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Servant Leadership and Life Satisfaction at Public School in Indonesia: Career Satisfaction as Mediator

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Annotation. The research aimed to test servant leadership role in improving life satisfaction through career satisfaction. The method used was quantitative with structural equation modeling. The results showed that servant leadership has a positive and significant effect on career and life satisfaction, career satisfaction has a positive and significant influence on life satisfaction, and career satisfaction was a complementary mediator between servant leadership and teacher life satisfaction.

Keywords: *servant leadership, career satisfaction, life satisfaction, complementary mediation, public school.*

Introduction

Servant leadership is considered an important area of research because servant leadership has the potential for success that impacts the organization (Harrison, 2018), individuals, and teams (Eva et al., 2019). Servant leadership is also considered one of the best leadership practices of various leadership styles to control unexpected adaptation

challenges such as those posed by the coronavirus pandemic, which emphasizes empowerment, engagement, and collaboration (Fernandez & Shaw, 2020).

Servant leadership is a holistic leadership approach that focuses on ethical, rational, emotional, relational, and spiritual dimensions (Sendjaya, 2015; Eva et al., 2019). The goal is to give the best to followers because servant leadership "transcends self-interest" (Dierendonck, 2011). Despite an ancient concept, servant leadership was formally conceptualized until the 1970s by Robert Greenleaf (Sendjaya & Sarros, 2002). Greenleaf states that servant leaders consider themselves servants and work for the benefit of their subordinates (Greenleaf, 1977). Servant leaders build an environment where they work by forming relationships with subordinates, empowering subordinates, helping subordinates grow and succeed, behaving ethically, having conceptual skills, putting subordinates first, and creating value for those outside the organization (Ehrhart, 2004). In line with that, Eva et al. (2019, 114) conceptualize servant leadership as a leadership-oriented approach to others, prioritizing the needs and interests of followers, reorientation from self-care to others in larger organizations and communities, and creating a positive work climate that increases followers' commitment to their roles and organizations (Newman et al., 2017).

Research on servant leadership can be categorized into three phases: 1) Focus on conceptual development, especially on the work of Greenleaf (1977) and Spears (1996); 2) Development and validating of servant leadership measurement; and 3) Focus on more complex models for understanding antecedents, moderators, mediators, and outcomes (Eva et al., 2019, 122). Currently, in this third phase, several previous studies use different variables as mediators or moderators to further explain the mechanism by which servant leadership impacts the outcomes of different followers (Chughtai, 2019). This study used variable career satisfaction mediators, while variable outcomes were life satisfaction.

The results of previous research related to variables of career satisfaction mediators showed that servant leadership has a positive and significant impact on career satisfaction, career satisfaction affects life satisfaction, and servant leadership has a significant and negative impact on life satisfaction (a competitive mediation) (Latif & Marimon, 2019). Using a cross-country setting, Latif et al. (2020) found different results about the variables of mediators, where servant leadership significantly influenced both career and life satisfaction, and career satisfaction was identified as a significant mediator in the relationship between servant leadership and life satisfaction.

Servant leadership is a concept developed in the West, and it is still debated by leadership researchers whether servant leadership can be practiced in other contexts even if it can be universally practiced, but cultural values influence the practice of servant leadership (Passakonjaras et al., 2019). In line with that, Pekerti and Senjaya (2010) confirmed that the culture had influenced people's perception of servant leadership. According to Hofstede et al. (2015) and Passakonjaras et al. (2019), due to the different cultural characteristics and unique situations in each country or region, no management or leadership theory can be applied to any part of the world. Therefore, it is interesting

to analyze the practice of servant leadership in the East, especially in Indonesia, which is a very diverse country with more than 240 million people and about 300 ethnic groups.

Besides, there is still very little research on servant leadership in Indonesia, specifically in school settings (Latif et al., 2020; Eva et al., 2019); instead, research on servant leadership focuses on business organizations (Setiawan et al., 2020; Wibowo, 2020; Maharani & Aini, 2019; Setiawan, 2019) and colleges (Latif et al., 2020; Adda & Buntuang, 2018; Filatrovi et al., 2018), while literature related to life satisfaction is still relatively new and has developed rapidly, and there is still little research on life satisfaction in the context of school (Cerci & Dumludag, 2019; Latif & Marimon, 2019). On this basis, we propose empirical analysis to understand the value and culture of Indonesia that influences the concept of servant leadership and its impact on career satisfaction and life satisfaction in public school settings. Specifically, the main objectives of this study are 1) Exploring and assessing servant leadership impact on career satisfaction and life satisfaction in public school settings; 2) Explore whether servant leadership can be practiced in Indonesia and the extent of servant leadership influence in relationships with teachers' career satisfaction and life satisfaction in public school settings.

This research aims to assess the inter-relationship between servant leadership, teachers' career satisfaction, and life satisfaction in the public school setting in Indonesian values and culture, thus making an essential contribution to the leadership field. First, this study contributes to the school principals' leadership in the public school setting because previous research was conducted in private universities. Second, assess the role of mediation of teachers' career satisfaction variables between servant leadership and life satisfaction in the context of Indonesian values and culture. Third, the study adds the leader-member exchange (LMX) theory to ensure servant leadership' role in shaping teachers' career satisfaction and life satisfaction in public school settings.

Literature Review

Servant Leadership in Indonesia Culture

A study of Indonesian ethnographic literature found three common cultural themes owned by Indonesia include: 1) The character of sociability and maintaining friendly relationships with everyone (Kroef, 1954; Geertz, 1961). 2) Emphasis on the community rather than the individual so that the individual is expected to conform to the group wishes as expressed by the group leader (Palmier, 1965; Koentjaraningrat, 1967). 3) Emphasis on maintaining a stable state, a smooth, graceful, and controlled lifestyle (Bateson, 1970). In addition, Rajiani and Pypłacz (2018) assert that Indonesia is a culture with a high distance of power, collectivism, femininity, low uncertainty avoidance, and short-term orientation. Based on this, Hannay (2008) stated that Indonesia has a

blend of cultures that can facilitate and not facilitate servant leadership. Collectivism, femininity, and low uncertainty avoidance are cultural characteristics in line with servant leadership, while Indonesia high power distances and short-term orientation culture are unfavourable to servant leadership.

On the other hand, Choi and Yoon (2005) claim that self-sacrifice behaviour, a major characteristic of the servant leader, is considered an effective leadership behaviour regardless of the low or high distance of power and individualistic or collectivistic culture. Nevertheless, Pekerti and Sendjaya (2010) believe that self-sacrifice behaviour is more applicable in a society with community-oriented values while agreeing that power distance is not related to self-sacrificing lead behaviour. The arguments of Pekerti and Sendjaya (2010, 754). In other words, the distance of power is not found as an impediment to the practice of servant leadership in Indonesia.

Pekerti and Sendjaya (2010, 771) found that Indonesian leaders emphasized behaviours related to morality and transforming influence. Noesjirwan (1978) concluded that Indonesians, in general, behave kindly, maintain friendly relationships with everyone, come together with high collectivistic values, emphasize the community rather than the individual, to the extent that a person is in accordance with the group objectives as expressed by the group leader. These findings clearly show that Indonesian leaders support servant leadership—a self-sacrificing leadership model. Rajiani and Pypłacz (2018, 393) insist that although Indonesia comes from a paternalistic culture, leaders of self-sacrifice place others' needs above their own and are considered influential leaders.

Servant Leadership in School

Robert Greenleaf introduced the concept of servant leadership in 1970 (Dierendonck, 2011). Greenleaf developed a leadership style in which leaders focused on serving first (Adjibolosoo, 2000). According to Sendjaya and Sarros (2002), "Servant leader carries out an assumption that I am a leader; therefore, I serve, more than I am a leader; therefore, I lead". (p. 60). The servant-leader desires to ensure that their subordinates grow, become useful, and eventually develop into servant leaders (Amah, 2018). Servant leadership is different from other leadership styles. For example, according to Dierendonck (2011, 1235), "... servant leadership focuses on humility, authenticity, and interpersonal acceptance, which explicitly does not exist in transformational leadership." Compared to authentic, transformational, and ethical leadership, servant leadership seems to explain better the various outcomes (e.g., a climate of trust, work engagement, organizational commitment, and organizational citizenship behaviours) (Hoch et al., 2018; Ling et al., 2017). Among the many leadership styles, servant leadership represents ideals embodied concerning the human factor (Daft, 2005; Doraiswamy, 2012). According to Page and Wong (2000), the human factor refers to a spectrum of personality characteristics and other dimensions of human performance that enable social, economic, and political institutions to function and still function.

Servant leadership is an alternative way of leadership that positively impacts the school' functioning and the teachers themselves (Laub, 2004). Hardin (2003) stated that in servant leadership, the great spirit of improving and promoting school development has a prime place over all other needs in the organization (Cerit, 2010). In this case, the servant leadership approach, which focuses on serving teachers (Russel & Stone, 2002), acts to develop teachers, stimulate decision-making, share leadership and demonstrate that effective and sincere communication will positively affect school performance. Further, Crippen (2004) asserts that servant leadership offers an effective paradigm of management and educational leadership for modern educational institutions with one proper leadership doctrine—to serve as the first and then lead.

Over time, Greenleaf' theory of servant leadership has grown and become increasingly popular, and standardized leadership practices have evolved rapidly and begun to reflect concepts related to servant leadership (Spears, 2010). Nonetheless, there is no consensus on a theoretical definition or framework for servant leadership. Many interpretations have produced various characteristics and behaviours (Dierendonck, 2011). This study adopted Latif and Marimon (2019) framework because it integrates seven dimensions of servant leadership style in educational institutions. The first dimension, **behaving ethically**, refers to a servant leader's interaction with followers fairly and honestly (Liden et al., 2008). The second dimension, **development**, refers to the leaders' increased focus on putting the needs of the subordinates before their own and concentrating their energies on helping subordinates grow and develop to realize their optimum potential and attain optimal career and organizational success (Greenleaf, 1977). The third dimension, **emotional healing**, refers to alleviating followers suffering to nurture their mental health, empower them, and aid them in their personal and professional growth (Barbuto & Wheeler, 2006). The fourth dimension, **empowerment** is a motivational concept focused on enabling people and encouraging personal development (Dierendonck & Nuijten, 2011). The fifth dimension, **pioneers**, dare to make unusual decisions in line with their values and walk their talk without caring for the consequences (Dierendonck & Nuijten, 2011). The sixth dimension, **relationship building**, refers to making an honest effort to know, understand and support others within the organization, focusing on building a long-term bond with the followers (Liden et al., 2008). The seventh dimension, **wisdom** is the blend of awareness of surroundings and anticipation of consequences (Barbuto & Wheeler, 2006).

Servant leadership focuses on the well-being or happiness of followers (Greenleaf, 1977). This can result in some positive behaviour at the individual, group, and organizational levels (Dierendonck et al., 2014). Currently, the study focuses on individual outcomes that include career and life satisfaction.

Theoretical foundation and hypotheses

Servant leadership and career satisfaction

Career satisfaction shows a person's feelings toward goal achievement and satisfaction in a career (Judge et al., 1995). The current study argues that servant leadership will increase teachers' career satisfaction. The theoretical relationship between these two constructions can be described considering the Leader-Member Exchange (LMX) theory. LMX theory has proven to be one of the most interesting theories for understanding leadership impact on organizational behaviour (Tordera & González-Romá, 2013). Relational exchanges between leaders and followers play a significant role in shaping follower attitudes and behaviours (Harris et al., 2014). This theory' main premise is that leadership behaviour contributes to developing and maintaining strong interpersonal relationships between leaders and followers and becomes an instrument in helping followers reach their full potential (Manz & Sims, 1987). Servant leadership emphasizes the development and growth of followers in the context of moral and social care (Rodríguez-Carvajal et al., 2014). Servant leaders empower followers, support and encourage them, and facilitate their growth and development (Dierendonck, 2011; Liden et al., 2015). Servant leaders help subordinates grow and succeed by showing genuine attention to developing their careers and allowing subordinates to improve their skills (Chiniara & Bentein, 2016). When subordinates feel that they are willing to carry out and develop a successful career, a servant leader is likely to entertain and encourage them. This leadership drive can affect the career satisfaction of subordinates. Chiniara and Bentein (2016) found that servant leadership significantly impacted followers' competency needs. Chughtai (2019) has found a significant impact of servant leadership on career planning. Therefore, it is proposed that:

H_1: Servant leadership has a significant and positive effect on teachers' career satisfaction

Career and Life Satisfaction

Life satisfaction is the main criterion of human experience (Andrews, 1974). Life satisfaction is a key indicator of the quality of life (Baumann et al., 2020). Career plays a significant role in the entire life of adults (Seifert et al., 2000), and following the model of satisfaction, career satisfaction is expected to be associated with life satisfaction (Campbell et al., 1976). This expectation is reinforced when we think that experiences influence life satisfaction in career transitions, changes, milestones, and related psychological circumstances (Lounsbury et al., 2004). An entire career' satisfaction is closely related to life satisfaction (Beutell & Wittig-Berman, 1999; Lounsbury et al., 2004). Based on these arguments, it is proposed:

H_2: Teachers' career satisfaction has a significant and positive effect on teachers' life satisfaction

Servant Leadership and Teachers' Life Satisfaction

Life satisfaction is an essential element of subjective well-being and individual happiness (Roberts et al., 2015). Leaders should adopt a servant leadership style to improve the satisfaction of followers' lives, and organizations should select and recruit managers who have the quality of servant leaders (Li et al., 2018). The relationship between servant leadership and life satisfaction can be explained through the LMX theory. Servant leadership can play an important role in improving followers' life satisfaction (Chughtai, 2018) since leaders can improve their followers' health and well-being, not only in terms of psychological distress and other negative outcomes but also by improving psychological well-being (Tuckey et al., 2012). Given the servant leadership aspect centred on people, it is reasonable to expect the well-being of followers and be more satisfied (Dierendonck, 2011). Previous research on servant leadership and life satisfaction has supported this relationship (Chughtai, 2018; Li et al., 2018; Latif et al., 2020). Based on this chain of relationships, it is proposed:

H_3: Servant leadership has a significant and positive effect on teachers' life satisfaction

Mediating Role of Career Satisfaction

A servant leader transcends self-interest and focuses on creating future opportunities for followers and empowering them to grow and develop (Dierendonck, 2011; Schwepker, 2016). A leader needs many ways of building quality relationships between leaders and followers to produce positive consequences for followers. Servant leaders can make followers achieve career goals and realize their true potential (Liden et al., 2015), and therefore followers tend to feel happy and increasingly satisfied with their lives (Lounsbury et al., 2004). The main principles of servant leadership include creating an environment of trust, developing people, seeking followers' input, and bearing the blame can significantly influence followers' satisfaction with issues related to their lives (Chughtai, 2018). Therefore, in the current study, it is said that the direct impact of servant leadership on teachers' life satisfaction is mediated by teachers' career satisfaction. Based on the arguments proposed:

H_4: Teachers' career satisfaction mediates the relationship between servant leadership and teachers' life satisfaction

Based on the previously mentioned literature, the following framework can be proposed to highlight the relationship between the constructs in this study:

Figure 1
Conceptual Framework Model
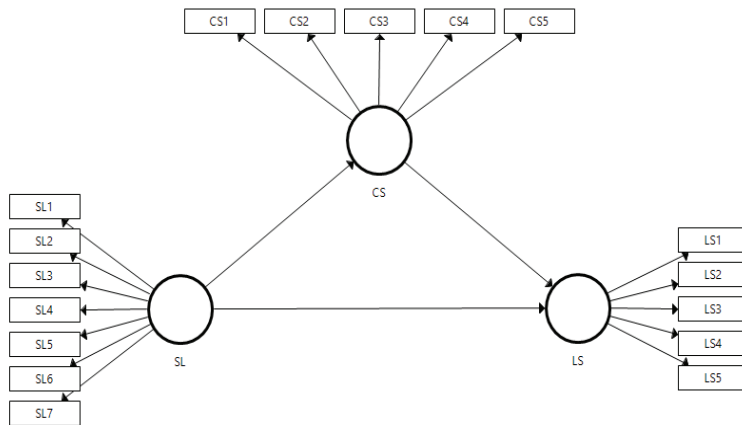
Note. SL: Servant Leadership; CS: Career Satisfaction; LS: Life Satisfaction

Method

The study used a cross-sectional survey design to test the conceptual model or proposed research hypothesis, where Partial Least Square (PLS) path modeling was used as our primary analytical technique. In this section, we explain participants and procedures, instruments, and data analysis.

Participants and procedures

The study was conducted in East Nusa Tenggara Province, Indonesia. A total of 77 schools were selected using convenience sampling with a clustering sampling strategy to participate in the study. Seventy-seven public secondary schools were selected to participate in the study. All principals participated (77) and 522 teachers took part. All schools included in this study had a minimum response rate of 10 school teachers.

Principal demographic data shows that most men (73%) and most teachers are male (62%). As for education, 90% of principals have a Bachelor degree, and 89% of teachers have a Bachelor' degree. The age of the principal ranged from 30 to 56 (M = 46.7, SD = 8.002). The age of the teacher ranged from 21 and 67 (M = 40.1, SD = 12,961). The average teaching experience of the principal is 19.2 (SD = 5.855). Meanwhile, the average teacher teaching experience is 25.2 (SD = 11.747). A complete demographic was presented in Table 1.

Data collection was carried out using two steps. First, we received support and approval from 77 principals to conduct this research project. After the principals approved the research project to participate in this research project, the research team distributed

questionnaires to 77 principals and 522 teachers; we obtained 77 valid questionnaires from the principal and 366 valid questionnaires from teachers. The response rate is 100% for principals and 70.11% for teachers.

Table 1

Sample Principals (N = 77) and Teachers (N = 366)

	N	Min.	Max.	M	SD
Principals					
Age	77	30	56	46.74	8.002
Teaching experience	77	10	37	19.27	5.855
Years of experience as a principal	77	1	10	5.31	1.426
Years of experience at the school	77	1	21	12.17	5.514
Teachers					
Age	366	21	67	40.11	12.961
Teaching experience	366	1	39	25.25	11.747
Years of experience at the school	366	1	38	22.67	9.367

	Principals		Teachers	
	N	%	N	%
Gender				
Male	56	73.0	228	62.0
Female	21	27.0	138	38.0
Education				
Associate degree			24	6.0
Bachelor degree	69	90.0	325	89.0
Master degree	8	10.0	17	5.0

Instruments

In developing questionnaires, the authors used a pre-test with the literature review method (Table 2) and reviewed by six scholars in the field to ensure content validity, simplicity, clarity, and understandability of the measurement before the questionnaire was distributed to respondents. The principals filled out the servant leadership questionnaire, while the teachers filled out the career satisfaction and life satisfaction questionnaires.

Table 2

Developing Instruments

Servant Leadership	Literature
Promotes institutions transparency and honesty in an educational institution (Behaving ethically)	Liden et al., 2008; Latif & Marimon, 2019
Provides opportunities for learning and growth (Development)	Greenleaf, 1977; Latif & Marimon, 2019
Care about the wellbeing of subordinates (Emotional healing)	Barbuto Jr & Wheeler, 2006; Latif & Marimon, 2019
Encourage subordinates to use their talents (Empowerment)	Van Dierendonck & Nuijten, 2011; Latif & Marimon, 2019
Takes the initiative to improve the level of service quality (Pioneers)	Van Dierendonck & Nuijten, 2011; Latif & Marimon, 2019
Works collaboratively with others (Relationship building)	Liden et al., 2008; Latif & Marimon, 2019
Is good at anticipating the consequences of decisions (Wisdom)	Barbuto Jr & Wheeler, 2006; Latif & Marimon, 2019

Life Satisfaction	Literature
In most ways my life is close to my ideal	Diener et al., 1985
The conditions of my life are excellent	Diener et al., 1985
I am satisfied with my life	Diener et al., 1985
So far I have gotten the important things I want in life	Diener et al., 1985
If I could live my life over, I would change almost nothing	Diener et al., 1985

Career Satisfaction	Literature
I am satisfied with the success I have achieved in my career	Greenhaus et al., 1990
I am satisfied with the progress I have made toward meeting my overall career goals	Greenhaus et al., 1990
I am satisfied with the progress I have made toward meeting my goals for income	Greenhaus et al., 1990
I am satisfied with the progress I have made toward meeting my goals for advancement	Greenhaus et al., 1990
I am satisfied with the progress I have made toward meeting my goals for the development of new skills	Greenhaus et al., 1990

Servant leadership. The servant leadership scale is used to measure servant leadership. This scale has seven dimensions, including behaving ethically (5 items), development (6 items), emotional healing (4 items), empowerment (5 items), pioneering (7 items), relationship building (5 items), and wisdom (4 items). In this study, we used only 1 item from each dimension (a total of 7 items). We adapt to the respondents' conditions and choose the most dominant items needed in each school (e.g., "Promotes institutions

transparency and honesty in educational institution"). Subjects indicated their agreement/disagreement with all questionnaire items on a five-point Likert-type scale (from 1 = strongly disagree to 5 = strongly agree).

Career satisfaction. Career satisfaction was measured using five items (e.q. "I am satisfied with the success I have achieved in my career"). Respondents indicated the extent to which they agreed or disagreed with each of the following statements, responding on a 5-point scale where 1 = strongly disagree to 5 = strongly agree.

Life satisfaction. Life satisfaction is measured using the satisfaction with life scale. This scale was developed to assess satisfaction with the respondent' s life as a whole. This scale consists of 7 items (e.g., "In most ways, my life is close to my idea"). Assessment for scales with a range of items 1 = strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = neither agree nor disagree, 5 = slightly agree, 6 = agree, and 7 = strongly agree.

Data Analysis

The data were analyzed using PLS path modeling with SmartPLS 3.2.8. The main considerations for choosing this technique are: 1) Partial Least Square-*Structural Equation Modeling* (PLS-SEM) is a superior feature of regression in terms of simultaneous estimation of all model parameters (Iacobucci et al., 2007); 2) PLS-SEM can provide complete information about the extent to which a model is supported by data, such as measuring the goodness of fit and predictive relevance (Hair et al., 2017; Latan et al., 2018). This study uses a consistent estimator by applying consistent PLS (PLSc) due to the confirmed nature of this study. Convergent validity, composite reliability, and discriminant validity are used to assess the validity of the construct. Besides, descriptive statistics were tested using Statistical Package for the Social Sciences (SPSS) statistics version 25. The hypothesis was tested with *structural equation modeling* using the consistent PLS bootstrapping.

Results

In this section, we present the findings. We first explain descriptive statistics, convergent validity, composite reliability, and discriminant validity, and then we present substantive results related to research hypotheses.

Descriptive statistics, convergent validity, composite reliability and discriminant validity

The descriptive statistics of servant leadership in this study have a mean of 30.0 (SD = 4.08), for career satisfaction, 21.5 (SD = 3.28), and for life satisfaction, 21.8 (SD = 3.02). While the validity of convergent is assessed by looking at outer loadings

and average variance extracted (AVE). Outer loadings and average variance extracted (AVE) indicate convergent validity. Outer loading for each item should be higher than 0.7, and the AVE of each construct should be above 0.5. However, outer loading 0.5 is still acceptable as long as AVE for certain constructs meets the requirements of 0.7 (Hair et al., 2017). AVE less than 0.5 indicates that the item fails to explain most variants of the construct. In addition to convergent validity, composite reliability (CR), representing the internal consistency of indicators in measuring a construct, is also assessed. CR of 0.7 shows sufficient internal consistency (Hair et al., 2017). Assessment of convergent validity and CR results are presented in Figure 2 and Table 3.

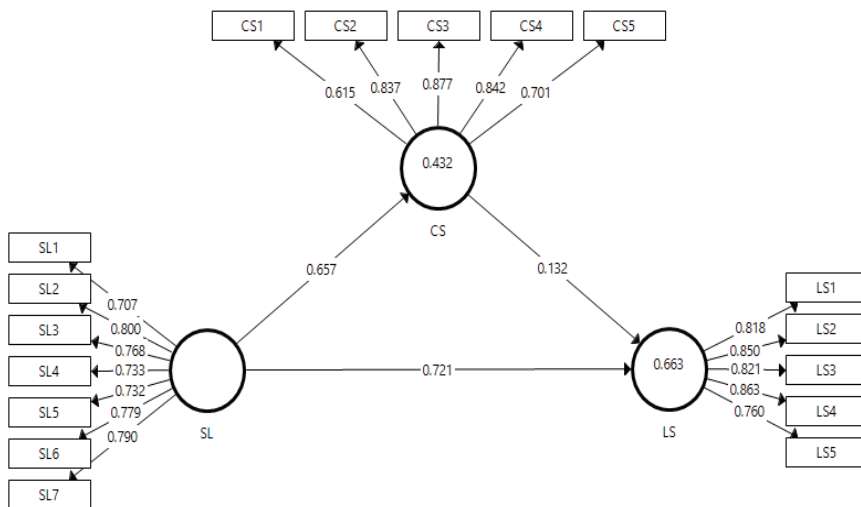**Figure 2**
Partial Least Squares-Path Model (Outer model)

Table 3
Convergent Validity and Composite Reliability (CR)

Cons-truct	Item code	Item	Outer Loading	CR	AVE
CS	CS1	I am satisfied with the success I have achieved in my career	0.615	0.885	0.61
	CS2	I am satisfied with the progress I have made toward meeting my overall career goals	0.837		
	CS3	I am satisfied with the progress I have made toward meeting my goals for income	0.877		
	CS4	I am satisfied with the progress I have made toward meeting my goals for advancement	0.842		

Construct	Item code	Item	Outer Loading	CR	AVE
LS	CS5	I am satisfied with the progress I have made toward meeting my goals for the development of new skills	0.701	0.913	0.677
	LS1	In most ways my life is close to my idea	0.818		
	LS2	The conditions of my life are excellent	0.850		
	LS3	I am satisfied with my life	0.821		
	LS4	So far, I have gotten the important things I want in life	0.863		
	LS5	If I could live my life over, I would change almost nothing	0.760		
SL	SL1	Promotes institutions transparency and honesty in an educational institution	0.707	0.905	0.576
	SL2	Provides opportunities for learning and growth	0.800		
	SL3	Care about the wellbeing of subordinates	0.768		
	SL4	Encourage subordinates to use their talents	0.733		
	SL5	Takes the initiative to improve the level of service quality	0.732		
	SL6	Works collaboratively with others	0.779		
	SL7	Is good at anticipating the consequences of decisions	0.790		

Source. Authors' own findings

Note. N = 443. CR: composite reliability AVE: average variance extracted; SL: servant leadership; CS: career satisfaction; LS: life satisfaction

Table 3 shows that all outer loading is greater than 0.6, while the average variance extracted (AVE) value is greater than 0.5, and the CR value is higher than 0.7. Therefore, convergent validity and construct CR are considered satisfactory.

The validity of the discriminant is assessed using the Heterotrait-Monotrait Ratio of Correlation (HTMT). This type of measurement is superior in terms of methodological durability compared to Fornell and Larcker's criteria (1981) and cross-loading. In addition, this approach can overcome limitations in previous measures (Henseler et al., 2015). Table 4 shows that all HTMT values are less than the threshold values of 0.90. Thus, there is no issue of discriminant validity for this measurement model.

Table 4
Discriminant Validity: Heterotrait-Monotrait Ratio (HTMT)

	CS	LS	SL
CS			
LS	0.680		
SL	0.693	0.879	

Source. Authors' own findings

Hypothesis Testing

The results in figure 3 and table 5 show that the four hypotheses were expressed significantly with *t*-value at *p* < 0.05 (*t* > 1.645).

Figure 3
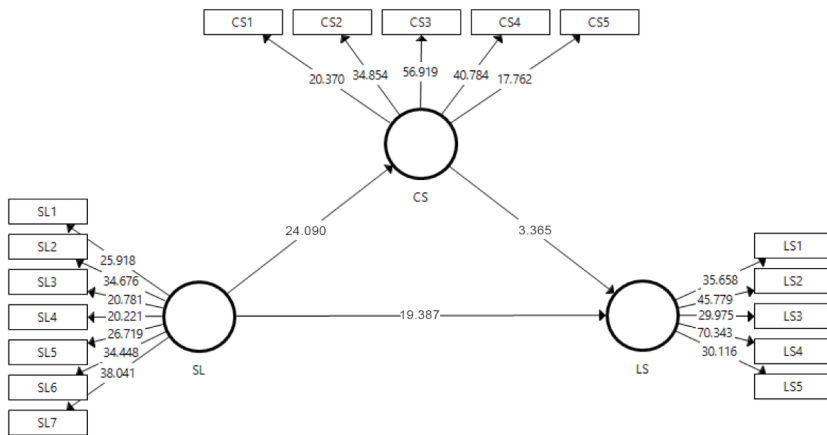*Evaluation of Structural Model Through PLS Bootstrapping (Inner Model)*

Table 5
Summary of Hypotheses Testing

Hypotheses	Paths	Std. Beta	Std. Error	*t*-value	Bias	Confidence Interval Bias Corrected		Decision
						5.00%	95.00%	
H_1	SL -> CS	0.657	0.027	24.090	0.005	0.608	0.696	Supported
H_2	CS -> LS	0.132	0.039	3.365	0.001	0.063	0.190	Supported
H_3	SL -> LS	0.721	0.037	19.387	-0.001	0.656	0.780	Supported
H_4	SL -> CS -> LS	0.087	0.026	3.317	0.001	0.042	0.127	Supported

Source. Authors' own findings.
Note. *p* < 0.05.

Structural Model

The next step in our analysis is to assess hypothetical relationships (Figure 3 & Table 5). For the overall participants, the findings showed that and teachers' career satisfaction (H_1: *t* = 3.365, *p* < 0.05), teachers' career satisfaction teachers' life satisfaction (H_2: *t* = 24.090, *p* < 0.05), servant leadership teachers' life satisfaction (H_3: *t* = 19.387, *p* < 0.05) is positive and significant.

Mediation Analysis

After assessing direct relationships, mediation analysis is carried out (Table 4). When exploring the overall participants, servant leadership indirect effects on teachers' life satisfaction through teachers' career satisfaction were found to be significant ($t = 3.317$, $p < 0.05$). The total effect of servant leadership on teachers' career satisfaction is significant (H_3); with the input of variable mediators, servant leadership still has a significant direct effect on teachers' life satisfaction (H_4: $t = 3.317$, $p < 0.05$). This means that teachers' career satisfaction as complementary mediation affects servant leadership on teachers' life satisfaction.

Discussion

The study investigates the influence of servant leadership on teachers' life satisfaction and the role of teachers' career satisfaction mediation between servant leadership and teachers' life satisfaction in public schools. The results showed a significant influence of servant leadership on teachers' life satisfaction. These results support a theoretical basis that has found a significant impact of servant leadership on life satisfaction (Chughtai, 2018; Li et al., 2018; Latif et al., 2020). The findings contradict Latif and Marimon (2019) study that found a negative relationship between servant leadership and life satisfaction. However, the current study results support LMX's theory that servant-oriented leadership behaviour improves life satisfaction. Dierendonck (2011) asserts that the servant leader's personal-oriented attitude has opened access to safe and strong relationships within the school organization.

This study provides empirical evidence to expand the influence of servant leadership on the life satisfaction of followers as a whole. Furthermore, this research expands the generalization of servant leadership in Indonesia. Although the early work of servant leadership is rooted in the context of western culture, evidence shows that the effectiveness of servant leadership extends throughout the context, including Indonesia, with a blend of cultures that indeed facilitate and do not facilitate servant leadership (Hannay, 2008) that emphasizes collectivistic, paternalistic, and has a high power distance. Choi and Yoon (2005) claim that self-sacrifice behaviour—a major characteristic of servant leaders, is considered an effective leadership behaviour regardless of the low or high distance of power and individualistic or collectivistic culture. In line with that, Pekerti and Sendjaya (2010) believe that self-sacrifice behaviour is more applicable in a society with community-oriented values such as Indonesia. However, according to Rajiani and Kot (2018), the cultural values of various ethnic groups in Indonesia are not identical. This proves that studying the concept of servant leadership in different sectors and cultures provides an opportunity to measure it (Yiğit & Bozkurt, 2017).

The results stated that servant leadership significantly influences teachers' career satisfaction. These results are similar to previous findings in which servant leadership significantly influences careers such as competency needs and career planning (Chiniara & Bentein, 2016; Chughtai, 2019). Research on leadership has shown that leaders tend to influence followers' careers (Joo & Lim, 2013) by forming interpersonal bonds while providing opportunities for promotion, growth, and skills development for their subordinates (Hunter et al., 2013). These findings imply that followers feel the achievement of career goals and satisfaction with their careers because servant leadership behaviour plays a role in helping followers reach their full potential through empowerment, support, and encouragement (Dierendonck, 2011; Liden et al., 2015). This proves that servant leaders can create an atmosphere that encourages followers to be the best they can be (Dierendonck, 2011).

The study also found a significant and positive relationship between teachers' career satisfaction and life satisfaction. These findings reveal that followers have higher life satisfaction levels when followers experience positive changes in their careers and achieve career achievement (Lounsbury et al., 2004). These results are consistent with previous research, which has found that satisfaction with a person's career has been found to be positively associated with life satisfaction (Beutell & Wittig-Berman, 1999) because followers advancing on the career ladder may be able to respond to life problems (Pierce et al., 1993).

This study found teachers' career satisfaction as mediators of the relationship between servant leadership and teachers' life satisfaction. These results have also revealed a chain of causal relationships in which servant leaders, through their focus on followers, can foster follower satisfaction related to their careers and ultimately lead to increased life satisfaction. This study's outcomes show a positive and substantial impact of servant leadership on career satisfaction and can essentially improve life satisfaction (Latif et al., 2020). The result of this study is consistent with previous findings that showed that career satisfaction had a significant influence as a mediator in the study (Karatepe, 2012). This study shows that servant leadership in public schools can support teachers' career satisfaction and increase teachers' life satisfaction.

Conclusion, limitations and future research

This study aims to assess the inter-relationship between servant leadership, teachers' career satisfaction, and life satisfaction in the setting of public schools in the context of Indonesian values and culture. The findings suggest that servant leadership positively and significantly influences teachers' career satisfaction in public school settings. Besides, career satisfaction has a mediation role between servant leadership and teacher's life satisfaction.

This study results are very interesting for principals and teachers because the school principals' servant leadership can increase teachers' career satisfaction and life satisfaction.

It is important to point out the limitations of this study. Future research can analyze comparisons between public and private schools in testing the inter-relationship between service leadership, career satisfaction, and life satisfaction. Future studies may also use a mixed-method explanatory sequential approach. Future studies can also add one more variable mediator, such as workplace positive effect, and two moderator variables: collectivistic orientation and general self-efficacy.

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Tarnaujančios lyderystės ir pasitenkinimo gyvenimu sąsajos Indonezijos valstybinėje mokykloje: pasitenkinimas karjera kaip tarpininkas

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Santrauka

Tyrimo tikslas buvo patikrinti tarnaujančios lyderystės vaidmenį gerinant mokytojų pasitenkinimą gyvenimu karjeros pagrindu. Tyrimo metu buvo nagrinėjamos keturios hipotezės: 1) Tarnaujanti lyderystė turi reikšmingą ir teigiamą įtaką mokytojų pasitenkinimui karjera; 2) Mokytojų pasitenkinimas karjera turi reikšmingą ir teigiamą įtaką mokytojų pasitenkinimui gyvenimu; 3) Tarnaujanti lyderystė turi reikšmingą ir teigiamą įtaką mokytojų pasitenkinimui gyvenimu; 4) Mokytojų pasitenkinimas karjera yra tarpininkas tarp tarnaujančios lyderystės ir mokytojų pasitenkinimo gyvenimu. Šiame tyrime buvo naudojamas kiekybinis metodas, o hipotezė buvo patikrinta taikant struktūrinių lygčių modeliavimą pritaikant dalinio mažiausio kvadrato metodą. Iš viso 77 valstybinės vidurinės mokyklos buvo atrinktos dalyvauti tyrime naudojant patogiąją atranką ir klasterinę atranką. Tyrimo grupė išplatino anketas 77 direktoriams ir 522 mokytojams. Buvo gauta 77 tinkamos direktorių ir 366 mokytojų anketos. Rezultatai parodė, kad: 1) tarnaujanti lyderystė daro teigiamą ir reikšmingą įtaką mokytojų karjerai ir pasitenkinimui gyvenimu; 2) mokytojų pasitenkinimas karjera turi reikšmingą ir teigiamą įtaką mokytojų pasitenkinimui gyvenimu; 3) mokytojų pasitenkinimas karjera įvardijamas kaip papildomas tarpininkas tarp tarnaujančios lyderystės ir mokytojų pasitenkinimo gyvenimu.

Esminiai žodžiai: *tarnaujanti lyderystė, pasitenkinimas karjera, pasitenkinimas gyvenimu, papildantis tarpininkavimas, valstybinė mokykla.*