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ORIGINAL ARTICLE

Evaluation of the Relationship Between Servant Leadership and Dimensions of Job Adjustment Among Teachers in Smart Schools of District 2, Kermanshah

Pardis Karami[1*], Seyed Jamal Barkhoda[2], Shoaib Veisi[3]

1. PhD Student in Educational Management, Faculty of Literature and Human Sciences, University of Kurdistan, Sanandaj, Iran.
2. Associate Professor, Department of Educational Sciences, Faculty of Humanities and Social Sciences, University of Kurdistan, Sanandaj, Iran.
3. PhD Student in Educational Management, Faculty of Literature and Human Sciences, University of Kurdistan, Sanandaj, Iran.

Correspondence:
Pardis Karami
Email:pardiskarami73@gmail.com

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ABSTRACT

The present study investigated the relationship between servant leadership and dimensions of job adjustment among teachers in smart schools of District 2, Kermanshah. As educational technologies expand, teachers must adapt to technological, organizational, and professional changes; thus, job adjustment is critical for performance, satisfaction, and effectiveness. Using an applied, descriptive-correlational design, the population included 520 female elementary teachers and principals, from whom 221 participants were selected via simple random sampling based on Cochran's formula. Data were collected using the Job Adjustment Questionnaire (Dawis & Lofquist, 1991) and the Servant Leadership Questionnaire (Liden et al., 2008) and analyzed with descriptive statistics and Pearson correlation in SPSS 26. Results showed a positive and significant relationship between servant leadership and all job adjustment dimensions (achievement, comfort, status, altruism, safety, autonomy, and adjustment style). Servant leadership may enhance teachers' adjustment by fostering supportive, collaborative, and trust-based environments.

KEYWORDS

Servant Leadership, Job Adjustment, Teachers, Smart Schools.

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Introduction

Teachers are among the most important human resources in educational systems and play a key role in improving educational quality. In recent years, rapid technological developments and the expansion of smart schools have transformed teaching and learning environments. Teachers are now expected to effectively use digital technologies and adapt to changing educational conditions. Therefore, job adjustment has become increasingly important in educational organizations. Job adjustment refers to the compatibility between individuals and their occupational environment. According to Dawis and Lofquist (1991), employees experience higher adjustment when their needs and abilities are compatible with workplace demands and expectations. Teachers with high job adjustment are more likely to experience professional satisfaction, commitment, and effective performance.

Leadership style is one of the organizational factors influencing teachers' adjustment. In recent decades, servant leadership has received considerable attention in educational management. Servant leadership focuses on serving employees, supporting their growth, strengthening interpersonal relationships, and empowering followers. Servant leaders prioritize employees' needs and create organizational climates characterized by trust and participation. In smart schools, where teachers face technological and organizational challenges, servant leadership may significantly contribute to improving teachers' adjustment and well-being. Despite the importance of this issue, limited research has examined the relationship between servant leadership and teachers' job adjustment in Iranian smart schools. Therefore, the present study aimed to investigate this relationship among teachers in smart schools of District 2 in Kermanshah.

Method

This study was applied in purpose and descriptive-survey in methodology. The research design was correlational because it examined relationships between servant leadership and dimensions of job adjustment. The statistical population included all female elementary school teachers and principals working in smart schools of District 2 in Kermanshah, consisting of 520 individuals. Based on Cochran's formula, the sample size was determined to be 221 participants. Simple random sampling was used for participant selection. Data collection tools included two standardized questionnaires. The first instrument was the Job Adjustment Questionnaire developed by Dawis and Lofquist (1991), consisting of 36 items measuring achievement value, comfort value, status value, altruism value, safety value, autonomy value, and adjustment style. The second instrument was the Servant Leadership Questionnaire developed by Liden et al. (2008), consisting of 27 items measuring dimensions such as empowerment, ethical behavior, emotional healing, helping subordinates grow, conceptual skills, and creating value for society. The validity and reliability of both questionnaires had previously been confirmed. Data analysis was conducted using SPSS version 26. Descriptive statistics such as mean and standard deviation were used to summarize the data, and the Pearson correlation coefficient was applied to test the hypotheses.

Results

Descriptive findings showed that the mean scores of servant leadership and all dimensions of job adjustment were above average, indicating relatively favorable conditions among participants. Pearson correlation analysis demonstrated significant positive relationships between servant leadership and all dimensions of job adjustment.

The findings revealed that servant leadership had a significant positive relationship with achievement value, indicating that supportive leadership behaviors can strengthen teachers' perceptions of professional growth and success. A positive relationship was also found

between servant leadership and comfort value, suggesting that servant leadership improves teachers' satisfaction with workplace conditions.
In addition, servant leadership was positively related to status value, altruism value, safety value, autonomy value, and adjustment style. Teachers who perceived higher levels of servant leadership behaviors from principals reported greater professional respect, stronger interpersonal relationships, increased psychological security, and higher autonomy in performing their responsibilities. Overall, the findings indicated that servant leadership plays an important role in improving teachers' adjustment in smart schools and can positively influence their professional experiences and workplace adaptation.

Discussion and conclusion

The present study showed that servant leadership was positively and significantly related to all dimensions of teachers' job adjustment in smart schools. These findings can be explained by the supportive, participatory, and human-centered nature of servant leadership. Principals who practice servant leadership pay attention to teachers' professional needs, empowerment, and emotional support, thereby creating a climate of trust, collaboration, and security. Such an environment helps teachers better adapt to technological changes and occupational demands in smart schools. The findings are consistent with previous studies emphasizing the positive effects of servant leadership on organizational and professional outcomes. Therefore, it is recommended that educational authorities and school administrators promote servant leadership through professional development programs, since strengthening this leadership style can improve teachers' job adjustment, satisfaction, and educational effectiveness.

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Authors’ Contribution

The sole author was responsible for the study’s conceptualization, methodology, data collection, analysis, writing, and final approval of the manuscript.

Conflict of Interest

The author declares no conflict of interest regarding the publication of this article.

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