadership	.849	.042	.755	20.238	.000

a. Dependent Variable: Empowerment

The coefficients table displays unstandardized and standardized coefficients for a linear regression model with Empowerment as the dependent variable and Servant Leadership as the predictor. The constant term, which is the intercept value, is .224 with a standard error of .149. The t-value for the constant is 1.507, and its p-value is .133. Although the intercept lacks statistical significance at the usual 0.05 level, the p-value of .133 suggests a borderline result. The coefficient for Servant Leadership is .849 with a standard error of .042. The standardized coefficient (Beta) is .755. The t-value is 20.238 for Servant Leadership, and the p-value is .000, indicating that the Servant Leadership coefficient is highly statistically significant. The positive coefficient indicates that as Servant Leadership increases, Empowerment also increases. In summary, the regression model predicts Empowerment based on Servant Leadership. These findings

provide statistical support for the positive relationship between Servant Leadership and Empowerment. Hence Hypothesis H1 is accepted.

Table 4: Regression Analysis Servant Leadership and Motivation

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	Df1	Df2	Sig. F Change
1	.805 ^a	.649	.647	.41013	.649	570.163	1	30	.000

a. Predictors: (Constant), Servant Leadership

This model summary table examines the prediction of the dependent variable (not defined) using Servant Leadership as the predictor. The R Square value is .649, indicating that approximately 64.9% of the variance in the dependent variable is explained by Servant Leadership. This suggests a substantial amount of explanatory power, meaning that Servant Leadership accounts for most of the variation in the dependent variable. The Adjusted R Square, which accounts for the number of predictors and sample size, is .647. This adjusted value is very close to the R Square, providing a more accurate estimate and controlling for any inflation caused by adding extra features into the model. The Change Statistics section notes that the change in R Square is .649. This shows how much the R Square increases when Servant Leadership is added as a predictor. The associated p-value is less than .001, indicating that the change in R Square is statistically significant. In summary, the regression model, with Servant Leadership as a predictor, explains a substantial proportion of the variance in the dependent variable, as indicated by the R Square.

Coefficients^a

Model		Unstandardized		Standardized	t	Sig.
		Coefficients				
		B	Std. Error			
1	(Constant)	.136	.134		1.017	.310
	Servant Leadership	.902	.038	.805	23.878	.000

a. Dependent Variable: Motivation

The output also shows the table of coefficients for bivariate linear regression, where the dependent variable is Motivation, and the predictor variable is Servant Leadership. The intercept (constant term) is .136 with a standard error of .134. The constant t-value is 1.017, and the p-value is .310. Since the p-value is greater than the standard 0.05 level, the intercept is not statistically significant.

The coefficient for Servant Leadership is .902 with a standard error of .038. The standardized coefficient (Beta) is .805. The t-value for Servant Leadership is 23.878, and the p-value is reported as .000, indicating that the coefficient for Servant Leadership is highly statistically significant. Since the coefficient is positive, it shows that as Servant Leadership increases, Motivation also increases.

In summary, the regression model predicts Motivation based on Servant Leadership. The significant positive coefficient for Servant Leadership (Beta = .805) indicates that higher levels of Servant Leadership are associated with higher levels of Motivation. These results offer statistical evidence in support of Servant Leadership positively predicting Motivation. Therefore, from the above regression interpretation, Hypothesis H2 is accepted.

Discussion

The findings of this study confirm that servant leadership significantly enhances the empowerment of university teachers (H1). This conclusion is consistent with recent research highlighting how servant leadership fosters a supportive and

inclusive work environment, allowing individuals to feel valued and capable in their roles. For example, a narrative review emphasizes that servant leadership focuses on nurturing and supporting individuals, which plays a crucial role in promoting the growth and well-being of followers—an essential aspect in educational settings (Education Journals Philippines, 2024).

Research shows that educating with servant leadership styles improves both student and team engagement at school. Educators who lead as servants build learning spaces that help students and staff experience better mutual understanding and receive encouragement from their leaders (Southern Nazarene University, 2023).

Service-oriented leadership performed in Pakistan's public sector universities brings hope to handle motivational issues that come with their conventional top-down rules. When servant leaders empower their faculty staff they help teachers stay happy and energized while achieving better results. Our findings verify prior research findings presented by ERIC in 2023.

The study results show that university teachers become more motivated when their leaders practice servant leadership (H2). Our research supports Self-Determination Theory when leaders implementing autonomy-building techniques enhance intrinsic motivation according to Deci and Ryan (2000). Teams under servant leaders experience greater motivation because they receive valuable recognition according to studies from Riggins and Riggins (2021) and Gomez (2021).

The study confirms other studies that show servant leadership enhances both staff morale and involvement. Dwivedula and Bredillet (2010) alongside McCuistion (2018) found that servant leaders assist in significant work establishment and help people receive recognition which improves motivation levels. Shah et al. (2012) and Becker Logistics (2019) show that servant leaders enable their team members to function well by nurturing their inner drive and

loyalty. In the Pakistani HEI context, these findings underscore the importance of leadership approaches that prioritize faculty well-being and motivation. Servant leadership offers a promising pathway to addressing low motivation levels, creating a more engaged and productive academic workforce. This perspective is reinforced by prior studies, such as those by Feng et al. (2016) and Slack et al. (2019).

Implications for Practice

The research shows how servant leadership improves faculty motivation and empowerment within hierarchical collectivist education systems especially in Pakistan. University leadership teams can strengthen their training inputs when they teach employees to be more trusted empathetic collaborative decision makers. Our initiatives will develop a better workplace that supports all teaching staff.

Officials in higher education use this data to lead transformational efforts that change traditional systems into well-being focused faculty-engaged leadership. By converting leadership habits faculty will feel more motivated to stay and be satisfied at their jobs.

Faculty members who feel empowered and motivated naturally adopt advanced teaching approaches while conducting important research and supporting students. These transformations enhance educational standards and increase institutional results which serve both current students and educational institutions alike.

Matching leadership styles to workplace culture helps servant leadership build a better team experience. This technique works on both urgent problems while supporting institutions for long-term success.

Theoretical Implications

This study adds important information to servant leadership theory by showing its benefits for empowering and motivating faculty at Pakistani higher education institutions in a collectivist and hierarchical culture. Our study proves SDT's

principles about servant leaders promoting autonomy competence and relatedness in ways that encourage intrinsic motivation and empower subordinates (Deci & Ryan 2000). This study combines servant leadership and SDT to describe how leaders can promote internal motivation and employee empowerment especially when external control methods prevail in certain work environments.

The research shows how psychological empowerment theories help us see how different leadership styles shape workers' reaction to their responsibilities. Research results show serving leaders help empower teams through the four essential elements of meaning, skills development, personal direction, and result achievement. The results strengthen empowerment theories for organizations and show servant leadership can upgrade work environments.

The research fills a significant absence by exploring how servant leadership works in settings with diverse cultural structures. Research shows that leader models created in western nations may not work everywhere so this study urges leaders to match their style with local business habits.

This research extends our knowledge about servant leadership concepts as they relate to both motivation and empowerment principles. The study lays out important groundwork for researchers who want to explore how leadership needs to vary to match different national cultures and business settings.

Conclusion

The research demonstrates that servant leadership builds empowerment and motivates university teachers across Pakistani public sector higher education institutions. Through support for trust-based freedom and inclusion servant leadership solves leadership problems that lower job satisfaction for faculty in organized cultures. Our study strengthens leadership theories by showing their cross-cultural usefulness while suggesting real methods for better leadership at colleges and universities. A leadership style focused on servant principles will both make organizations more effective and happier for faculty members who then can

teach students better. By employing this approach, we build better academic environments that welcome and support all students and staff.

Limitation and Future Research Directions

The research faces two major limitations because it used only one point in time to study servant leadership and because the data came from study participants themselves. Our study results only apply to public sector universities in Pakistan and cannot be extended to private organizations or other sectors due to our focus. Additionally, the potential for self-reported biases exists in our measurements. More studies with longer time horizons will show if servant leadership actually makes workers feel empowered at work and drives better results. Researchers should study private colleges and different business sectors to make the findings work everywhere. By studying cultural affects and through qualitative research we can understand servant leadership better in different settings.

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