Servant leadership practices among secondary schools teachers of East Darfur state Eldaien locality, Sudan

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ABSTRACT

The study's primary purpose was to investigate servant leadership practices among secondary schools teachers in East Darfur state Sudan. The sources of data for this research remained secondary school teachers and school principals. The primary data collection instrument was questionnaire for teachers. Besides, the sample school principals was an interview. The sample consists of 650 teachers and ten principals. Teachers were selected using simple random sampling; the school principals were selected using purposive sampling. The questionnaire was distributed to 284 teachers, and the interview was administered to 8 principals, 284 teachers, and eight principals who filled in the questionnaire and returned them. Descriptive statistics, one-sample t-test, and ANOVA test were employed in this study using SPSS to analyze the quantitative data. The qualitative data were analyzed utilizing the thematic analysis method and interview. The study's main findings indicated that there is statistical significance since it is P <0.5. There is a lower level of servant leadership practices in Eldaien secondary schools. One-Way ANOVA showed that were statistically significant differences between groups about the practices of the variables. In conclusion, the practice of servant leadership requires continuous practices to raise the level of school principals. The paper proposed research recommendations and significant suggestions. Since this study was delimited only to education in Eldaien within a single locality, in East Darfur State, the findings lack comprehensive and generalizability of the area. As a result, researchers are recommended to undertake similar research secondary schools at the national level and develop all-embracing and superior findings.

INTRODUCTION

Servant leadership is a leadership thinking characterized by democratic, transformational and transformative features with ears to fervently listen to and deep-hearted desires to serve others first (Focht and Ponton, 2015; Engelhart, 2012; Spears, 2010). The founder of servant leadership philosophy, Greenleaf (1977), explained it as unique leadership thinking as it gives higher value for persuasive power than coercive and manipulative powers for leaders to play. He pointed out that a servant leadership "begins with the natural feeling that one wants to serve, to serve first. The ideas of listening, persuasion, growth of people, vision, and service permeate the servant leadership concept. Servant leadership puts primary emphasis on the needs and desires of the followers before the needs of the leader and emphasizes personal development and empowerment of followers (Cerit, 2009).

Moreover, Greenleaf (1973), servant leaders are not initially motivated to be leaders but assume this position in response to group success. The term leadership is commonly practiced as an influence relationship among leaders and followers who intend fundamental changes that reflect their mutual purposes. What entails good leadership is debated thoroughly throughout the leadership literature (Avolio, 2005). Scholars have addressed this approach from many different perspectives, resulting in various servant leadership outlines. Greenleaf (1973) provides the most frequently referenced definition. This may be the most famous and well-known quotation in the field of servant leadership. It is also the closest

definition we have as written down by Greenleaf himself. Greenleaf identified "going beyond one's self-interest" as a critical feature of servant leadership.

Furthermore, servant leadership is an understanding and practice of leadership for the good of those leaders' self-interest. Servant leadership promotes the valuing and improvement of people, the building of society, the practice of authenticity, the providing of leadership for the good of those influenced, and the sharing of authority and status for the public good of each individual, the entire organization, and those served by the organization (Cerit, 2009). As proposed by Robert Greenleaf (1973), the model's role seems especially well suited to providing employees with the empowerment and participatory job characteristics related to both employee and customer satisfaction, as noted above. The center of servant leadership is on others rather than on self and understanding their role as servants (Melchar & Bosco, 2010).

Great leaders develop a vision for an organization, express the vision to the followers, construct a shared vision, map out a path toward the vision, and steer their organizations in a new direction toward achieving the overall goals (Parris & Peachey, 2013). Based on this conception, in this study, the five dimensions were selected particles based on accepted related literature. One of the essential criteria in selecting servant leadership dimensions was that it represented servant leadership's attitudes and behaviors towards followers. The dimensions are determined based on school principals' practices. The dimensions are listening, persuasion, growth of people, vision, and service.

However, Sudan's educational system consists of three educational stages: pre-school, basic (primary) education, and secondary education. In the pre-school stage, there are khalawi and kindergartens. The purpose of the khalawi is to teach Holy Quran to kids. The children are between 4 and 5 years old. By the end of this step, kids can join the essential education stage; this basic or primary school duration is for eight years (from six years old to thirteen years old). When the students finish these primary schools, they have to take an exam for a primary school certification, which allows them to join secondary education (Tairab and Ronghuai, 2017). Secondary

education consists of two divisions of education: an educational sector and a technical/vocational sector. Student's years from fourteen to sixteen years old, with completing secondary school, have to get a secondary school certificate to join higher education, consisting of three to five years for a diploma and a bachelor's degree. Education management's responsibility in Sudan is shared between the federal, state, and locality levels of government. Through its Federal Ministry of Education, the federal government is responsible for oversight in the sector and the development and maintenance of standards, including curriculum development and mobilization of resources from internal and external sources. At all levels, Non-Government contributes to the provision of education alongside the Government (FMOE, 2018).

Furthermore, teacher policy is one of the critical domains enabling Sudan to improve teaching and learning quality. As pointed out by UNESCO (2015), teachers are the critical factor to achieving every aspect of the Education 2030 agenda. Teacher policy requires urgent attention because the equity gap in education is exacerbated by the shortage and uneven distribution of professionally trained teachers, especially in Sudan's disadvantaged areas.

Generally, the degree of academic qualification and years of experience may have an impact on servant leadership practice among the teachers in secondary school. Because the degree and experience can make an individual highly qualified, in the East Darfur state we have problem such as a lack of qualified teachers and teacher's retention.

Statement of the problem

Different leadership theories are used by leaders to foster positive leader-follower relationships within their organizations (Salameh, 2011). Servant leadership is one such theory (Greenleaf, 1973). This study used a research analysis to assess how teachers in Sudan view the presence of servant leadership values among school principals. There is a need to understand school principals' practices among secondary schools teachers. A lack of servant leadership practices can have impact on the schools and decrease teachers' morale (McKenzie, 2012). Principals who do not serve teachers strongly influence teachers' satisfaction negatively in which

case the teachers may abandon their jobs. Furthermore, it was unknown if and to what extent teachers' perceptions of servant leadership practices among secondary schools teachers, such as listening, persuasion growth of people, vision, and service, relate to school principals' practices in public secondary schools. There is a lack of school principals' practice among secondary schools teachers problem that exacerbated teacher turnover and attrition in Eldaien secondary schools.

It would be beneficial to understand teachers' perceptions of school principals' servant leadership to address servant leadership practice among secondary schools teachers in Eldaien secondary schools. Servant leadership refers to adopting practices that principals could use to rectify apparent unhappiness in the schools (Obasuyi, 2019). Principals should work with secondary school teachers using the transformative influence of servant leadership practice. Principals can serve as role models for teachers by (listening, persuasion, and growth of people, vision, and service). These five dimensions are servant leadership behaviors that was observed in this study.

Besides, there are lock of studies on the topic of servant leadership behaviors in general and in the Sudan context, in particular. Those limited number of studies that do exist in Sudan only explored teachers' job satisfaction in education (secondary and primary schools). In addition, since there are no empirical studies' revealing the contributions of servant leadership; job satisfaction in secondary schools, this study is hoped to fill in such gaps. Accordingly, this study focusses on the flowing two basic questions:

Question 1: What is the level of servant leadership practices among Eldaein secondary school teachers?

Question 2: Are there any significant differences among teachers perception of servant leadership practice based on their academic qualification and years of experience?

The objective of the study

The study's primary purpose is to examine the servant leadership practices among secondary schools teachers of East Darfur state Eldaien locality. Besides, the study attempts to obtain the following specific objectives.

1. To identify the level of servant leadership practices among Eldaein secondary school teachers?

2. To identify whether there are any significant differences among teachers perception of servant leadership practice based on their academic qualification and years of experience?

Literature review

According to Page and Wong (2000), a servant-leader may define as a leader whose primary goal of leadership is to serve others by investing in their growth and well-being to accomplish tasks and objectives for the common good. In the traditional notion of servant hood, being just a service-oriented person does not qualify one as a servant leader. On the other hand, in the literature, staff leadership studies have mainly dealt with a multi-dimensional perspective. One of the leading causes for this pattern was the behavioral-based servant leadership, relational and emotional concepts. Also, it has complicated characteristics, and for this reason, the belief is that it is not easy to measure in one dimension (Ekinci, 2015).

Laub (1999) indicated that servant leadership behind the other leadership styles. According to Laub, servant leadership is more complicated than other leadership styles. There are deep constraints formed between servant leadership and employee and more internal, emotional, and personality elements in this complication. In this context, by developing servant leadership dimensions, Laub has been a significant reference in developing servant leadership scales. Laub focuses on servant leadership dimensions such as esteem and support for followers, building community, empowering and fostering growth among followers, sincerity, sharing responsibility, and leadership.

Listening

Northouse (2016) noted that listening is contact between leaders and followers is an interactive process involving sending and receiving messages (i.e., speaking and listening). The servant leaders communicate first by listening. So listening is a learned skill that includes listening and being open to what others are saying. By listening, servant leaders consider followers' perspectives and affirm those perspectives. Spears (1995) differentiated listening, stressing the importance of contact and defining the

people's will. Spears (2010) suggests that leaders have historically continued admired for communicating and making decisions. While these are valuable skills for the servant leader, they need to be reinforced by a solid commitment to listening intently to others.

Persuasion

Persuasion is direct and consistent communication that persuades others to change. Compared to bullying, which requires positional power to compel enforcement, persuasion produces progress by using gentle, non-judgmental reasoning. According to Spears (2002), Greenleaf's reliance on persuasion over coercion may have to do with his confessional association with the Religious Society of Friends (Quakers) (Northouse, 2016). Spears (2010) noted that servant leaders' characteristic in making decisions within an organization is based on persuasion rather than on one's hierarchical authority. Rather than coercing obedience, the servant leader tries to persuade others.

The Growth of people

The conceptualization of servant leadership by Greenleaf, emphasizes treating each follower as a specific individual with an inherent value beyond their measurable contributions to the organization. The servant leaders are committed to helping every person grow personally and professionally within the organization. Engagement can take many forms, including providing career growth opportunities to followers, helping them learn new job skills, taking a personal interest in their ideas, and engaging them in decision making (Northouse, 2016). Laub (1999) established two kinds of servant leadership attributes that are employee-providing primary attributes. Yukl (2016) claims that growth requires many management strategies to improve a person's skills and promote work transition and career progress. Coaching, mentoring, and career counseling are component habits.

Vision

Yukl (1998) indicates that vision has several definitions, causing widespread ambiguity. Several authors have tried to describe the essential qualities of a good vision. An image of a promising future should be straightforward and idealistic. Not a complex plan with quantitative goals and complete action steps (McKenzie, 2012). The vision should be challenging but realistic. Greenleaf (1973) saw a vision in terms of conceptualization and foresight. Furthermore, stating that the servant leader "needs to have a sense of the unknowable and foresee the unforeseeable. Eva (2013) also added to be meaningful and credible assumptions. It should not be a wishful fantasy, but rather a viable future grounded in the present reality; the vision should address basic assumptions about what is vital for the organization, how it should relate to the environment, and how people should be treated (Yukl, 1998). Graham (1991) concludes that the ideal leader is visionary, pragmatic, and inspiring, that is, one who knows where to go, how to reach there, and who can inspire others to go.

Service

For Greenleaf, when people care and serve one another, they establish a firm foundation for a good society. We like to remind our principal colleagues that "administration" is the conjunction of two words, "towards" and "service" (or ministry). Unfortunately, much of what occurs in modern society happens through large institutions rather than through person-to-person contact. Care and concern for the individual do control by institutional concerns (Greenleaf). Greenleaf (as cited in Spears, 1995) argued: If a better society is to do form, one that is fairer and more caring, one that provides more significant creative opportunity for its people, then the most open path is to increase both the capacity to serve and the very efficiency by regenerative forces working within them as servants of the established significant institution (p. 40) He also reminded aspiring servant-leaders to ask whom and how they can help to visualize ways of serving by leading. According to McKenzie (2012), there is a strong connection between service and leadership. Guaranteeing quality education, teachers and educators should be "empowered, adequately recruited and remunerated, well trained, professionally qualified, motivated, equitably and efficiently deployed across the whole education system, and supported within well-resourced, efficient and effectively governed systems" (UNESCO, 2015).

METHODOLOGY

Research design

In this research, a descriptive survey design was employed, which has been the questionnaire data gathered from the teachers. This can be triangulated with the interview data gathered from the principals. According to Creswell (2009), the mixed-method approach is to seek better understanding of the problem under investigation instead of just using one of the methods- quantitative or qualitative. Data were gathered through questionnaires from the teachers, and qualitative data were collected through the principals' interviews.

Among the different kinds of mixed methods, convergent (parallel) was applied. Moreover, the mixed methods approach enables the researcher to make investigations with predicting narration of events, comparisons, and drawing conclusions based on the information obtained from relatively large and representative samples of the target population. Creswell (2009) states that one advantage of mixed methods is using open and closed questions and multiple data-gathering possibilities. The researcher used both quantitative and qualitative approaches in the form of mixed approach. Therefore, the intention of the researcher was to carry out the study sequentially while using this mixed approach of data analyses. This approach is employed because it enables the researcher to conduct both quantitative and qualitative approaches simultaneously. The basic assumption is that the combination of quantitative and qualitative approaches provides a better interpretation of the research. According to Creswell (2009), the time-intensive nature of analyzing both text and numeric data incorporates qualitative and quantitative approaches that combine and associate the characteristics of both approaches of mixed methods. Furthermore, the researcher applied mixed methods to integrate and triangulate the quantitative and qualitative data because the approach enables the researcher to get the answers to the proposed basic questions.

Population

In this article, the target participants were limited to teachers and principals of public secondary schools in the Eldaein locality. Eldaein is one of the eight districts in the East Darfur State. There are 13 secondary schools in the entire area. Eight of these secondary schools are in the North, and the other five secondary schools are in the South.

Sample size and sampling techniques

The purposes of the mixed methods design are data triangulation; the mixed methods and sampling design are necessary for studies attempting to triangulate the data. In order to obtain the sample size manageably, the populations of the study were limited to teachers and principals of secondary schools. The study's target populations were secondary school teachers and principals in public secondary schools in the Eldaein locality. The total number of teachers and principals is (650). To determine the sample size of the study, it applies Yamane's (1967) formula as cited in (Kasiulevičius et al., 2006):

$$n = N1 + N (e2)$$

Where: n =sample size, N =Population size 650, and e= level of precision 0.05 When the formula does apply to the population size (650), we get 247 samples. A proportion of 11% (37) samples was added to the sample size. It compensates for persons the researcher cannot contact for responders to the questionnaire or to account for nonresponse or lost questionnaires for any contingent reasons. Fortunately, a total sample of 24 is collected and used for the analysis.

To obtain an adequate proportion sample size for each school, I applied the formula as cited in Israel (1992) is:

Where n represents sample size = 284, Ni represents the strata's population size (school), and N represents the population size= 650. The following table displays the sample participants in the questionnaire for each school in the study:

The researcher selected ten schools purposive for the current study. The participants were selected through a proportional sampling method because it gives a sample size to a different stratum in proportion to their size and makes the sample size manageable. To collect the qualitative data from principals, it was limited only to eight schools in Eldaein locality because conducting an in-depth interview in all the ten secondary schools may have been unmanageable and unnecessarily time taking and laborious as well. The researcher determined the

school's samples purposively because it was manageable; moreover, the researcher excluded three schools because they were newly established and incomplete.

Servant leadership questionnaire

The researcher has developed the standard questionnaire to be related to the study. This questionnaire component from one part (SLQ); it is prepared to measure principals' practices in Edaein secondary schools. Closed-ended questionnaires would be the kind of questionnaires. In this questionnaire, the item does compose of 22 items. The teachers were asked to rate a five-level attitude scale (1= strongly disagree 2= disagree 3= Undecided 4= agree =5 strongly agree).

The qualitative data collection methods that enabled the researcher to gather in-depth data was utilized in this study. One of these methods was an interview. The core issue for researchers who used qualitative research interviews is to seek in-depth understandings about individuals' and groups' experiences, commonly drawing from a small sample of people (Scott and Morrison, 2005). Moreover interview is a discussion between two or more persons. It is different from any other talks that usually take place in our day to day life. ''When there is specific purpose for a talk or discussion it is different'' (Kumar, 1999:109). To benefit from this quality of the interviews, the researcher developed semi-structured interview guide questions that encourage an interviewees to answer questions on their terms. To make the study more comprehensive and reliable Semi-structured interview was conducted with eight secondary school principals from the Edaein locality, who are directly responsible for teachers' satisfaction.

Table 1. Reliability statistics

Variables	N of Items	Cronbach's Alpha
Servant Leadership Practices	22	0.923
Total of questionnaire	22	0.923

Reliability was concerned with the degree to which a measurement of a phenomenon provides stability and consistent results. For example, a scale or test does say that measurements made by it under stable conditions were given the same result (Taherdoost, 2016). Therefore the researcher measured the reliability through Cronbach Alpha because it is the most commonly used and appropriate measure of reliability when using Likert scales. The reliability of servant leadership questionnaires was computed using SPSS, and Cronbach''s Alpha was 0.923 higher than reliability, Cronbach''s Alpha 0.800. This implies that the questionnaires employed in this study were reliable based on the result. The Cronbach's alpha values demonstrate that the questionnaires were reliable. Besides, after employing the study, the degree to which the questionnaire items refer to each other is acceptable. The association between these items can also be very high, according to Obasuyi (2019). 70, the extent of the similarity or internal reliability within the questionnaire constituents can be great or very high.

Data gathering procedures

In this regard, Creswell (2009) claimed that using multiple data collection instruments allows the researcher to integrate, reinforce and rectify some of the data triangulation inadequacies. Questionnaires and interviews were applied to collect participants' data, and the data collection process was based on the researcher's work schedule. The researcher directly went to select the schools and distributed the questionnaire to teachers. Also, the school principals' interviews were on the second part of the data collection instrument, and the interviewees were ensured that the information gathered is kept confidential for them. In each principal's school, interviews were conducted in a face-to-face approach. The teacher's questionnaires were physically distributed in the school by the researcher, and the filled-out questionnaire was obtained immediately by teachers who filed in the objects. The instruments for collecting data were prepared in English language and then translated into the Arabic language to improve the respondents' comprehension.

Data analysis techniques

This analysis used descriptive statistics and inferential statistics (SPSS) to evaluate the

quantitative data obtained through questionnaires. Descriptive statistics such as a sample t-test did use. Descriptive statistics were used to describe the frequency of the degree of agreement among the respondents. The researcher has also applied a one-sample t-test for question one, which is the level of servant leadership practices among Eldaein secondary school teachers. In this regard (Sial et al. (2014) applied one sample T-test to investigate the impact of servant leadership on employees' intentions to share knowledge. Moreover, Akbari et al. (2014) applied one sample T-test to investigate the relationship between servant leadership and organizational identity and job involvement in the Tax office of Guilan in Iran. Also Mukonoweshuro et al. (2016) applied one sample T-test to explore the role of integrated servant leadership and emotional intelligence leadership skills programs to enhance leadership performance in Zimbabwe's commercial banking sector.

Moreover, a one-way between-groups ANOVA test was used for question two, which is there is a significant difference between the two secondary school groups' means of academic qualification and years of experience. The qualitative (interview data) was analyzed using the thematic analysis method and triangulated with the quantitative data results. Thematic analysis is a hugely popular analytic method. Its popularity partly reflects its independence from the articular theoretical approach or epistemology persuasion (Braun and Clarke, 2006). Thematic analysis in this study was done by identifying patterns and themes within the data and writing all the details about the respondent's ideas according to the study's objectives. This begins at the stage of data collection and continues throughout the process of transcribing, reading and re-reading, analyzing and interpreting the data (Evans and Lewis, 2018).

▪▪ RESULTS

Demographic characteristics such as gender, age, work experience, academic qualification, and area of specialization of respondents are presented below.

Descriptive statistics for participants' demographic data

From table 2, the distribution of participants according to sex shows there were (121) out of total (222) represented (8) teachers, represented (2.8) have diploma degree, (37%) were males, while females (63%). According to qualification, the majority of the study sample (187) represented (65.8%) have a bachelor degree, there were (84) teachers, represented (29.6%) have a master degree, and (5) teachers, represented (1.8 %) were Ph.D. holders. The study sample has a good level of academic qualification. More than half of teachers (40.5%) their years of Experience were 11 and above, (34.1%) their experience range (6-10) years. Moreover, (25.4%) their Experience ranges between 1 to 5 years.

Table 2. Distribution of respondents Socio-demographic characteristics

Variables		Frequency	Percent
Sex	Male	105	37%
	Female	179	63%
	Total	284	100 %
Qualification	Diploma	8	2.8
	Bachelor	187	65.8
	Master	84	29.6
	Doctorate	5	1.8
	Total	284	100 %
Years of experience	1-5 yrs.,	72	25.4%
	6-10 yrs.	97	34.1%
	11 and above	115	40.5%
	Total	284	100 %

Question 1: What is the level of the servant leadership practices among Eldaein secondary school teachers?

The first question guiding this study sought to find how teachers perceived the practice of servant leadership among school teachers. Furthermore, Tables (3) below illustrate the mean values and standard deviations of the variables in each study context. The data analyses were made for variables and corresponding dimensions to understand the magnitude of their practices better. Thus, the results indicated that school principals demonstrate practice associated with the variables despite differences in their magnitudes. The results are shown in the Table below a lower servant leadership practice among schools the schools teachers.

Table 3. One sample t-test for the level of servant leadership practices among Eldaein secondary school teachers.

Variables	Mean	Test Value	Standard division	Mean Difference	T	Sig. (2-tailed)
Listens	2.40	3	1.46	-.59507	-6.859	.000
Persuasion	2.35	3	1.26	-.64085	-8.552	.000
Growth of people	2.25	3	1.22	-.74824	-10.334	.000
Vision	2.49	3	1.37	-.50880	-6.241	.000
Service	2.39	3	1.30	-.61004	-7.853	.000
Principal's servant leadership practices	2.376	3	1.322	-3.103	-8.021	.000

N= 284, df= 283

As shown in table 3, one-sample t-test was conducted to compare the calculated mean and the mean test values of all the dimensions of servant leadership in Edaien secondary schools. The interpretation of the significant findings of question one "what is the level of principal's servant leadership practices in Eldaein secondary schools?" There was a notable difference between the calculated mean value of servant dimensions (M=2.376, SD= 1.322); t=-8.021-, p=.000 and all the dimensions were statistically significant, since P <.5, and the mean test value, 3. The findings indicated that the grand mean was lower than the expected mean of the total dimensions. Furthermore, the servant leadership practices are lower in Edaien secondary schools.

In order to triangulate the quantitative findings, qualitative data were collected by using semi-structured interviews responded by 8 participants of secondary school principals. As a result, participants expressed their views and observations of their respective institutions based on the theme: *"what is the level of servant leadership behavior practices in Eldaein secondary schools"*. The analysis of the interview data was made to measure servant leadership practices in secondary schools regarding the following stated dimensions: listening, persuasion, growth of people, vision, and service. In this regard, the participants of Eldaien secondary school reflected their views almost in a similar manner.

On the other hand, (Interviewees 1) answered that: "Servant leadership behavior is practiced only at some of the Eldaien secondary schools, and this is attributed to the comprehension of each principal of the meaning of the service itself."

This shows that the servant leadership is practiced in Eldaien secondary schools to varying degrees according to the leader's abilities to provide the service and the capabilities available to the principal which depends on his personality and his interaction among the teachers.

As shown in table 3, one-sample t-test was conducted to compare the calculated mean and the mean test values of the dimension of listens in Edaien secondary schools. There was found that there was a significant difference between the scores for the calculated mean value of listens (M=2.40, SD= 1.46); t=-6.859-, p=.000, and it was statistically significant, since P <0.5, where the mean value also less than the expected value of 3. Therefore, the findings indicated that the grand mean was lower than the expected mean of the listens. Furthermore, the servant leadership practices of listening is lower level in Edaien secondary schools.

(Interviewees 1, 2, 3) stated that: the school principal should make interaction with teachers to be involved in leadership practices and consider their suggestions to render them).

This shows that the communication between leaders and followers is an interactive process that includes sending and receiving messages. Servant leaders recognize that listening is a learning discipline that involves hearing and being receptive to what others have to say, and with regard to this, the servant leaders acknowledge the viewpoint of followers and validate these perspectives (Northouse, 2016).

Despite the mean differences that recorded of all the servant leadership criteria, the study findings portrayed that there is a servant leadership practices in the schools. As a result, it is possible to surmise that leaders exhibit servant leadership characteristics in Eldaien secondary schools. The researcher conducted and incorporated interview data to get in-depth information from the school principals.

Regarding the responses from the principals about the implementing the servant leadership dimensions. It was suggested that the school principal must listen to the act of hearing with attentiveness, paying close attention, and receiving a message with genuine concern. Moreover, Kasun (2009) noted that the school principals must reinforce these essential skills by making a deep commitment to listening intently to teachers. Hence, they have to be active and careful listeners in their conversations with teachers, facilitate, and communicate among the teachers and employees related to schools.

As shown in the above table 3, one-sample t-test was conducted to compare the calculated mean and the mean test values of the dimension of persuasion in Edaien secondary schools. There was a significant difference between the scores for the calculated mean value of persuasion (M= 2.35, SD= 1.26); t=-8.552-, p=.000, it was also found that it was statistically significant, since P <0.5, and the grand mean value was lower than the expected mean test value which was 3. Moreover, the servant leadership practices persuasion is lower in Edaien secondary schools.

(Interviewees 2, 3,) clarified that: According to our long experience in this field, servant leadership behavior is being widely practiced compared to last time. However, the principals need more training and encouragement to provide excellent practice to the teachers.

This shows that the schools' principals had a lower level to promote the school teachers, valuing and respecting the teachers. Abilities amongst teachers in their respective working environments were found better. Non-leaders indicate servant leadership in their capacity and commitment to empowering employees not by informing leadership power but by sharing and distributing to others to do the same. Furthermore, leaders cannot realize the mission and goals of organizations unless they have the competence and commitment to develop and empower followers' capacities.

The school principals may not use persuasion more than authority to convince the teachers in the school. Servant leaders seek persuasion rather than coerce and do not measure their position in terms of their span of control. Instead, the servant leaders are focused on mentoring and coaching to influence the teachers.

However, responding to the question about persuasion, all the principals of the selected secondary schools were trying to convince their teachers to realize that their involvement of the leadership practices is more beneficial to both parts.

As shown in the above table (3), one-sample t-test was conducted to compare the calculated mean and the mean test values of the dimension of growth of people in Edaien secondary schools. There was a significant difference between the scores for the calculated mean value of growth of people (M= 2.25, SD= 1.22); t=-10.334-, p=.000, and it was also statistically significant, since P <0.5. The findings indicated that the grand mean was lower than the expected mean of growth of people dimensions which was 3. Overall results, the servant leadership practices growth of people is lower in Edaien secondary schools.

In this regard, (Interviewees 1, 2) was stated that: the principal should be competent to serve and develop teachers. The respondents revealed to recommend that an appropriate selection of the principal engage teachers in continued training and encourage teachers to exercise leadership behavior.

This shows that the school principals can influence teachers' satisfaction if they received good services from their principals. Moreover, servant leaders are committed to provide the teachers a professional and spiritual growth within the school environment (Nisar, 2018). Servant leaders emphasize the growth of their teachers and recognize that individuals are more valuable than just what they contribute to their job. The analysis of the principals' responses revealed that the teachers have a passion and pride in the efforts of their principals make to grow those around them.

As shown in the above table 3, one-sample t-test was conducted to compare the calculated mean and the mean test values of the dimension of vision in Edaien secondary schools. There was a significant difference between the scores for the calculated mean value of vision (M= 2.49, SD= 1.37); t=-6.241-p=.000, and it was also statistically significant, since P <0.5. The findings indicated that the grand mean was lower than the expected mean of vision dimensions which was 3. Furthermore, the servant leadership practices vision is lower level in Edaien secondary schools.

Moreover, (Interviewees 7,) clarified that: "the principal's leadership will influence teacher's job satisfaction if he has a clear vision to developing the school and serve teachers."

This shows that the satisfaction of teachers has been linked with the ideas of the school principal and solving teacher's problems. Servant leaders strike a balance between the day-to-day (operations) and visions for the school. Conceptualization is the capacity to look beyond the day-to-day realities to provide hopes, dreams, and visions for the future of the school (Kasun, 2009). Besides, one of the principals discussed the importance of using school meetings to complete a vision and growth of teachers rather than focus on operational issues.

As shown in the above table 3, one-sample t-test was conducted to compare the calculated mean and the mean test values of the dimension service in Edaien secondary schools. There was a statistically significant for the calculated mean value of service (M= 2.39, SD= 1.30); t=-7.853- p=.000, and it was also statistically significant, since P <0.5. The findings indicated that the grand mean was lower than the expected mean of service dimensions which was 3. Furthermore, the servant leadership practices service is lower level in Edaien secondary schools. Moreover, the interviewees reflected their views almost in a similar manner.

Also (Interviewees 5,) said that: "the leadership has impacts on teachers' job satisfaction if they received good treatment from the principal, because the good service is the basis of job satisfaction; therefore, the principal may gain teachers' satisfaction if he properly treats them."

This shows that the school principal is the essential factor in determining the serves of his colleagues, because he is first one who is responsible in the school for providing the required services to help workers and teachers' satisfaction and excellent treatment to all employees in the schools.

Moreover, (Interviewees 4, 6, 8,) clarifies that: Servant leadership conduct is practiced in Eldaien secondary schools depending on the principal's personality and the interactions with his teachers. The results show that the school principals had a lack of set clear policies to develop their schools.

Lastly, the results showed that the school principals have a lower level of understanding regarding the importance of providing good services to the teachers and also taking care of their well-being and the development of their schools in Edaien secondary schools. Moreover, the results indicated that a lower level of principal servant leadership practices in Eldaein secondary schools. One-Way ANOVA was computed to investigate if there are meaningful differences among groups (servant leadership and academic qualification) in evaluating the existing practices of the variables in their secondary schools.

Question 2: Are there any significant difference among teachers perception of servant leadership practice based on their academic qualifications and years of experience?

Table 4A. Academic Qualification

ANOVA					
Total of servant leadership					
Academic qualification	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	375.189	3	125.063	331.495	0.001
Within Groups	105.635	280	.377		
Total	480.824	283			

As shown in table (2), the mean differences among groups (servant leaders and academic qualifications) regarding their evaluations about the practices of the variables at Eldaien secondary schools. The mean differences between groups about the practices of the variables at Eldaien secondary schools were statistically significant: servant leadership, $F_{(3, 280)}$ 331.495 p= .000; years of experience $F_{(3, 280)}$ 331.495, p= .000. Thus, based on the results, it is possible to understand that groups have different views about the servant leaders' practice. One-Way ANOVA was computed to investigate if there are meaningful differences among groups (servant leadership and years of experience) in evaluating the existing practices of the variables in their secondary schools.

As shown in table 4, the mean differences among groups (servant leaders and years of experience) regarding their evaluations about the practices of the variables at Eldaien secondary schools. It denoted that the mean differences between the groups about the

practices in Eldaien secondary schools: servant leadership, F (2. 281) 331.495 p= .000; years of experience F (2. 281) 331.495, p= .000 .Thus, based on the results, it was clearly known to understand that groups have different views about the servant leaders' practices.

Table 4B. Years of experience

ANOVA					
Total of servant leadership					
Years' of experience	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	376.874	2	188.437	331.495	0.0001
Within Groups	103.950	281	.370		
Total	480.824	283			

DISCUSSION

Findings from the teachers' perception of their principals' practices for servant leadership in the dimensions of listening, persuasion, growth of people, vision, and services the study revealed the principals in Eldaien secondary schools lesser practice servant leadership. In this regard, it implies that the principals need to improve their practices about the servant leadership. Regarding the findings of question one, indicated that there was a significant difference between the scores for the calculated mean value of the servant dimensions (M= 2.376, SD= 1.322); t= 8.021-, p=.000, and all the dimensions was statistically significant, since P value is less than 0.5 (P <0.5), and the mean test value was 3. The findings indicated that the grand mean was lower than the expected mean of the total dimensions. Therefore, the servant leadership had a lower level of practices by the principals in Eldaien secondary schools. Moreover, the findings of questions two A: showed that it was statistically difference regarding the servant leadership, F (3. 280) 331.495 p= .000; & years' of experience F (3. 283) 331.495, p= .000. Thus, based on the results, it is possible to understand that the groups have different views about the servant leaders' practices. Moreover, the findings of question two B: indicated that it was statistically difference regarding the servant leadership, F (2. 281) 331.495 p= .000; & years' of experience F (2. 281) 331.495, p= .000. Thus,

based on the results, it is possible to understand that the groups have different views about the servant leaders' practices.

CONCLUSION

The study revealed that Eldaien school principals do not practice servant leadership in their schools and the practice of this style is lesser as was expected. Similarly, the study indicated that there was a significant difference between the scores for the calculated mean value of the servant leadership dimensions. In conclusion, this study was based on the theory that developed by Greenleaf (1973) which was argued that the servant leadership occurs only with the natural feelings that leaders want to serve first, and then learn to lead as servants, and following with this theory our study findings was lesser and not thoroughly accepted that the leaders want to serve first and then learn to lead due to their limited leadership skills.

RECOMMENMDATION

1- The study's findings may contribute to the stakeholders of the study and the scholars in the field of servant leadership. Administrators in the Educational System who are responsible for the development of education would benefit from the study to train and equip their principles for leadership skills specially servant leadership. This training could potentially improve administrators' leadership skills that could, in turn, raise the individual job satisfaction of all employees—further research.

2- The State Governance of Education in the Eldaien locality should give specific attention to the increasing level of servant leadership practices in Eldaien secondary schools, such as additional training, encouragement and motivational skills.

3- Finally but not least, the recommendation of this study was focused on governmental secondary schools and the results were limited in terms of generalizability and not holistically representative of the East Darfur state. Therefore, an additional studies need to be carried out, to have a detailed result of upcoming studies.

⊞ DECLARATIONS

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Competing interests
The authors declare that they have no competing interests.

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