

Title: The interplay of religious values, servant leadership and teacher job satisfaction in Bangladeshi education institutions

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Abstract: The interplay of principals' religious values and servant leadership can play a prominent role in promoting job satisfaction among teachers in Bangladeshi schools and colleges. This study aimed to examine the mediating role of servant leadership style in the relationship between the principals' religious values and the job satisfaction of teachers in Bangladesh. The study surveyed 335 participants from schools and colleges using a self-administered questionnaire and analyzed the data using Partial Least Square Structural Equations Modeling (PLS-SEM) via Smart PLS 4 software. The findings showed that principals' religious values and servant leadership style have a positive impact on teachers' job satisfaction, with servant leadership serving as a mediator in the relationship. The research expands upon the servant leadership theory in an educational setting where religious values play a significant role. It offers valuable insight into the impact of principals' religious values and servant leadership style on teachers' job satisfaction. The study has practical implications, in a setting where Islam as a dominating religion, for educational administrators, as it sheds light on how principals' religious values and servant leadership impact teachers' job satisfaction in schools and colleges in Bangladesh.

Keywords: Principals' religious values; Servant leadership; Job satisfaction; Mediating role; PLS-SEM; SmartPLS 4; Educational leadership

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