

IMPACT OF SERVANT LEADERSHIP ON PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL PLANNING AT SECONDARY SCHOOL LEVEL

Muhammad Aziz^{*1}, Dr. Zafar Khan², Dr. Qaisar Abbas³

^{*1}PhD Scholar, Institute of Education & Research Gomal University, D.I. Khan, Pakistan

²Assistant Professor, Institute of Education & Research, Gomal University, D.I. Khan, Pakistan

³Teacher, School Education Department Bhakkar, Punjab, Pakistan

^{*1}aziznawaz6611@gmail.com, ²zafarkhan786@yahoo.com, ³qaisarabbas.edu@gmail.com

Corresponding Author: *

Muhammad Aziz

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ABSTRACT

The current study intends to explore the involvement of secondary school heads as servant leaders with research objectives: i) To find out the impact of servant leadership on professional development, ii) To investigate the impact of servant leadership on instructional planning. The study was descriptive with the quantitative method and a survey design. There were 399 out of 4998 secondary school teachers in the sample through simple random sampling. Two questionnaires were used for this study. The respondents were the same for both questionnaires. Questionnaires were validated through subject matter expert opinion and found reliable after pilot testing with Cronbach Alpha reliability of 0.856 and 0.858, respectively. The data was analyzed through SPSS version 21 using descriptive statistics (Mean and Standard deviation) for perception regarding involvement and inferential statistics, linear regression for the impact of servant leadership on teachers' professional development and instructional planning. The data resulted in that most of the School Heads were servant leaders regarding the factors, Agapao love, Empowerment, Vision, and humility. The data indicated that servant leadership has an impact on Professional development and Instructional planning.

Keywords: Servant leadership, Teachers' professional development, Instructional planning, Secondary school teachers.

Introduction

In the present case, leadership is a burning issue in any academic institution like a school or a college. Leaders motivate the members of their group on the high level and they become more effective. In every organization, there will be good members that will support their leader. A good leader will always be the favored type of leader by his followers (Aina, Aina, Adesina, and Awe, 2023). In other situations, leaders have an influence on students and teachers. Different researches have shown that there is a correlation between leadership and the

performance of teachers in work. The study by Ali, Sidow, and Guleid(2013) shows that the influence of leadership attributes on the working performance of teachers is significant. The meaning of servant leadership by Greenleaf (1970) turns the conventional understanding of leadership around by making the leader a servant first. The servant leader should prioritize to serve the needs of his or her team members so that they can have full potentials of accomplishments. Active listening, empathy, stewardship and a are the major attributes of this style of leadership. This

philosophy in education is reflected in the leaders that can listen to their school communities, empathize with the difficulties teachers and learners encounter, and care about their development and well-being. The final objective is to establish an environment in which teachers feel valued, supported, and empowered to be innovative in their classrooms that, in turn, has a direct impact on student engagement and achievement (Hamilton and Nordin, 2022). Empirical research has recently started to measure this effect and has shown that servant leadership of school principals is a powerful predictor of elevated teacher morale, greater organizational commitment, and closer collaborative culture (Heath et al., 2023). Also, this leadership model promotes a sense of psychological safety that would inspire educators to take pedagogical risks and exchange best practices without fear of failure, which is an essential aspect of sustained school improvement (van der Vyver and Kok, 2021).

The study conducted by Teh (2022) shows that servant leaders have challenges in handling the interests of individual teachers, and this leads to the inequitable growth of the personnel. These obstacles are essential in guaranteeing the effectiveness of the servant leadership in the context of secondary education. Servant leadership in a secondary school does not just focus on administration, but it is an active process of building a society of care and empowerment. A servant-leader principal or department head concentrates on listening to the issues of the teachers, sympathizing with the stresses that students have to undergo, and eliminating obstacles that hinder learning and teaching. It is not a passive approach but a proactive effort to create the environment where teachers feel professionally encouraged and trusted to be innovative, which is an essential condition to enhance the quality of instructions and personnel retention (Jones and Watson, 2022). As a student, when at the stage of formation of personal identities and values, a school that has servant leaders will be a model of empathy, responsibility, and community involvement, with a direct impact on a more positive and inclusive school environment (Miller, 2023). The leadership style that has prevailed and is significant in

leadership is servant leadership and it lays emphasis on the commitment of the leaders to serve others, encourage teamwork, and support the professional growth of their subjects. Service leadership in the case of a school head implies increasing the ability of the school, fixing a number of issues facing the school and establishing a better environment to develop the capacities of teachers.

Review of Literature

Servant Leadership

The style of leadership best appropriated in a firm whose aim is to produce a culture that facilitates service, personal and shared accountability, constructive and effective relationship and hard ethics states is that of servant leadership (Wheeler, 2012). Current years observe an increased emphasis on the implementation of this leadership method in secondary schools to develop a positive change in the results of students (Yee, 2021). Servant leadership is not limited by the hierarchical model, empathy, fostering cooperation, and the focus on the development of every single person in the educational society in the setting of secondary schools (Yee, 2021). The model of servant leadership creates an effective environment in the work groups, a factor that contrasts the servant leadership style with the traditional authoritarian leadership. The philosophy of servant leadership which is more inclined towards the needs and growth of people in an organization gives a well-developed focus in serving others and not self-interest (Greenleaf, 1977). The concept of servant leadership, which was formulated by Greenleaf (1970), is based on the commitment of the leader to serve others and help them grow, both personally and professionally. The more positive school culture can be developed with the help of servant leadership due to the shared and collaborative nature of this leadership type that facilitates the sense of community and shared responsibility to teachers (Teh, 2022). The changes on the curriculum and professional development of the institution must be connected, as it is argued by (Anderson, J., and Tully, D., 2020) to make the instructional planning more relevant. According to Ingersoll et al. (2021), there is a direct relationship between the professional

development opportunities and the teacher work performance. Servant leadership has in this regard resurfaced as a strong and attractive paradigm that has radically altered the core agenda of leadership to be based on the amassing and utilization of authority, but rather the provision of services to others. The concept was coined by Robert K. Greenleaf in 1970 and postulates that the best leaders are those who take the needs, growth, and well-being of the team members into consideration, enabling them to reach their highest possible potential (Greenleaf, 1970). The success of the leader is not the focus of the traditional leadership models, whereas in the case of the servant leader the success of the followers is the gauge of his or her success. This is not a soft-skills program, but more of a strategic edge. Modern studies prove that a servant leadership style is closely related to the engagement of employees, the increase of organizational citizenship behavior, trust, and the promotion of team performance (Lee et al., 2020; Sousa and van Dierendonck, 2023).

Professional development

Professional development programs on the secondary education must contribute significantly towards improving the work performance of teachers. Professional development is one of the core processes that determine how educational teachers plan their lessons. A study conducted by (Semon, S., Lane, D., Jones, P., and Smith, S. M., 2020) shows that structured and aimed teacher development enhances the ability of teachers to design excellent lessons and become effective in terms of meeting the needs of various students. According to the study conducted by Allen, J., Redman, C. and Hattie, J. (2022), the teacher development programs focused on the instruction of subject knowledge and the teaching methods result in better teacher outcomes. Teachers in secondary level need lifelong training on certain content according to (Ayoola, O. A., and Oyeromi, S. O., 2024) to know the recent changes in the curriculum standards. The study by Ingersoll, R., Merrill, E., Stuckey, D., Collins, G., and Harrison, B. (2021) reveals the reason learning communities are the most effective in training teachers. Professional development opportunities

enhance work performance of teachers in that they facilitate the sharing of practice and reflective sessions and team-based work. Practice-based communities are associated with continuous learning and novel teaching interactions (Didion et al., 2020). The article by Kang H. & Mavrogordato M. (2023) identifies collaborative learning communities as the key pillars that facilitate growth in the professions. Professional development opportunities are a critical determining factor on the work performance of the teachers. The study of Fairman J.C. Smith D.J. Pullen P.C. & Lebel S.J. (2022) showed that the continuation of professional development contributes to the effectiveness of teachers since long-term learning results in the development of high-order teaching skills. Professional development helps teachers to develop appropriate lesson plans to meet the needs of various students depending on Swars Auslander, S., Smith, S. Z., Smith, M. E., and Myers, K. (2020). A study carried out by Anderson et al. (2018) shows that the effectiveness of any professional development is enhanced when it directly correlates with changes in the curriculum to ensure that lessons remain valuable.

Impact of servant leadership on Professional development

The servant leadership that Greenleaf defined in 1970 is a notion that the leader concerned the development and well-being of the followers. Educational research studies examine the role of servant leaders in influencing the work outcomes of teachers when they are concentrated on enhancing their professional skills. D'Ascoli and Piro (2023) developed the original work by Greenleaf. These theorists brought servant leadership to ten distinct traits that consist of active listening and emotional empathy as well as committed follower progress. Makirimani (2023) has found that servant leadership leaders in the education environment enhance teacher motivation to the professional development. Teachers were also satisfied with their jobs because of the environment created in the workplace by the servant leaders who applied the supportive approach. According to Smith (2024), servant leadership creates good cultures in the workplace by the ability to promote the endless

growth and development. It has been revealed that the schools with servant leadership become more collaborative (Teh, 2022). In secondary schools, teamwork is developed by the leadership style employed by the servant leaders based on (Prajanti & Handoyo, 2024). This collaborative culture positively influences the development of teachers as it makes them more willing to engage in collaborative learning and knowledge-sharing practice. Concentrating on personal and professional development of the follower, servant leadership is oriented at the growth of the followers (Bier 2021). It was revealed in the study by (Todd, 2021) that staff members of servant leaders are better able to get support in the form of their personal development requirements. The provided support encouraged teachers to participate in professional development, as well as enhance their commitment to lifelong learning. Several researches have revealed that the majority of research has positive results of work performance and professional development in the case of servant leadership despite some challenges. As the study conducted by Teh (2022) demonstrates, servant leaders are struggling with balancing the interests of individual teachers that leads to the unequal development of the staff. These issues are vital towards the efficacy of the servant leadership within the context of secondary education.

Instructional planning

With the stressors of secondary educational backgrounds where teachers need to balance the requirements of specialized content, diverse student achievement levels, and high-stakes testing, the quality of instructional planning is one of the key factors of student engagement and achievement (Driscoll, 2022). Nevertheless, conventional approach to planning, which is often strict and linear due to an isolated development of lesson plans, is starting to become out of step with what the learners of the 21 st century require and the fundamentals of responsive teaching. Modern day research in education is in support of a paradigm shift towards the more dynamic and purposeful frameworks of planning. Planning is no longer viewed as the aspect of preparing to cover content but rather the process of creating rigorous learning experiences that are inclusive

and responsive to the formative assessment information (Knight and Hock, 2023). According to Davis et al. (2020), school leadership is a crucial determinant that influences the instructional planning process as well as the performance of the teacher work. Supportive environment is provided by effective leadership thereby promoting collaboration and communication among teachers. In the case of School Heads being involved in instructional planning meetings, their staff members show increased commitment and also creates quality lesson plans (Nevins-Bennett and Martin 2023). The planning of instruction steps depends on the availability of high-quality curriculum materials. This research study by Brownell, M. T., Jones, N. D., Sohn, H., and Stark, K., 2020 ascertained that the available materials are diverse and new to enable teachers to come up with effective and captivating lesson plans. According to a research, the availability of digital resources results in the high levels of teacher confidence in instructional planning as described by Chen and Guo (2020). Dack H., (2018) proves that recognition of student needs contributes to better teaching performance. Two key problems that teachers face when working on instructional plans that can accommodate local needs are related to the lack of resources and time when it is required to create instructional plans that are relevant to the local conditions (Yuan, J., & Yusof, M. R., 2024).

Impact of servant leadership on instructional planning

By focusing on the development and welfare of teachers, servant leadership has a direct influence on the quality, innovation and responsiveness of the instructional plans developed by those teachers, which eventually enhances the learning process of the students. When the teachers are not following instructions but are being innovative, the quality of the instructional planning increases substantially. Planning by teachers in a servant leadership model takes them beyond the unit parceling. They participate in good debates regarding the objectives of learning, frequent misconceptions and effective questioning strategies. This interdependent culture, which

is promoted by the servant leader, does not make planning a secret operation but a collective exercise of constant evolution. Huang and Yin (2021) confirm this finding by showing that servant leadership enhances teacher commitment and collaborative practices that are in fact the drivers of effective instructional planning. The research investigation conducted by Lewis (2023) was thorough and included the analysis of how servant leadership affects the level of work performance of the teachers. The study revealed that classroom teachers are more engaged in their instructional planning activity through the efforts of the leaders who adopt servant leadership practices. Priority on collaborating with teacher assistance and establishing community personality among the members of staff provided an effective environment of effective instructional planning. Bernhardt (2024) investigated the correlations between the servant leadership implementations and the teacher motivation, as well as their subsequent levels of commitment. According to the study carried out by Bernhardt (2024), teachers were found to be more committed to instructional planning in cases of servant leadership behaviors. Based on their commitment to teacher growth and wellbeing, servant leaders established desirable working environments in which instructional planning would take more effect. The research findings indicated that, teacher instructional planning competence is enhanced by serving leaders through orienting to teacher professional development and teacher mentoring. A servant leader may develop curriculum standards as the what but leave teachers free to do as they wish the how. Teachers become professionals and intellectual leaders in their respective classrooms through this trust. The teachers will develop a sense of ownership of their plans and therefore they will invest a lot in the successful implementation of their plans. This agency results in more passionate, real, and successful teaching in that the plans have been a product of the teacher and her or his own professional judgment and creativity (Driscoll, 2022).

Research Gap

Mahon (2021) states that the existing leadership styles have to adapt to the rapid

changes in the corporate environment and business practice. The research studies concerning leadership were initially directed to the developed nations. The quantity of research studies regarding school leadership in underdeveloped countries has been small. Pakistan has researched on autocratic, democratic and laissez-faire leadership styles. In this respect, servant leadership has not been researched at the school level in the Pakistan schools in terms of the perspectives of research. This research was an attempt to bridge the gap in the research field concerning school leadership in the Pakistani culture particularly in the Punjab districts in Pakistan. The role of Head of the school has been evolving and is evolving even nowadays, during the past few decades. School leaders are expected to be accountable to the structures and processes they set up to ensure the performance of their subjects (Abdolmaleki and Ghanbari, 2021). Pakistan is a high power distance and collectivist culture, and a study of leadership and servant leadership gives pin picture of the west where there is low power distance and the community encourages individual values. Therefore, there is a high necessity to explore Pakistani context to offer grounds to newly emerging trend of servant leadership in eastern view corresponding to collectivist culture and high power distance. Therefore, it is possible to explain this servant leadership in terms of subtle boundaries and facets. The logic of the research is to investigate the hypothesis of whether or not School Heads on the secondary school level in District Bhakkar and District Mianwali are operating as Servant leaders or are merely executing organizational policies. The combination of these six variables in servant leadership, and two variables in Professional development and Instructional Planning, one study was scarcely investigated in Pakistan. The role played by the Servant leader on Professional development and Instructional Planning at the secondary school level is not researched in a similar manner as this study is being conducted in District Bhakkar and District Mianwali, Punjab. Previous studies concerning various forms of leadership by head teachers and the School Heads indicated gaps in knowledge of the impact of the two on the school in relation to education. This paper

investigates the degree to which School Heads across the Punjab districts of Pakistan exhibit the servant leadership tendencies and how their impact is with respect to Professional development and Instructional Planning as servant leaders. There is a contextual vacuum on whether this relationship is long lasting and sustainable. The vast majority of the studies are a point-in-time picture, yet how the multiple years of servant leadership can change the attitude of a school to Professional Development and make the events turned into a culture of lasting and consistent instructional growth remains unknown (Harris and Jones, 2021). Investigations are required to understand how the Professional Development focus changes in a servant led school in the beginning with the first, leader facilitated, Professional Development, to the second, teacher facilitated, organic professional learning, which develops based on the instructional issues of practice that the teachers define themselves in the process of their planning and reflection.

Objectives of the Study

This study consists of the following objectives.

- To find out the impact of servant leadership on Teachers' professional development at secondary school level.
- To investigate the impact of servant leadership on Teachers' instructional planning at the secondary school level.

Research Hypotheses

In the current research study, the following research hypotheses are examined.

H₀₁: There is no significant impact of servant leadership on teachers' Professional Development at the secondary school level.

H₀₂: There is no significant impact of servant leadership on teachers' Instructional Planning at the secondary school level.

Study Delimitation

The following are the delimitations of the study.

a. Only public secondary schools of district Mianwali and district Bhakkar of Sargodha Division in Punjab are included in the choice of a smaller sample rather than a larger one.

b. This study was conducted on secondary school teachers of the Sargodha division.

Research Method and Design

This section includes research method, research design, and population of study, sampling method, sample size, research tool, data collection and research process. The instruments development, the sample applied, the statistical methods applied, the strategy of data collection, and methods of data treatment were also described in these chapters. The research was quantitative since it had to deal with a big sample and at the same time distribute it. The data were collected via two questionnaires as it is the main research tool of the quantitative methodology. The research data underwent the methods of statistical measurements which enabled the assessment of the research results. The quantitative research methods generate conclusive findings to demonstrate the situation under observation (Berger, 2018). The study was descriptive in nature. The descriptive research is one of the ways to investigate some specified characteristics of the current state of affairs. The research technique entails a particular descriptive examination of the natural factors and situations of the subject encompassing establishment of level of intensity during review of significant variables. The research design is a descriptive survey in that it looks at present scenarios on the extent of involvement of the heads of the secondary schools as servant leaders.

Population of the study

The present study consists of the teachers at secondary school level in Sargodha division of Punjab. The below table show the population of secondary schools teachers in Sargodha division of Punjab.

Table1 Description of Population District wise Population, No of Schools and Teachers

Division	District-wise Sample	No of Schools	No of Teachers
Sargodha	District Bhakkar	146	2268
	District Mianwali	244	2730
	Total	390	4998

Source; Punjab: School annual census. Punjab School education Department (2023-24)

Sampling techniques

Sample refers to the representative of the entire population which is the small group of population. Retaining in mind some sampling methods, the sample will be selected among the population. This situation can take random and non-random sampling methods. It is worth noting that in any investigation sampling technique is chosen in regard to its study characteristics. In this study, the simple random sampling technique appears to be the most appropriate. The selection of some rules

or formula of sampling is because of the size of the sample. Since the overall number of the study population was 4998. Thus, a sample of up to 5000 (399) was chosen as per the L R Gay (2003). The selected study areas are four administrative districts of Sargodha division Punjab namely Bhakkar, Mianwali, Khushab and Sargodha. The research was narrowed down to District Bhakkar and District Mianwali of Sargodha Division. The study sample is as shown below:

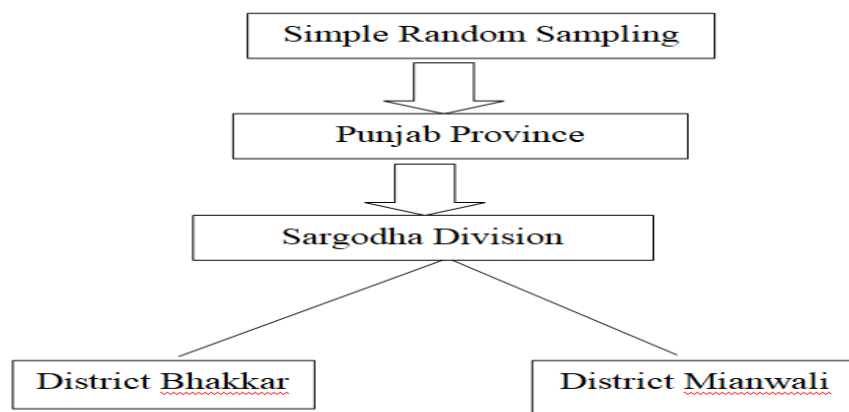


Figure1 Simple Random Sampling

Table2 District wise Sample, No of Secondary Schools and Teachers

Division	District wise Sample	Total Sec. Schools	Total Teachers	Sec.
Sargodha	District Mianwali	40	218	
	District Bhakkar	32	215	
	Total	72	433	

Sample 218 out of 2730 population of secondary school teachers from Mianwali District, and 215 out of 2268 population of secondary school teachers responded from Bhakkar District. Total sample was 433 out of 4998.

Table3 Response Distribution

Division	District wise Sample	Total Sec. Schools	Total Teachers	Sec.
Sargodha	District Mianwali	40	207	
	District Bhakkar	32	192	

Total	72	399
Source; Punjab: School annual census. Punjab School education Department (2020-21)		
Response 207 out of 218 secondary school teachers responded from Mianwali District and 192 out of 215 secondary school teachers responded from Bhakkar District. Total responses of teachers were 399 out of 4998.		

Research instruments of the study

Two instruments were used in this study.

i Servant Leadership Scale (SLS)

The questionnaire was based on five point likert scale to collect responses from secondary school teachers regarding the involvement of school heads as servant leaders.

ii Teachers work performance (TWP)

The questionnaire was based on five point likert scale to collect responses from secondary school teachers regarding teacher work

performance under the impact of professional development and instructional planning.

Pilot Testing and Reliability of Servant Leadership Scale

The instrument was pilot tested on 50 secondary school teachers. The item total statistic of the servant leadership scale has 06 factors. The servant leadership scale has 06 factors. The average reliability of the six factors obtained a reliability coefficient, Cronbach's Alpha, was .856.

Table3: Reliability Statistics of Servant Leadership Scale

Reliability Statistics of Servant Leadership Scale

No. of Respondents	No of Statements	Cronbach's Alpha
50	38	.856

The overall Alpha reliability is .856. The reliability analyzer used Cronbach's alpha (α) as its statistical tool. The internal consistency coefficient becomes available through Cronbach's alpha coefficient. A reliability analysis leads to modifications or removal of items to elevate the instrument's reliability level.

Pilot Testing and Reliability of Teacher Work Performance Scale

The instrument was pilot tested on 50 secondary school teachers. The reliability of teachers work performance scale obtained a reliability coefficient, Cronbach's Alpha, was .856.

Table 3. 1 Reliability Statistics of Teacher work Performance Scale

Reliability Statistics of Teacher work Performance Scale

No. of Respondents	No of Statements	Cronbach's Alpha
50	50	.858

The overall Alpha reliability is .858. The reliability analyzer used Cronbach's alpha (α) as its statistical tool. The internal consistency coefficient becomes available through Cronbach's alpha coefficient. A reliability analysis leads to modifications or removal of items to elevate the instrument's reliability level.

Data Collection

In this research study, both the questionnaire was used as the primary method of data collection. As Ibrahim and Mahmood (2016) indicated that a questionnaire method is the most popular in the social science research. Two tools were used in the collection of data. The main features of servant leadership were found in the initial phase of this study. Next

stage revealed the effect of servant leadership traits on the professional growth and the instructional planning. A random list of secondary school teachers was addressed by preparing an online questionnaire and sending it to them in order to take part in the study. The questionnaire that was developed by the researcher was administered to the teachers of the secondary school of two separate sites known as Bhakkar, Mianwali and data was obtained.

Data analysis

The information that was analyzed using descriptive and inferential statistics. The qualification of the presence of secondary school heads as servant leaders was determined

using mean and standard deviation. The effect of servant leadership on professional development and instructional planning was determined by means of Linear Regression. In the case of data analysis, SPSS (version 21) statistical package was applied. This part of the research is concerned with analysis of data and interpretation of quantitative data obtained with secondary schools teachers on the influence of servant leadership on professional development and instructional planning. Descriptive and inferential tools of analysis were used. Mean and standard deviation were employed in the descriptive examination and linear regression in the discovery of the influence of servant leadership on professional development and instructional planning.

Table 4 : Teachers responses for teachers work performance on the aspect of professional Development.

Statement	Factor 1 : Professional Development	M	SD
1	My school leader positively influences my professional knowledge growth.	2.586	0.998
2	Leadership approach in our school enhances my understanding of teaching methodologies.	3.497	0.877
3	Leadership fosters a collaborative environment that enriches my professional knowledge.	3.512	0.894
4	The leader's guidance improves my confidence in implementing new educational strategies.	3.366	0.959
5	Teachers feel supported in developing their subject expertise.	3.339	0.977
6	Professional development is valued by the faculty.	3.462	0.925
7	My school leader enhances my abilities to adopt new educational concepts.	3.240	1.050
8	Leader positively affects teachers' problem-solving capabilities.	3.275	1.008
TF1		3.284	0.961

According to table 4 on teachers' perception regarding Professional Development, the factor of teachers work performance in public secondary schools of Sargodha Division (Punjab) indicates mean 3.284 and standard deviation .961. The data depicts enhanced

teachers work performance regarding the professional development.

H₀₁: There is no significant impact of servant leadership style on teachers work performance regarding professional development at secondary school level.

Table 5 : Showing Servant Leadership Impact on Teachers' Work Performance Regarding the Factor Professional Development.

Hypothesis	Variable	B	t	P
H ₀₁	SLS → PD(TWP)	.065	2.565	.011

Note: *P< .05, R² = 0.016, Adjusted R² = 0.014, F (1, 398) = 6.580, SLS=Servant Leadership, PD=Professional Development

Table 5 reflects that servant leadership was a predictor of professional development the factor of teacher work performance, with $\beta = .065$, $t = 2.565$, and $P = .011$. A one standard deviation increase in SLS on professional development the factor of teacher work

performance is indicated by the standardized beta ($\beta = .065$). Therefore, H_{01} is rejected, indicating that servant leadership has an impact on professional development the factor of teacher work performance.

Table 6 : Teachers responses for teachers work performance on the aspect of Instructional Planning.

Statement	Factor 2 : Instructional Planning	M	SD
9	The leadership approach appreciates my instructional planning efforts.	2.641	1.097
10	The leadership style encourages creativity and innovation in instructional planning.	3.372	0.964
11	I effectively collaborate with colleagues to improve instructional practices.	3.459	0.934
12	The teacher establishes clear and measurable learning objectives for each lesson.	3.472	0.919
13	The instructional plan effectively aligns with the curriculum objectives.	3.100	1.073
14	Resources are provided adequately to support the instructional objectives.	3.170	1.053
TF2		3.202	1.006

According to table 6 on teachers' perception regarding Instructional Planning, the factor of teachers work performance in public secondary schools of Sargodha Division (Punjab) shows mean 3.202 and standard deviation 1.006. The data depicts enhanced teachers work performance regarding instructional planning.

H_{02} : There is no significant impact of servant leadership style on teachers work performance regarding Instructional planning at secondary school level.

Table7: Showing Servant Leadership Impact on Instructional Planning.

Hypothesis	Variable	B	t	P
H_{02}	SLS→IP(TWP)	.047	2.416	.016

Note: * $P < .05$, $R^2 = 0.014$, Adjusted $R^2 = 0.012$, $F(1, 398) = 5.839$, SLS=Servant Leadership IP= Instructional Planning

Table 7 reflects that servant leadership was a predictor of Instructional Planning, the factor of teacher work performance, with $\beta = .047$, $t = 2.416$, and $P = .016$. A one standard deviation increase in SLS on Instructional Planning, the factor of teacher work performance is indicated by the standardized beta ($\beta = .047$). Therefore, H_{02} is rejected, indicating that servant leadership has an impact on Instructional Planning, the factor of teacher work performance.

Findings of the Study

1. Table 4 on teachers' perception regarding Professional Development, the factor of teachers' work performance in public secondary schools indicates Very High ($M = 3.284$, $SD = .961$). The data depicts enhanced teachers' work performance regarding the Professional Development.

2. Table 5 shows that Servant leadership significantly impacts on professional development with, $P = .011$. A one standard deviation increase in servant leadership indicating a significant impact on professional

development the factor of teachers' work performance.

3. Table 6 the teachers' perception regarding Instructional Planning, the factor of teachers' work performance in secondary schools indicates Moderate ($M=3.202$, $SD=1.006$). The data depicts enhanced teachers' work performance regarding Instructional Planning.

4. Table 7 shows that Servant leadership significantly impacts on instructional planning with, $P = .016$. A one standard deviation increase in servant leadership indicating a significant impact on instructional planning.

Conclusion

The servant leader characteristics emerge from focusing on subordinates and include Valuing people, Developing People, Building Community, Displaying Authenticity, Providing Leadership, and Sharing Leadership. The most of the respondents were agreed and there was significant impact of servant leadership on professional development and Instructional Planning,

1. According to inferential results show that Servant leadership significantly impacts on professional development.

2. According to inferential results show that Servant leadership significantly impacts instructional planning.

Discussion

Impact of Servant leadership on Professional Development

Research findings reveal that Servant leadership has significant outcomes that influence teacher working performance in regard to professional development situations. As Xie (2020) elaborated, the teachers of leaders should be provided with an opportunity to develop their learning process and career in general. The leaders according to this leadership theory should attend to the development of the followers first. In this study, there are important positive results that might prove that servant leadership establishes desirable environments that facilitate professional development. Servant leadership brings about several leadership advantages that specifically provide assistance to professional education and personal development between the leaders and their followers. The research

discovered a significant correlation, which suggests that teachers who are provided with the intensive servant leadership will be more willing to engage in professional development opportunities because servant leadership is inherently concerned with development. (Eva, Robin, Sendjaya, Van Dierendonck, and Liden, 2019). Researchers Mustafa et al (2017) have discovered that leader-serving styles lead to professional development of the employees due to supportive leadership practices. Attitudes of students towards effective servant leadership have generated persuasive data that instructors can develop their professional growth upon being subjected to effective leadership. This study unveils significant effects but scholars should consider potential outside affecting variables. Professional development plans have different results, which are determined not only by the organizational support but also by the individual willingness to acquire skills (Tsarkos, 2023). The servant leadership and its influence on professional development are based on the availability of developmental resources to teachers and their personal commitment to development. The findings indicate the importance of servant leadership in enhancing professional development in the teachers. Greenleaf (1977) demonstrated that servant leaders develop their followers by being committed to them leading to an enhanced professional success. Servant leadership training of school leaders was in a better position to provide better professional development programs to teachers that facilitate their lifelong learning requirements.

Impact of Servant leadership on instructional planning

The discussion shows that servant leadership has a significant impact on the performance of instruction planning of teachers. The above-mentioned studies prove that the investigation findings coincide with the results of other research that show that most secondary school teachers believe that Servant leadership is the factor that can lead to significant positive shifts in the work performance of a teacher. The research agrees with the results reported to show that most teachers in secondary school believe that Servant leadership has a profound effect on the work performance of the teachers.

Al-Mahdy et al., (2018) argue that instructional leadership is the critical factor that can be used to improve educational outcomes. The other leadership style that serves and supports others works perfectly in tandem with this in that it provides the spaces where teachers get emotional and professional assistance in carrying out their instructional work. The results of the study align with the available models that propose that servant leadership will help to improve working conditions by providing instructional planning supportive practices. Servant leaders achieve favorable results to their leadership performance especially instructional practice support. Eva et al (2019) report that the teachers who adhere to servant leadership trends are likely to succeed in their teaching practice when they are highly served with servant leadership parameters. The research supported the same correlation as (Adams et al., 2018) that determined that supportive and developmental leadership behaviors are the antecedents to ways that result in instructional planning capabilities. The results of this study prove that the performance of teacher in planning processes is enhanced once they are exposed to the environment of high level of servant leadership. Despite the fact that the study shows significant changes the authors highlight in the presence of multiple external factors (Glickman & Burns, 2020) that influence the effectiveness of instructional planning existing in the context of organizational settings and personal skills. The impact that servant leadership has on instructional planning can vary depending on the resources of the school as well as the level of skills in teacher planning. The paper establishes that the application of servant leadership results into better instruction planning outcomes. Greenleaf (1977) indicates that servant leaders base the development of their followers and the success of their mission on them that leads to improved educational practices. Through educating school leaders on servant leadership styles institutions can enhance planning abilities of teachers in order to achieve high educational outcomes.

Recommendations

According to the findings, following recommendations emerged from this study

The training programs for public secondary school heads may be conducted on various aspects of servant leadership style to make them more servant leaders.

- 1) The Secondary School Heads may empower public secondary school teachers for the improvement of teacher work performance.
- 2) The public secondary school heads should monitor student advancement frequently to boost student academic success.
- 3) The public secondary school heads may maintain high visibility to monitor and support his or her staff to resolve problems.
- 4) The public secondary school head can lead staff training sessions for professional development and instructional planning that develop teaching capabilities of school teachers.
- 5) The public secondary school principals should provide incentives and appreciation to teachers whose achievements lead to greater objective fulfillment.
- 6) The upper management should create policies which enable public secondary school leaders to act as servant leaders.
- 7) The value of servant leadership requires managers to direct their efforts toward service activities rather than traditional leadership. The development of a positive healthy work environment happens through opportunities including expert sessions with servant leaders while showing examples of successful service-based leadership both in individual leaders and complete organizations.

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