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**Administrative personnel supporting post graduate
programs of study and servant leadership effect on
post graduate students' satisfaction.**

By
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Dedicated to Tania and Candy.

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Administrative personnel supporting post graduate programs of study and servant leadership effect on post graduate students' satisfaction.

Keywords: Leadership, servant leadership, servant leadership attributes, administrative personnel, job satisfaction, student satisfaction, SERVQUAL.

Abstract

Leadership encompasses various theories and styles, with differences that affect the way it is exercised, which alongside with how goals are achieved, are considered of paramount importance. Differences between managers and leaders allowed for a comprehensive understanding of a leader's role and dynamics, thus, enabling us to understand the variances that compose democratic, autocratic, transactional, transformational and servant leadership. In terms of student satisfaction, the customer' approach was employed, indicating the factors perceived as significant in the university context.

For the purpose of this study, servant leadership was investigated as an outcome of student satisfaction from services received from the Secretariat, when managers applied this type of leadership on administrative personnel. A mixed method approach was employed to examine student satisfaction from the services received by the Secretariat when managers exercised servant leadership' practices on administrative personnel.

The sample size of students responding to SERVQUAL questionnaire, regarding expected and received services, amounted to 140. The administrative personnel participants responding in a semi-structure interview, amounted to eight individuals. Findings indicated that the majority of interviews identified servant leadership qualities in their managers' approach, with parameters of communication, growth, teamwork, learning and development, being assessed as of high importance

when practiced by managers, portraying a safe working environment, which fosters job satisfaction.

From the findings affecting student satisfaction, although the Gap scores indicated that the received services were not as expected, when further examined, the perceived and expected scores appeared as high, stressing that the actual services received were of high quality. All factors were found to be significantly correlated, indicating the positive effect one had on another. Age, gender, and prior master's degree did not have any statistical significance, while 'the person who supports the post graduate program' and 'the person who supports the post graduate program and other employees', indicated an important statistical influence on reliability, including experience and services' offered from the Secretariat.

Results underline the effect of servant leadership on administrative personnel, alongside the results from student satisfaction being at a high level, pinpointing the presence of knowledge and services provided from the Secretariat to students, demonstrating the effect of leadership on third parties.

Servant Leadership. Η ικανοποίηση των μεταπτυχιακών φοιτητών από τη διοικητική υποστήριξη των μεταπτυχιακών προγραμμάτων.

Σημαντικοί Όροι: Ηγεσία, servant leadership, χαρακτηριστικά servant leadership, διοικητικό προσωπικό, ικανοποίηση από την εργασία, ικανοποίηση φοιτητών, SERVQUAL.

Περίληψη

Η ηγεσία περιλαμβάνει διάφορες θεωρίες και στυλ, με διαφορές που επηρεάζουν τον τρόπο με τον οποίο ασκείται, ποιος εξ αυτών θεωρείται ύψιστης σημασίας και πώς επιτυγχάνονται οι στόχοι. Οι διαφορές μεταξύ διευθυντών και ηγετών επέτρεψαν μια ολοκληρωμένη κατανόηση του ρόλου και της δυναμικής ενός ηγέτη, επιτρέποντας έτσι την κατανόηση των αποκλίσεων που συνθέτουν τη δημοκρατική, αυταρχική, συναλλακτική, μετασχηματιστική και servant ηγεσία. Όσον αφορά την ικανοποίηση των φοιτητών, η προσέγγιση τους ως πελάτες έδειξε τους παράγοντες που αυτοί αντιλαμβάνονται ως καίριους στο πανεπιστήμιο φοίτησής τους.

Για τους σκοπούς αυτής της μελέτης, η servant leadership διερευνήθηκε ως αποτέλεσμα της ικανοποίησης των φοιτητών από τις υπηρεσίες που έλαβαν από τη Γραμματεία, όταν οι διευθυντές εφάρμοσαν αυτό το είδος ηγεσίας στους υπαλλήλους τους. Χρησιμοποιήθηκε μια προσέγγιση μεικτής μεθόδου για να εξεταστεί τόσο η άσκηση ηγεσίας από τους διευθυντές προς το διοικητικό προσωπικό, όσο και η ικανοποίηση των φοιτητών από τη Γραμματεία.

Το μέγεθος του δείγματος των φοιτητών που απάντησαν στο ερωτηματολόγιο SERVQUAL, σχετικά με τις αναμενόμενες και τις προσληφθείσες υπηρεσίες ήταν 140. Από το διοικητικό προσωπικό, συμμετείχαν μέσω μιας ημι-δομημένης συνέντευξης, οκτώ άτομα. Τα ευρήματα έδειξαν ότι στην πλειονότητα των συνεντεύξεων εντοπίστηκαν οι ηγετικές ιδιότητες του servant leadership στον τρόπο δράσης των διευθυντών τους. Αυτά ανέδειξαν τις παραμέτρους επικοινωνίας, ανάπτυξης, ομαδικής εργασίας, μάθησης και εξέλιξης, πρακτικές που όταν εφαρμόζονται από τους διευθυντές αξιολογούνται ως υψηλής σημασίας, απεικονίζοντας ένα ασφαλές εργασιακό περιβάλλον που προάγει την εργασιακή ικανοποίηση.

Από τα ευρήματα που επηρεάζουν την ικανοποίηση των φοιτητών, οι βαθμολογίες (Gap) έδειξαν ότι οι προσληφθείσες υπηρεσίες δεν ήταν οι αναμενόμενες. Τα ευρήματα εξετάστηκαν περαιτέρω, υποδεικνύοντας ότι οι αντιληπτές και οι αναμενόμενες υπηρεσίες ήταν υψηλές, επομένως, οι πραγματικές υπηρεσίες που ελήφθησαν ήταν υψηλής ποιότητας. Όλοι οι παράγοντες βρέθηκαν να συσχετίζονται σημαντικά, υποδεικνύοντας τη θετική επίδραση που είχαν ο ένας στον άλλο, ενώ, η ηλικία, το φύλο και η κατοχή άλλου μεταπτυχιακού τίτλου δεν επέδειξαν καμία στατιστική σημασία. Το άτομο που υποστηρίζει το μεταπτυχιακό πρόγραμμα, και το άτομο που υποστηρίζει το μεταπτυχιακό πρόγραμμα από κοινού με άλλους υπάλληλους, παρουσιάστηκε στατιστικά σημαντικό σε σχέση με την αξιοπιστία, η οποία περιλαμβάνει εμπειρία και παροχή υπηρεσιών από το Γραμματεία.

Τα αποτελέσματα υπογραμμίζουν την επίδραση του servant leadership στο διοικητικό προσωπικό, με τα αποτελέσματα από την ικανοποίηση των φοιτητών να βρίσκονται σε υψηλό επίπεδο, γεγονός που υποδηλώνει την παρουσία γνώσης και κατάλληλης εξυπηρέτησης από τη Γραμματεία προς τους φοιτητές, καταδεικνύοντας την επίδραση της ηγεσίας σε τρίτους.

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Chapter 1

1.1 Introduction

Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall.

Stephen Covey

Leadership has been studied, reviewed, and practiced for many years, although research pertaining to its essence, has started in the 1900s (Bass & Stogdill, 1990). Its complexity and plethora of scientific areas that it has been researched within, allow us to understand its perplexity and why it has been approached as a multifaced phenomenon. In essence, this posed challenges as to what constitutes the top type of a leader, as it has caused further debates among the scientific community (Gandolfi & Stone, 2016). Thus, understanding the concept of leadership and its various styles is of paramount importance.

Comprehending what leadership is, starts with how it is termed by various scholars. How it is in essence, as a process being able to influence others, rather than a trait that an individual possesses, derived from the definition of Stogdill (1950) where he defines it as *“the process (act) of influencing the activities of an organized group in its efforts toward goal setting and goal achievement”*. As Terry (1960) made an effort to explain it, *“Leadership is the activity of influencing people to strive willingly for group objectives”*, whereas Katz and Kahn (1978) termed it as *“the essence of organizational leadership to be the influential increment over and above compliance with routine directives of the organization”*. Hersey and Blanchard (1988) further added to Terry’s definition, by incorporating the process of influencing the actions of individuals, so as to reach their full potential, in certain situations that they are met with, thus achieving common goals. Taffinder (2006) also provided a definition that incorporated the leadership qualities driving people to perform at a higher level. More specifically, Taffinder said that *“leadership is getting people to do things they have never thought of doing, do not believe are possible, or that they do not want to do”*. School leadership has been termed by Bush and Glover (2002) as *“Leadership is a process of influence leading to the achievement of desired purposes. Successful leaders develop a vision for their schools based on their personal and professional values. They*

articulate this vision at every opportunity and influence their staff and other stakeholders to share the vision. The philosophy, structures and activities of the school are geared towards the achievement of this shared vision.” It is evident that leadership embodies abilities that allow for the growth of those who are part of the “team”, while engaging in influencing rather than commanding.

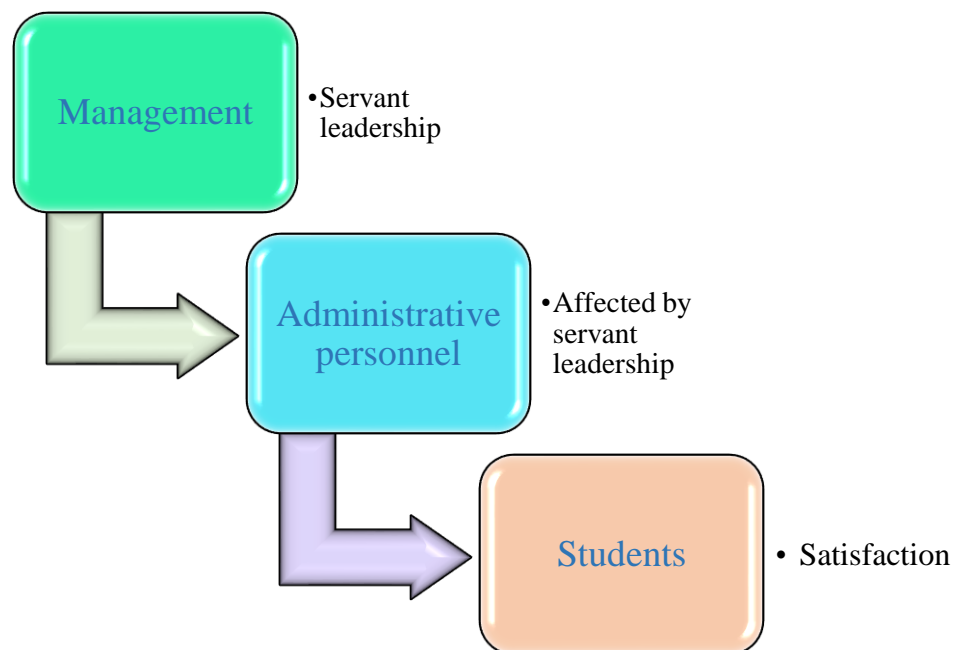
Various types of leadership styles exist, and one type is that of servant leadership, where the needs of others are a priority (Canavesi & Minelli, 2021). This, together with displaying behavior that is ethically oriented, while helping others succeed and grow, (Liden, et al., 2008) is an element that can be related to the satisfaction of postgraduate students, since the focus is placed on their potential, goals and understanding of their abilities, as it is mentioned by Liden, et al. (2008, p. 162). To grasp the essence of what servant leadership is, Greenleaf (2002) mentions the condition of leading through servicing followers. Interesting enough, a reference is made in relation to how this might motivate others as a means of enabling followers accomplishing organizational objectives. It could be argued that in our case, it could be compared with the process of students completing their studies, while be assisted in their specific needs and wants, which is mentioned by Eva et, al. (2019).

A plethora of studies starting from the early 90s attempted to identify the characteristics of servant leadership. The majority of them include elements such as empowerment, trust, humility, and vision (Wong & Page, 2003; Dennis & Bocarnea, 2005; Van Dierendonck & Nuijten, 2011). Wheeler (2012), in his book referring to servant leadership and higher education, specifically elaborates on administrative personnel and the various roles they might develop, and/or adopt, varying from a mother figure to a transactional leader, or the one of being an administrator. In essence, he came to pinpoint that a servant leader understands how various issues relate to one another and affect needs, behaviors and wants, if that person has chosen the servant leadership approach.

Upon investigating the abundancy of available literature related to servant leadership, types of leadership and student satisfaction, we met no specific studies revealing the effect of leadership on administrative personnel regarding student satisfaction. The majority of studies, focus on leadership styles that affected job satisfaction and performance, while for student satisfaction within the institutional establishments, only elements of various aspects were taken under consideration.

Hence, the need to investigate student satisfaction as perceived from the administrative personnel' support, while examining the leadership style they were operating under, provides a new insight as to how the level of satisfaction might be influenced by one specific factor. What is crucial to have in mind, is that, both learning processes as also management strategies in higher education constantly transform, thus the findings of this study might provide a blueprint for adopting novel approaches in increasing satisfaction, as well job satisfaction and productivity. Moreover, satisfaction is of dominant importance for an academic institution' brand, adding value to the effort of students-candidates endeavoring to be a part of the specific University, regardless the level of studies (undergraduate, post graduate, or PhD programs of study).

Figure 00.1 Conceptualization model



In this study we will examine student satisfaction and the administrative personnel. To be accurate, student satisfaction will be examined and explored via the potential of the administrative personnel, already working under a leadership style practiced by their management. This will allow us to observe, as to whether this leadership style might have influenced specific aspects of work routine, ending up being practiced by the administrative personnel themselves.

In the first Chapter a concise introduction will address leadership as an idea, as well as this of servant leadership. In Chapter Two we will provide literature review,

and elaborate further on leadership theories, servant leadership, service and student satisfaction, as also SERVQUAL. The study's methodological approach will be exhibited in Chapter Three. In Chapter Four, both quantitative and qualitative data will be presented. In Chapter Five, a discussion in relation to the findings of the study and literature, as well as, a thorough investigation of the study's limitations, proposed future research and possible applications, will be stated.

Chapter 2

Leadership theories

2.1 Introduction

Various leadership theories have been developed in time. Starting with trait theory, contingency theory, situational theory, behavioral theory, participative theory, transactional theory and transformation theory.

2.1.1 Trait theory

Trait theory was built upon the “Great Man” standpoint, where specific characteristics were attributed to him/her being differentiated from others, thus, being a leader. Thus, effective leaders possess certain inherent characteristics or traits that enable them to lead others efficiently (Sethuraman & Suresh, 2014). Some of the traits that are considered important for being a leader, include, but are not limited to, intelligence, confidence, and charisma (Northouse, 2016). In recent years traits that include stress tolerance and emotional maturity have been associated with effective leadership, which is the goal of a leader (Yukl, 1989) while at the same time Goffee and Jones (2015) introduce the emotional intelligence element, which despite being a part for managerial competences, it is a leadership core requirement.

2.1.2 Contingency Theory

Contingency theory suggests that the most effective leadership style depends on the specific situation at hand (Hersey & Blanchard, 1969; Fiedler, 1964). In essence it proposes that no single leadership style is universally effective, and the best approach will depend on a number of factors, including the leadership style of the leader, the personality traits of the followers, and the characteristics of the task being performed (Hemphill & Coons, 1957).

Therefore, a leader who is task-oriented and decisive may be most effective in a situation where the task is well-defined and there is little ambiguity. Whereas a leader who is more relationship-oriented and participative may be more effective in a situation where there is a need for collaboration and consensus building (Northouse, 2016). It could be said that the essence lays on managing to match the leadership style to the

specific needs of the situation, rather than relying on a one-size-fits-all approach (Fiedler, 1967).

2.1.3 Behavioral Theory

Behavioral theory suggests that effective leadership is based on specific behaviors, rather than inherent personality traits (Bass & Riggio, 2006). It suggests that effective leaders engage in a wide range of specific behaviors that are conducive to good leadership, including setting clear goals, communicating productively, and providing support and direction to their followers (Bass & Riggio, 2006).

One of the key contributions of behavioral theory is that it identifies specific behaviors that are associated with effective leadership, rather than focusing on broad personality traits or characteristics (Bass & Riggio, 2006). This allows leaders to focus on certain actions that they can take to improve their leadership skills, rather than relying on their inherent traits or characteristics.

2.1.4 Participative theory

Participative theory supports that effective leadership involves engaging followers in the decision-making process, where effective leaders seek input and feedback from their followers, engaging them in the decision-making process to the higher possible extent (Sheridan & Abelson, 1960).

This theory is based on the idea that followers are more likely to be motivated and committed to the decisions their contribution helped to shape, and their involvement in the decision-making process can lead to better outcomes. This approach is particularly effective when followers have expertise or knowledge relevant to the decision at hand, or when decisions made will have a significant impact on them (Lunenburg, 2011). In essence, emphasis is given on the importance of involving and engaging followers in the decision-making process, in order to foster commitment and improve outcomes (Sheridan & Abelson, 1960).

2.2 Differences between Leadership and Management

Leaders and managers are often thought of as the same thing, but there are some key differences between the two. As Bertocci (2009) argues leaders focus on inspiring

and motivating their followers to achieve a shared vision, while managers focus on the day-to-day tasks and operational processes of an organization. Leaders are typically more forward-thinking and concerned with the long-term progress of an organization, while managers are more concerned with the short-term goals and objectives. At the same time, as Algahtani (2014) suggests, leaders adopt a visionary and inspiring approach, while managers are more practical and oriented as to how they function. In essence, leaders inspire and motivate their followers utilizing their vision and passion, while managers are focused on accomplishing ongoing tasks, and achieving goals with maximum results, via the simultaneous use of available resources and implementation of correct execution.

Those differentiations come to pinpoint how vital is for someone to be able to distinguish a leader from a manager. In doing so, an insight into their differences provides a blueprint for leading and managing approaches. In his book, Bertocci (2009, p.10) provides an extensive table of these differences (Table, 1.1) where the ‘how’ versus ‘what’ approach is seen.

Table 2-1 Leader versus Manager attributes

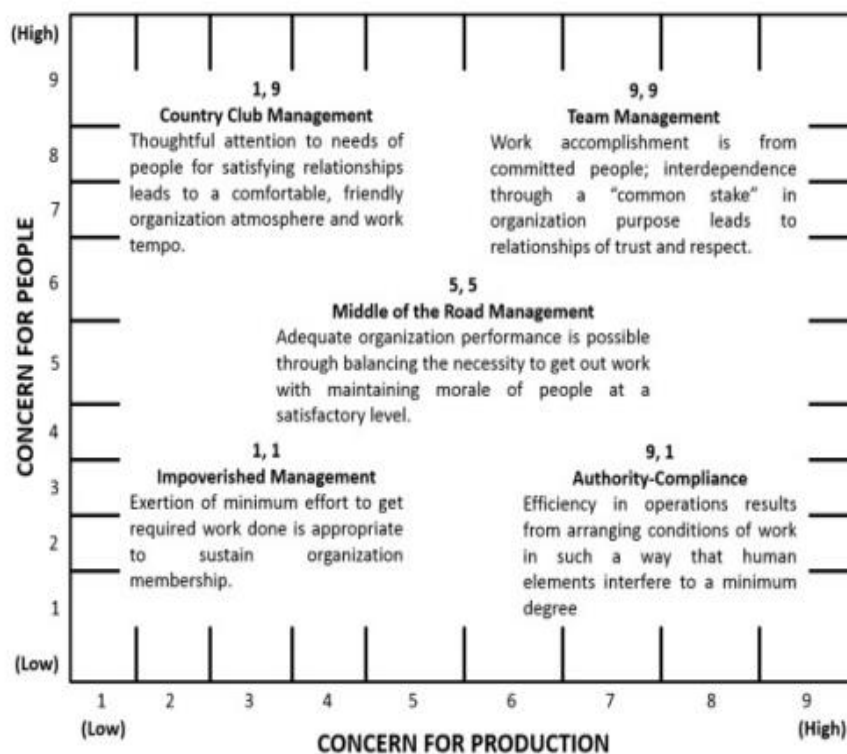
Leader	Manager
Goal oriented	Task oriented
Inspires / Empowers	Directs
Thoughtful	Industrious
Results oriented	Action oriented
Effective	Efficient
Long-term planner	Short-term planner
Policy oriented	Implementation oriented
Mission oriented	Program oriented
Attracts talent	Recruits talent
Works in the future	Works in present
Studies the environment	Observes operations
National/International perspective	Agency perspective
Process oriented	Product oriented
Consults	Consulted
Decides	Recommends
Utilizes staff work	Provides staff work
Mediates	Champions
Focuses on concepts	Focuses on details
Looks outward	Looks inward
Represents entire institution/unit/agency	Represents separate organizational functions

Sees the whole	Sees parts of the whole
Operates in internal and external politics	Operates in internal politics
Delegates	Oversees

Source: Bertocci, D. I. (2009). *Leadership in organizations: There is a difference between leaders and managers*. University Press of America. p. 10.

Since the differentiations were observed, looking at the different leadership styles allows for a comprehensive examination of the ways, leaders can employ communication, to be more effective. Blake and McCanse (1991) build their leadership grid on the work of Blake and Mouton (1964), where the latter elaborate more on a managerial basis, rather than a leadership one. Based on this approach, the grid includes the country club management, the team management, the middle of the road management, the impoverished management and the authority compliance. Scale of 1-9 derives from two axes: the axe of being concerned for the people and, the axe for being concerned about production (Table, 2-2).

Table 2-2 Leadership Grid



Source: Blake, M. C., & McCanse, A. A. (1991). *Leadership Dilemmas. Grid. Solutions, Gulf Publishing Company, Texas*. p.29.

As the grid suggests, those that are in the 1,9 style, tend to focus on the task, rather than the individuals that are involved in it. In 1,1 both people and task are not part of what the leader is concerned about. In the case of 1,9 the focus of the leader is shifted from the task to the people, which is the opposite of what we see in the case of the authority compliance. In the 9,9 style both individuals and task on hand are equally concerning the leader and in 5,5 we have the case where satisfaction in terms of task achievement and individual performance is kept at minimum requirements. It becomes apparent that 9,9 approach is the one that utilizes both people and production in the most efficient and sufficient way thus, providing the best approach to leadership.

2.3 Leadership styles

2.3.1 Democratic leadership

Democratic leadership, also known as participative leadership, is a leadership style in which group members are actively involved in decision-making and problem-solving (Raelin, 2012). This style of leadership is characterized by a leader facilitating the participation of group members, thus encouraging open communication and collaboration (Fiaz et al., 2017; Hackman & Johnson, 2013).

Research has shown that democratic leadership is associated with increased employee motivation (Puni, et al., 2016) and job satisfaction (Belias & Koustelios, 2014). This occurs as group members feel their ideas and input are valued and that they have a sense of ownership and responsibility in the decision-making process (Fiaz et al., 2017).

In addition, Al Khajeh (2018) argues that democratic leadership can lead to increased creativity and innovation, as group members are able to share diverse perspectives and ideas. This leadership type frequently leads to increased group cohesion and commitment to the organization (Mohiuddin, 2017). However, even in democratic leadership drawbacks cannot be avoided, as it may be time-consuming and may not be suitable in situations where quick decisions need to be made (Nawaz & Khan, 2016).

2.3.2 Autocratic leadership

Autocratic leadership, also known as authoritarian leadership, is a leadership style in which an individual has complete control over all decisions within a group or organization (Bass & Bass, 2009). This style of leadership is often criticized due to group members' lack of input and participation, as also for featuring dictatorial traits in nature (Harms et al., 2018).

According to Lussier and Achua (2010), autocratic leadership bears specific characteristics, including making decisions unilaterally and not involving group members in the decision-making process, having a high level of control over followers, as the leaders places himself/herself on the top of the hierarchical leadership structure, keeping group members at lower levels. Observing at the effects of autocratic leadership, a series of studies have found interesting findings pertaining to the correlations and effects that this type of leadership, might have, for example, on performance.

Shen, et al. (2019), found that autocratic leadership may have negative effects on employee performance, as it can lead to low job satisfaction and high levels of turnover. Yet, this negative impact may be mitigated if employees grow a strong sense of relational identification with their leader, as this can create a sense of shared identity and commitment to the leader's goals (Shen et al., 2019).

Interesting enough, another study argues that autocratic leadership can lead to extra-role behaviors, such as going above and beyond one's job responsibilities, if the leader is perceived as fair and competent. However, if the leader is perceived as unfair or incompetent, it is more likely to lead to negative outcomes such as reduced job satisfaction and increased turnover (Zhang & Xie, 2017).

Harms et al. (2018) suggest that autocratic leadership can be effective in certain situations, such as when quick decisions need to be made in a crisis. However, in most cases, democratic leadership, in which group members are actively involved in decision-making and problem-solving, is more effective in promoting creativity, innovation, and group cohesion (Lussier & Achua, 2010). It is important for leaders to consider the needs and goals of their group members, adopting a leadership style that fosters collaboration and participation.

2.3.3 Transactional leadership

Transactional leadership focuses on the exchange of rewards for good performance. The leader sets clear goals, provides guidance and feedback to employees, in return of rewards, or consequences based on the level of goal achievement. This type of leadership is often contrasted with transformational leadership, which focuses on inspiring and motivating followers to not only meet, but exceed expectations.

Several studies have examined the relationship between transactional leadership and performance. Saeed and Mughal (2019) conducted a study to investigate the role of transactional leadership style on performance and pointed that it had a positive effect on performance. Authors also stated that culture played a mediating role in this relationship. This aligns with the findings of Tahir (2015), who conducted a comparative study between transformational and transactional leadership styles, pointing that transactional leadership was associated with higher levels of organizational performance. Shah and Hamid (2015) also examined the relationship between transactional leadership and job performance and found a positive relationship between the two variables.

Adriansyah, Setiawan, and Yuniarinto (2020) conducted a study to investigate the influence of transactional leadership style and work culture on work performance, mediated by work motivation. The results of the study showed that transactional leadership style had a positive influence on work performance, which was mediated by work motivation. These findings suggest that transactional leadership can be effective in promoting good performance in workplace, but that other factors such as work culture and motivation may also play a role in this relationship.

In addition to its impact on performance, it appears transactional leadership also relates to other outcomes. In example, Wanjala, Njoroge, and Bulitia (2017) examined the relationship between transactional leadership and organizational commitment, finding that transactional leadership was positively related to this outcome. However, the authors also found that this relationship was moderated by employee participation, such that the positive relationship between transactional leadership and organizational commitment was stronger when employee participation was high.

2.3.4 Transformational leadership

As a leadership style, transformational leadership is characterized by a leader competent to inspire and motivate followers not only to achieve their goals, but also to strive for personal growth (Hansen & Pihl-Thingvad, 2019). This style of leadership has been linked to increased innovation, job satisfaction, and organizational performance (Nguon, 2022; Dartey-Baah, 2015).

A plethora of studies have investigated transformational leadership with findings being positive, in terms of achieving goals' set. For example, in the work of Ghasabeh, et al. (2015) there is an argument pertaining to the fact that transformational leadership is effective in today's complex and rapidly changing business environment, as it encourages followers to adapt and act open-mindedly to new ideas. Korejan and Shahbazi (2016) come to support Ghasabeh suggesting that transformational leaders are able to create a shared vision and sense of purpose among followers, leading to increased commitment and engagement. In essence, transformational leadership can foster adaptation to new ideas while increasing commitment and engagement, thus, creating the path to success. This can be achieved via strong communication, an element that was seen in the work of Crews, et al. (2019) where, as supported, transformational leadership associates with more democratic communication styles, which can lead to improved performance.

Moreover, Hansen and Pihl-Thingvad (2019) stress that transformational leadership can be enhanced by incorporating elements of transactional leadership, which focuses on rewards and punishments as a means of motivation. By combining these two styles, leaders express an attitude based on both inspiration and structure that can be effective in promoting innovative behavior among followers, (Hansen & Pihl-Thingvad, 2019) an element observed in the work of Dartey-Baah (2015), following a study conducted on resilient leadership, a combination of transformational and transactional leadership. The results of the study confirmed that this type of leadership was effective in promoting positive outcomes.

2.3.5 Laissez-Faire Leadership

As researchers and scholars state, laissez-faire leadership is characterized by 'a hands-off approach'(Yang, 2015, p.1247), whereas the leader grants group members

with a high level of autonomy and freedom to make decisions (Yang, 2015). This style of leadership is based on the belief that group members are competent and capable of taking responsibility for their own work (Wellman & LePine, 2017).

Referring to laissez-faire leadership key characteristics, leaders provide group members with a high degree of independence (Theodosiou & Katsikea, 2007), allowing them to make their own decisions (Chen et al., 2011). As it has been stated by Einarsen, et al. (2003) issues arise by the leader's absence of involvement, as this is perceived as lack of knowledge from the leader's part. This in essence, as Fineman (2006) explains, can work towards positive results, as the leader's absence of involvement enforces trust in his/her relationship with group members.

In addition, laissez-faire leaders tend to have a more relaxed leadership style, allowing group members to work at their own pace and in their own way (Nawaz & Khan, 2016). This attitude leads to a more positive work environment, as group members feel trusted and valued (Wellman & LePine, 2017).

Nevertheless, laissez-faire leadership also experiences some drawbacks. This leadership style might not be suitable in situations where clear direction and guidance are needed, as group members may feel lost or unsure of what is expected of them (Nawaz & Khan, 2016).

2.3.6 Charismatic Leadership

In charismatic leadership the use of personal charm, persuasion, and charisma is the instrument to inspire and motivate followers (Tucker, 2017). This type of leadership was initially mentioned by Max Weber, where he introduced the element of charisma as the source authority emerged from. This type of leadership is often associated with transformational leadership, as charismatic leaders are able to inspire and motivate their followers to act above and beyond their normal job duties to achieve a common goal (Shamir & Howell, 2018; Horn, et al., 2015; Shamir et al., 1993).

Charismatic leaders often have a strong vision for the future and are capable to inspire others to follow them towards that direction (Banks et al., 2017). They are highly skilled at communicating their ideas and vision in a captivating and persuasive way (Grabo, et al., 2017). Charismatic leaders master the ability to create a sense of

excitement and enthusiasm among their followers, leading them to higher levels of job satisfaction and productivity (Banks et al., 2017; Conger & Kanungo, 1998).

The leader's ability to connect and inspire followers, is one of the charismatic leadership' key components (Shamir & Howell, 2018). A charismatic leader creates a personal bond with people, evoking strong emotional responses. Leaning on this personal connection, the leader inspires loyalty and commitment among followers (Connelly et al., 2013). This personal connection leads to increased loyalty and commitment among followers (Banks et al., 2017).

Yet, charismatic leadership can also experience drawbacks, in the sense that, this type of leaders may become too focused on their own vision and goals, a fact that may lead to lack of consideration for the needs and concerns of their followers (Tucker, 2017). Furthermore, charismatic leaders may over-rely on their own charisma, without devoting the proper time to develop their followers' leadership skills, thus leading to lack of leadership continuity and sustainability (Vergauwe, et al., 2018).

2.3.7 Servant leadership

Leadership represents a crucial element in any organization, including the one of a university. Effective leadership is vital in ensuring the success of an organization, particularly in goals' and objectives' achievement. Various leadership styles, including transformational leadership, autocratic leadership, laissez-faire leadership, found implementation in past decades, and in recent years servant leadership gained popularity among leaders in various organizations. This leadership style emphasizes on serving the needs of others, including followers, customers, community members, while at the same time focuses on promoting personal growth, ethical behavior, and the will to service society.

The concept of servant leadership has been explored in various studies, with researchers examining its antecedents, characteristics, and outcomes. For instance, Liden et al. (2008) developed a multidimensional measure of servant leadership, while Spears (2004, p.8) identified ten pillars in servant leadership. Other studies focused on the impact of leadership regarding employee satisfaction, innovation, and performance (Choudhary et al., 2012; Sarros et al., 2011; Sendjaya et al., 2008).

In higher education context, servant leadership gained particular popularity in the university' administrative sector. Universities are complex organizations, and effective leadership is critical in ensuring the success of an institution. By applying servant leadership principles, university leaders support the promotion of a culture of collaboration, empathy, and ethical behavior, which can have a positive impact on the institution's overall performance.

2.3.7.1 Servant Leadership and other Leadership Styles

Servant leadership shares some similarities with other leadership styles, such as these of transformational leadership, authentic leadership, and ethical leadership, regarding their emphasis on empowering employees and promoting positive organizational culture. However, servant leadership remains distinct from other leadership styles, in several determining ways.

Transformational leadership is often cited as servant leadership' close relative, as both styles focus on inspiring followers to achieve a shared vision, empowering them to reach their full potential. However, there are some differences between the two. While transformational leadership emphasizes on charisma and inspiration, servant leadership emphasizes on humility, empathy, and service to others (Barbuto & Wheeler, 2006). Servant leaders are more focused on the well-being of their followers, while transformational leaders may set as a priority, the achievement of organizational goals.

On the other hand, authentic leadership, focuses on being true to oneself, leading with transparency and integrity (Bass & Steidlmeier, 1999). Both servant leadership and authentic leadership prioritize ethical behavior and the development of positive organizational culture, but servant leadership lays higher emphasis on serving others and meeting their needs (Brewer, 2010).

Ethical leadership, as the adjective suggests, focuses on leading with integrity, while making decisions that are ethical and socially responsible (Shakeel, Kruyen, & Van Thiel, 2019). Servant leadership similarly emphasizes on ethical behavior and values but places special emphasis on serving the needs of others and empowering them to reach their full potential.

Overall, while similarities exist between servant leadership and other leadership styles, servant leadership is distinct in its emphasis on serving others and promoting

their well-being, rather than solely focusing on achieving organizational goals, or personal success (Sipe & Frick, 2015).

As to investigate differentiations among various leadership styles, further, we will observe and compare their characteristics, so as to comprehend the parameters affecting them. In the book of Demirtas and Karaca (2020), several authors seek to explain the elements characterizing various leaders. Based on their explanations, a table with a list of specific attributes correspond as follows:

Table 2-3 Characteristics of leadership styles

Transformational (Derindag, 2020)	Transactional (Basar, et al., 2020)	Servant (Bayram & Geylan, 2020)	Charismatic (Akca, 2020)	Authentic (Cifti, 2020)	Autocratic (Yildirim, et al., 2020)	Democratic (Eryilmaz, 2020)
Working together and create group determination	Contingent reward	Listening	Extraordinary abilities	Honest and open	Trust	Share of responsibilities
Communication	Active management-by-exception	Empathy	High self-confidence	Engage with others to find solutions	Eliminates uncertainty	Empowerment
Motivation	Passive leadership	Treatment	Influence and dominant	Review decision making	Demands high performance	Negotiation and sustainment
Ability to accept change		Awareness	Convince beliefs	Follow expectations and teams	Pressure	
Charismatic		Persuasion	Risk taker	Challenge transformation		
Flexible		Conceptualization	Sacrifice for goals			
Emotional endurance		Long- sightless	Focus on audience needs			
Empowerment		Servant	Problem solver in crisis situations			
Reliability and self confidence		Ensuring development with stability	Expand abilities			
		Community creation	High intelligence			

As it is evident, the way a leader will approach his/her personnel so as to set goals, share visions and missions, varies. Discussing on autocratic leadership, it is evident that decision making is clear and made by the leader, yet individuals have a concrete understanding as to what they have to do. This approach might seem as effective, but in the long run may have a negative result, since it doesn't take under

consideration individuals' potentials. The democratic approach fosters participation, and involvement, while presents difficulties when decision making needs to be made on a fast pace. It can be inferred that the qualities of a servant leader can allow for different types of leadership to reach new potentials. Nevertheless, a leader adopting various characteristics, might contradict with the trust of employees, thus, creating a negative atmosphere that could lead to low involvement and job satisfaction levels.

To further explore leadership styles' many characteristics, we can view at the work of Hasan, et al. (2016, p. 164-165) where a list of key characteristics, produced by various researchers and based on results, is cited.

Autocratic Leadership: Punitive, less concerned for socio-emotional dimension of group, dominating, dictatorial, unilateral decision making.

Democratic Leadership: Considerate, participative, concerned with maintaining relationships with others, group decision making.

Laissez-Faire Leadership: Lack of involvement, avoidance of responsibilities, resistance in discussing critical issues.

Transactional Leadership: Leader-Follower exchanges, clarification of subordinate responsibilities, contingent rewards.

Transformational Leadership: Vision, inspirational communication, intellectual stimulation, influence, empowerment, high performance expectations.

Charismatic Leadership: Strategic vision, unconventional behavior, agents of change, sensitive to the needs of followers, risk orientation.

Participative Leadership: Shared decision making, values others' input, seek consensus, increased autonomy, and empowerment to subordinates.

Authoritative Leadership: Assertive, supportive, demanding, responsive, manipulative, paternalistic.

Authoritarian Leadership: Self-oriented, rigid, defensive, apathetic, assertive, abusive, exploitive, task-oriented, low responsiveness.

Affiliative Leadership: Motivator in stressful time, creates harmony among team, empathetic, conflict reducer, low on consultation, relationship oriented, visionary.

Servant Leadership: Steward, follower-centric, altruistic, commitment for growth of people, strong spiritual values, and beliefs.

CHAPTER 3

An approach regarding student satisfaction in higher education

3.1 Introduction

Depending on a country's educational policies, higher education institutions establish specific parameters pertaining to curriculum, fees, attendance, exams, etc., which may vary. Despite the fact that these are essential to the establishment of an educational environment fostering learning and innovative approaches in solving key issues, the majority of procedures, apart from teaching, have to be addressed by the administrative personnel, serving as the expedient between students, faculty and management. This in essence, establishes a rather interesting relation that can affect many aspects of a university' operations.

3.2 Elements of Satisfaction

When one seeks to examine the notion of satisfaction, one notices that both research and theory focus on customers. To better understand the concept, theory relating to customer needs within a business context, suggests that companies investigate the needs of customers so as to meet them, while simultaneously create new ones to be fulfilled (Davenport, et al., 2011). Center to needs' satisfaction is setting standards businesses manage to meet, yet allowing prospective customers to identify if their needs are met. This applies both in product, and service settings (Calma & Dickson-Deane, 2020).

After service, measurements on expectation and actual performance, complicate the concept of satisfaction, furthermore. As Hasan, et al (2008) have explained, satisfaction is met when the service/product responds to customer' expectations, a status that is significantly affected by the perceived "expectations" (Calma & Dickson-Deane, 2020). In the case of education, satisfaction differs since the parameters

affecting it, are by far more intricate. In this research, one point of view indicates the evaluation of sheer academic results (academic staff, program of studies, teaching, e.t.c.), whereas in the other we observe the effect of administration services (Calma & Dickson-Deane, 2020). In essence, the factors that affect satisfaction based on research, are connected with students' specific discipline, as well as their profile (sex, age, prior education) (Coates, 2008).

3.3 Customer's approach regarding student satisfaction in higher education

Perceiving a student as a customer is rather difficult, since although they are customers, when viewed in such a way, their dynamic alters. Students aim to learn, rather than seeking to get value for money (tuition fees), and/or purchase their education. They do not seek for ways to meet their needs by untransparent means, or as Kirschner and van Merriënboer (2013) mentioned, they do feel themselves as part of achieving their goals, therefore held responsible where and when needed. In terms of value received from a service/product, students do not fall at the same framework with customers, since knowledge and education form a different structure, that embodies learning processes students should embrace. Although the end product is learning, the guarantee of achieving their goals relies on students' efforts, when facing the task of exploring the available resources provided to them (Calma & Dickson-Deane, 2020; Lomas, 2007).

3.4 Parameters affecting satisfaction

If we had to look at one of the parameters related with education, that will be this of graduation rates, and to be precise this of students about to graduate. According to the OECD statistics released for the year 2022, when it comes to master's degrees, or their equivalent, Greece meets a rate of 10.5%. What is rather interesting are the evidence pertaining to qualification by adults, whereas Greece has 8%, an indicator 2.5% lower than the one recorded for active students. At the same time the percentage for countries under the auspices of OECD amounts to 14%, and for the 22 European Union countries, the average is 17% (OECD, 2022). Although the aforementioned statistics do not take into consideration any parameters that might affect graduation rates, several studies examined the issue of student' retainment. A study from Aljohani

(2016) indicates factors regarding to quality of experience and level of integration, related to the administrative system. What is intriguing is that students identified staff availability within the institutional factors, and satisfaction within institutional experience. Since the specific study examined higher education in Australia, United Kingdom, Europe, and the Arabic countries, it is safe to assume that the factors that have been identified are key contributors in the efforts universities should focus on attempting to retain students. Similar results were also presented in the work of Bowles and Brindle (2017), where in a systematic review of 34 studies the various categories that were identified, included administrative services. Once again, it becomes apparent that administration is far more vital than one might consider, especially, since the majority of research focuses on the academic, learning and teaching aspects of student' satisfaction. In reality we discover a rather interesting interrelation, since the administrative personnel is responsible for the majority of everyday functions in the academic environment. Administrative personnel activities affect the academic procedures of teaching, learning, etc., via their responsibilities in maintaining student records, program of studies' room assignments, conduct of evaluations, organization of graduation ceremonies, etc.

3.5 Tools for measuring satisfaction

In today's competitive higher education environment, it is essential for universities to provide excellent service quality to students, so as to ensure their satisfaction. Student satisfaction is a complex concept that depends on various factors, including service quality, university image, social responsibility, academic competency, and administrative personnel' performance. Therefore, it is essential to develop a reliable and valid measurement tool that can accurately measure these factors and help universities improve their services.

A rather extensive research on the issue of what influences student satisfaction revealed several factors that are considered essential. Participation in events and other extracurricular activities (Herdlein & Zumer, 2015), preparation for the future and network creation (Cook and Rushton, 2008), relationships with both academic and administrative staff (Coates, 2008), are a few of them. It is evident that each of the studies, displaying satisfaction factors, incorporates various types of measurements

driving results into various conclusions. This creates additional issues in one's effort to identify specific parameters so as to examine satisfaction attributes.

Taking into consideration that a variety of tools has been created to measure customer satisfaction, a corresponding one that has already gained popularity among researchers and practitioners, is this of SERVQUAL (Service Quality) model. SERVQUAL is a widely used for measuring service quality method, and it has been applied in various contexts, including the one of higher education. SERVQUAL consists of five dimensions: tangibles, reliability, responsiveness, assurance, and empathy. These dimensions are used to evaluate service quality and identify areas for improvement.

Supplementary tools include these of DINESERV (Stevens, Knutson & Patton 1995), LONGSERV (Knutson, et.al. 1990), SERVERVAL (Petrick 2002) SYSTRAL (Aldalaigan & Buttle 2002), SITEQUAL (Yoo & Donthu 2000), E-SQUAL (Parasuraman et.al. 2005), HEdPERF (Abdullah 2006), and SELEB (Toncar et.al. 2006). Each of those tools, despite the similarities they present as to the factors that are investigating, they differ in terms of the sectors that can be applied to (Table, 3-1).

Table 3-1 Tools for measuring satisfaction

Model	Author	Industry of application
SERVPERF	Cronin & Taylor 1992	Hotel, clubs, tourism agencies
DINESERV	Stevens, Knutson & Patton 1995	Restauration
LONGSERV	Knutson, et.al. 1990	Hotels
SERVERVAL	Petrick 2002	Airlines
SYSTRAL-SQ	Aldalaigan & Buttle 2002	Banking
SITEQUAL	Yoo & Donthu 2001	E-commerce
E-SQUAL	Parasuraman et.al. 2005	E-commerce
HEdPERF	Abdullah 2006	Higher education
SELEB	Toncar et.al. 2006	Education services

Adopted by Tandilashvili (2019, p. 43)

Since the need for an efficient instrument to measure service quality was in high demand, various scholars presented different ways of measuring it. Abdullah (2006) compared three different instruments for measuring service quality in higher education,

HEdPERF-SERVPERF, HEdPERF, SERVPERF, and found that HEdPERF was the most appropriate for this context. Nevertheless, several other studies, such as those by Apornak (2017) and Suyanto et al. (2019), have also used SERVQUAL to measure student satisfaction with various aspects of university services. Studies, such as that by Abu-Rumman and Qawasmeh (2022), have used SERVQUAL to measure student satisfaction in Jordan' universities.

Despite the popularity of SERVQUAL in measuring service quality and student satisfaction, some researchers have criticized it as an instrument of one-dimensional approach, unable to capture the dynamic nature of service quality, and insufficient to matters of cultural sensitivity (Morrison Coulthard, 2004; Sohail & Hasan, 2021). To address these limitations, alternative approaches to measuring service quality have been proposed, such as these of Kano and QFD, as well as other customer relationship management models (Apornak, 2017).

As per the dimensions examined with the SERVQUAL tool, specific attributes observed in servant leadership style, are also present, thus permitting the investigation of certain factors in terms of how they interrelate within the present study' framework, and especially, in relation to reliability, responsiveness, assurance, and empathy.

Reliability refers to the ability to perform the promised service dependably and accurately (Parasuraman et al., 1988). In the context of administrative services in higher education, reliability refers to the ability of administrative personnel to provide accurate and timely information and services, such as processing student requests and responding to inquiries. Studies reported that reliability is a significant factor in student satisfaction with administrative services in higher education (Suyanto et al., 2019; Malik, Danish, & Usman, 2010).

Responsiveness refers to the willingness to help customers and provide prompt service (Parasuraman et al., 1988). In the context of administrative services in higher education, responsiveness refers to the speed and helpfulness of administrative staff when responding to student requests and inquiries. Studies reported that responsiveness is a significant factor in student satisfaction in higher education (Abu-Rumman & Qawasmeh, 2022).

Assurance refers to the knowledge and courtesy of personnel, plus their ability to convey trust and confidence to customers (Parasuraman et al., 1988). In the context

of administrative services in higher education, assurance refers to the expertise and professionalism of administrative personnel in providing accurate and reliable information to students. Studies specify that assurance is a significant factor in student satisfaction with administrative services in higher education (Suyanto et al., 2019).

Empathy refers to the caring, individualized attention provided to customers (Parasuraman et al., 1988). In the context of administrative services in higher education, empathy refers to the willingness of administrative personnel to understand and address student' specific needs and concerns. Studies observed that empathy is a significant factor in student satisfaction with services in higher education (Sibai et al., 2021).

Tangibles refer to the presence of actual facilities, equipment, personnel, and communication materials (Parasuraman et al., 1988). In the context of administrative services in higher education, tangibles refer to the actual establishments of the Secretariat' office, including the hygiene and accessibility of the facilities. Studies report that tangibles are a significant factor in student satisfaction with administrative services in higher education (Suyanto et al., 2019; Tandilashvili, 2019).

3.6 Student Satisfaction with Administrative Personnel

Student satisfaction with administrative personnel can be defined as the level of contentment, or happiness that students experience with the services provided by administrative personnel. According to Darmal and Farin (2021), administrative personnel are responsible for providing students with support services, ensuring they receive an academic experience in the best possible way. Therefore, student' satisfaction with administrative personnel is essential for universities' retainment strategy and reputation' preservation.

Factors that affect student satisfaction with administrative personnel can be broadly categorized into the subsequent three main areas: service quality, university image, and administrative personnel performance. Service quality refers to the level of service provided by administrative personnel, including perceived service quality, student satisfaction, student loyalty and student motivation, as these were cited in the study of Annamdevula and Bellamkonda (2016), where HiEduQual was used. University image is related to the overall reputation of a university, including its

academic reputation, research capabilities, and extracurricular activities (Cahyono et al., 2020). Administrative personnel performance includes their knowledge, skills, and abilities to perform their roles effectively (Al-Mzary, Al-rifai, & Al-Momany, 2015).

Several studies have investigated the relationship between these factors and student satisfaction with administrative personnel in universities. For instance, Sibai et al. (2021) figured that service quality was a critical factor influencing student satisfaction with administrative personnel. It must be noted that this particular element was investigated within the framework of student services and facilities. Alsheyadi and Albalushi (2020) also reported that service quality was positively related to students' satisfaction with student services, a finding that is also seen in the work of Soares et al. (2017) where quality of administrative services was assessed. The element correlating perceived service quality and satisfaction has also been observed in the work of Khoo, et al (2017). Last but not least, Tandilashvili (2019) reported that the behavior and professionalism of administrative personnel were significant factors affecting students' satisfaction.

3.7 The relationship between satisfaction and leadership

Leadership types, their approaches, and differences, as seen in Chapter 2, allow for investigating the relationship between student satisfaction and leadership. We must stress that in this research, the relationship between personnel and leader, is not examined, as the study explores the outcomes of this relationship via student' satisfaction. Recent research indicated that Universities attempt to identify specific initiatives, with which, without involving the non-academic element, can boost their student satisfaction (Chandra, et al., 2019). In their research, service quality by the administrative personnel was both related to student satisfaction and loyalty, stressing at the same time the strong correlation of job satisfaction and ability to provide good services, thus, allowing us to assume the role of leadership within a department' environment as a means to enhance service quality.

Long (2012) and Ali et al. (2016) pointed at the relationship between student satisfaction and effective management as a pivotal component, and as the one assuring the excellent level of support services provided to students, consequently, increasing their satisfaction. This relation was also stressed in the work of Alsheyadi and Albalushi (2020), where an interesting factor revealed changes in the interrelation of variables.

This factor referred to a cross-functional collaboration, the effort and leadership exercised by all departments within a university, while working in a way that would improve end results, regarding assisting students. Student satisfaction augmentation was the result of communication among departments and cooperation of administrative personnel, via a leadership style that enables initiative, and group work.

What should be made clear is that available research should be approached with the understanding that rules and conditions determining educational policies in other countries have significant differences with the Greek university system. The majority of countries seek to increase the number of incoming university students, while expanding in other countries by establishing branches. Greek university system follows a certain admission procedure (Panhellenic exams) and in majority preserves its public status, thus altering the customer satisfaction approach, regarding student' attraction. Nevertheless, it does not substantially differ in the way student satisfaction is accomplished, neither on an operative level so as to achieve excellent results.

Viewing at the study conducted by Pitaloka and Hapsoro (2020), while bearing this in mind, results reflect the significant effect of academic and non-academic services in student satisfaction measurements, with the latter having a remarkable importance. Although this research examined infrastructure availability as a satisfaction component, this did not appear to influence student satisfaction. On the other hand, administrative personnel did have a notable effect, which once again, illustrates the interrelationship between students and personnel. This type of effect is also documented in the work of Zafiroopoulos and Vrana (2008), where satisfaction was measured for both personnel and students based on Greek sample, indicating the significance of the assurance factor regarding increased satisfaction for students by the administrative personnel. Here, we should mention that results documented that, personnel had higher satisfaction levels than these of students, increasing their trust for the University.

An additional study aimed in addressing university services, while utilizing SERVQUAL vs. ESQS. Once again assurance appears to be the highest of factors for students' relation to administrative personnel, seriously contributing to satisfaction. In addition, both questionnaires provided similar results, hence indicating that although ESQS could be more appropriate for measuring university services, SERVQUAL remains a widely utilized tool providing noteworthy results.

One specific research conducted by Gao (2020), brings into our attention the importance of the administrative personnel role, proposing suggestions that can be accomplished via a leadership method that would enable such changes to occur. Although the study itself doesn't refer to leadership styles, results and recommendations designate how these can be implemented through leadership. Personnel training and education on lifelong basis, is of vital importance, while workflow and attitude are also mentioned. What draws attention is how satisfaction from the administrative personnel is the key for loyalty, a popular attribute for the majority of higher education institutions. The importance of satisfaction from the administrative personnel was also noted in Jereb, et al. (2018), a study conducted in the context of Slovenia Universities. Their results revealed changes in relation to demographic characteristics, with women placing a noteworthy importance to administrative services. In addition, Widawatti and Siswohadi (2021) also documented a similar effect between satisfaction and administrative services.

3.8 Utilizing SERVQUAL in the context of university' service quality

In the higher education context, SERVQUAL has been used to evaluate service quality in various aspects of university services, including administrative services. Several studies have used the SERVQUAL model to assess the quality of administrative services provided to university students, including academic, student and infrastructure services (Apornak, 2017; Abdullah, 2006). In this section, we will focus on the use of SERVQUAL to evaluate service quality for administration personnel in higher education.

Administrative services in higher education refer to services provided by the administrative personnel, such as admissions, registrations, financial aids, meals and lodging, as well as other administrative support services. The quality of perceived services has a significant impact on the overall student experience and satisfaction with the university (Khoo et al., 2017). Using the SERVQUAL model to evaluate the quality of administrative services, a higher education institution may smoothly identify areas for improvement and provide better services to students.

As we have previously mentioned, several studies made use of the SERVQUAL model to evaluate the quality of administrative services in higher education. For example, a study by Suyanto et al. (2019) figured that service quality had a significant positive effect on student satisfaction with administrative services. Another study by Alsheyadi and Albalushi (2020) investigated the impact service quality of student services had on student satisfaction, using cross-functional collaboration as a mediating factor. The study revealed that the reliability, responsiveness, assurance, and empathy dimensions of SERVQUAL had a significant positive effect on student satisfaction concerning student services. Additionally, the study found that cross-functional collaboration mediated in the relationship between service quality and student satisfaction.

Similarly, a study by Chandra et al. (2019) examined the influence of service quality and university image on student satisfaction and loyalty. The study reported that the dimensions of reliability, responsiveness, assurance, and empathy had a significant constructive effect on student satisfaction. The study also claimed that service quality and university image had a beneficial effect on student loyalty.

Eventually, a study by Sohail and Hasan (2021) examined students' perception of service quality in Saudi universities using the SERVPERF model, a modified version of the SERVQUAL model. The study reported that the dimensions of reliability, responsiveness, assurance, and tangibility had a significant approving effect on students' perception of service quality.

3.9 Servant leadership under the prism of student satisfaction

To further understand the interrelation of student satisfaction and servant leadership, we reviewed studies pertaining to service quality and satisfaction. Bearing in mind that servant leadership promotes job satisfaction (Dami, et al., 2022; Harris, et al., 2016), we may lead ourselves assuming that services provided by the administrative personnel are better. Despite the fact that, in the majority of studies, parameters relevant to quality and satisfaction, aim at identifying factors that will increase retention, or serve as a marketing tool to attract students, the differences in the educational systems should not act as barriers to the interpretation of results, since the key value for

satisfaction remains the same. Including both academic and non-academic parameters, Hill (1995) conducted a study, which indicated a difference in the understanding of quality, thus, satisfaction findings differentiated based on the year of study. These findings were connected to a better understanding of the services offered, and expectations that were met, as well as the ability to evaluate quality of service in a more efficient way. An intriguing study by Athiyaman (1997), included service quality as perceived in the settings of higher education institutions. Results revealed the connection of student satisfaction and perceived service quality, indicating that lack of it might cause communication issues and behavior discrepancies on behalf of the students. Although the study did not include the departments' administrative personnel, as one of the factors under examination, their service were present via student consultation and library services.

Oldfield and Baron (2000) utilized SERVQUAL to measure student satisfaction, with adaptations made so as to identify specific factors. Factors included services that were deemed as requisite, acceptable, and functional. Administrative personnel were accessed in relation to the requisite factor, indicating there were differences between students from various academic years, and freshmen, having the latter reporting not being satisfied with the administrative personnel. As years progressed, a parameter altered, highlighting the importance of academic personnel as part of increased satisfaction levels. At this point, what must be noted is that the requisite factor was deemed as essential in their course of study.

Registration and advising were components assessed as indicators for service quality and satisfaction, in the study of Abouchedid and Nasser (2002). Results revealed dissatisfaction on behalf of the students, in procedures followed regarding registration, for being time consuming. If we were to link procedures with leadership and administrative personnel, we could infer that these types of issues may be the outcome of low job satisfaction, a condition ignited from bad leadership.

In the study of O'Neil and Palmer (2004), processes were viewed together with empathy and tangible. Results pinpointed the process, and tangibles appeared as the ones on a high level, thus, exhibiting satisfaction, while empathy reached an extremely low level. This particular study stipulated the need to focus on altering negative experience to a positive one, as the means to alter student perception, and in effect satisfaction. Once more, here, it can be argued that the factors under investigation were

affected by managerial and leadership elements, since the administrative personnel is affected by working conditions, including the provisions made by the higher education institution they serve, while performing their duties. A condition that has been mentioned in the work of Kariuki and Makori (2015) concerning employee engagement and job design, renders the component of leadership as a valuable ally in the process.

Chapter 4

Comprehending Servant Leadership

4.1 Introduction

Prior to explaining servant leadership in depth, hence, providing all the attributes investigated in this study, in relation to administrative personnel, we will examine the elements pertaining to job satisfaction and job performance, within the context of servant leadership, and how exercising it affects them. This approach will lay the foundation of relation between servant leadership, administrative personnel, and student satisfaction, having job satisfaction and performance being enhanced by certain leadership practices.

4.2 Servant leadership as a key component of job satisfaction

Job satisfaction is a parameter defining an employee's desire to remain in an organization, while simultaneously maintaining his/her performance on high levels. According to studies, factors such as productivity, success, and happiness (Altunas, 2014) are linked to satisfaction, as well as development and promotion opportunities (Peterson, et al., 2011). The aforementioned factors are deemed as essential in the practice of servant leadership. since this type of leadership nurtures them. At the same time, when job satisfaction remains at high levels, employees are willing to perform and actively participate in their work environment, thus enhancing their productivity and performance (Rao, 2010).

Although the study of Thomson (2002) focused on faculty, findings evidenced that leadership style was the one that had the utmost effect on job satisfaction. Alongside Thomson' results came the ones exhibited in Drury (2004) study, whereas the relationship between servant leadership and job satisfaction was under observation in a university environment. Results revealed that perception of work was strongly related with leadership exercised. What has to be stressed, is the differences between participants, based on the type of their duties, having the author's suggestion for the need of a more targeted sample, so the differences among the employees become further distinguishable. A factor that is under investigation in this study, intensifies focus on administrative personnel, so as to view how the effect of servant leadership might be

transferred to student satisfaction, via their service. Although servant leadership is perceived as a practice that fosters positive outcomes regarding job satisfaction, the study of Alonderiene and Majauskaite (2016) came to establish that the significance of unveiling a positive impact, as documented in the study, was higher than that of transformational, transactional, autocrat and visionary leadership. It is argued that servant leadership and transformational leadership are somewhat similar (Boone & Makhani, 2012), nevertheless certain details reveal the presence of variations, including these of motivation and engagement, just to name a few (Liden, et al., 2008).

4.3 Servant Leadership in the context of administration in universities

In modern times, servant leadership has gained traction in the higher education field, as a university' administrative personnel' leading and guideline' mechanism. As it has been explained in previous sections, servant leadership is unique as a leadership approach, due to its emphasis on serving others, putting their needs first, while promoting their personal growth and well-being (Sipe & Frick, 2015). In this section, we will explore the application of servant leadership in university administration, including the benefits and challenges of adopting this leadership style.

In universities, servant leadership is becoming an increasingly popular approach to administration due to its ability to create a positive work environment and foster strong relationships between administration personnel and faculty members. The application of servant leadership in university administration involves leaders prioritizing the needs of the university community, including students, faculty, and personnel, all collaborating to achieve common goals (Wheeler, 2012). By doing so, leaders can promote an efficacious work culture that encourages teamwork, accountability, and professional development (Canavesi & Minelli, 2021).

The application of servant leadership in university administration has several benefits. One of the key benefits is its positive impact on employee job satisfaction and organizational commitment. A study by Alemayehu (2021) stressed the positive relationship between servant leadership and personnel satisfaction in Ethiopian higher education. Similarly, Hashim et al. (2017) pointed that servant leadership had a positive impact on employees' loyalty occupied in Pakistan private universities. The study

suggested that servant leadership practices, such as empowerment, support, and trust, could increase employees' job satisfaction and lead to a more committed workforce.

Moreover, and due to its nature, servant leadership in university administration can contribute to the development of a positive organizational culture that prioritizes the welfare and growth of its members. This can lead to increased employee motivation, improved performance, and better relationships between administration personnel and faculty members. A study by Sarros et al. (2011) suggested that a positive organizational culture was positively associated with support for innovation, both in non-profit and profit organizations. It should be mentioned that although the study was more focused on transactional leadership, it clearly states that the servant leadership model is more prevalent in the public sector, thus indicating the relationship between organizational culture and leadership.

However, the application of servant leadership in university administration also poses some challenges. An important challenge is this of potential abuse by leaders who might use the philosophy of servant leadership as a means to manipulate others (Trompenaars & Voerman, 2009). Another challenge posed, finds some leaders experiencing a hard time balancing the needs of the university community with the need for efficiency and organizational goals' achievement (Wheeler, 2012).

Despite these challenges, the application of servant leadership in university administration is gaining popularity due to its potential benefits' abundance. Leaders who prioritize the needs of their team members and work collaboratively towards common goals can create a positive work environment that promotes employee satisfaction, motivation, and organizational commitment. By doing so, universities can achieve their mission of providing quality education and research, while creating a supportive work environment for their administrative personnel, on an upper level.

Overall, the application of servant leadership in university administration has the potential to impact university communities on their benefit. It offers a unique approach to leadership that promotes collaboration, trust, and personal growth, crucial elements for success in the field of higher education. By adopting a servant leadership philosophy, university administration chain of executives cultivates a constructive work culture that benefits the entire university community.

4.4 Characteristics of Servant Leadership

Servant leadership is characterized by several key attributes that distinguishes it from other leadership styles. According to Barbuto and Wheeler (2006), servant leadership includes 10 characteristics: empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to people' growth, team - building, calling, and serving followers. Similarly, Sendjaya et al. (2008, p.409) identified six dimensions in servant leadership' behaviors: voluntary subordination, authentic self, covenantal relationship, responsible morality, transcendental spirituality and transforming influence. Interesting enough, in the work of Timiyo (2016, p.44) various authors identify a significant number of servant leadership' principles, thus allowing us to observe the similarities and differences that emerge.

- Ehrhart (2004)
 - value-creation,
 - empowerment,
 - bonding with subordinates,
 - ethical behaviour,
 - service to others,
 - encouraging subordinates to grow,
 - conceptualisation
- Barbuto and Wheeler (2006)
 - Awareness,
 - foresight,
 - team - building,
 - calling,
 - persuasiveness,
 - listening,
 - subordinates' growth,
 - conceptualisation,
 - empathy,
 - stewardship,
 - healing

- Liden et al. (2008)
 - Empowerment,
 - ethical behaviour,
 - emotional healing,
 - servanthood,
 - value creation,
 - relatedness,
 - conceptual skills,
 - being supportive,
 - follower-centeredness
- Sendjaya et al. (2008)
 - Uprightness,
 - being influential,
 - willingness to serve,
 - bonding with subordinates,
 - being spiritual and authentic
- Ebener and O'Connell (2010)
 - Empowerment,
 - service, and ability to recognize subordinates' potentials,
 - helping to develop them
- Van Dierendonck and Nuijten (2011)
 - Authenticity,
 - empowerment,
 - humility,
 - accountability,
 - courage,
 - stewardship,
 - empathy
- Van Dierendonck (2011)
 - Being empathetic,
 - stewardship,
 - being authentic,
 - vision,

- empowerment,
- being humble
- Mittal and Dorfman (2012)
 - Empathy,
 - value creation,
 - integrity,
 - humility,
 - empowerment,
 - egalitarianism
- Choudhary et al. (2012)
 - concern for followers,
 - behaving ethically
- Liden et al. (2014)
 - Proactive personality,
 - self-evaluation,
 - servant-leader prototype
 - service oriented,
 - emotional healing,
 - moral maturity,
 - prosocial identity,
 - self-evaluation,
 - narcissism
- Sipe and Frick (2015)
 - Character,
 - people-centeredness,
 - effective communication,
 - compassion,
 - foresight,
 - systems thinking,
 - moral authority

Looking at the properties of servant leadership, various researchers argued about different elements. After thorough examination, Spears (2005) identified the following ten:

- ❖ Listening
- ❖ Empathy
- ❖ Healing
- ❖ Awareness
- ❖ Persuasion
- ❖ Foresight
- ❖ Conceptualization
- ❖ Stewardship
- ❖ Commitment to the others' growth
- ❖ Community building

In 2005, Dennis and Bocernea pinpointed that the dimensions of servant leadership include, reliability, empowerment, love, humility, and vision.

One of servant leadership' fundamental characteristics is focusing on the needs and development of followers. Leaders adopting this approach prioritize the growth and well-being of their subordinates, seeking to empower them achieving their potential (Sipe & Frick, 2015). This also is reflected in the characteristics identified by Barbuto and Wheeler (2006), stated as 'commitment to the growth of people' and 'community building'.

In servant leadership, truly important are attributes as the expression of empathy and the importance of listening. Servant leaders are attentive to the needs and concerns of their followers, and work on building strong relationships based on mutual trust and respect (Alemayehu, 2021). Thus, leaders aim to create an environment in which individuals feel their voice is heard and valued and are able to contribute their ideas and perspectives (Boone & Makhani, 2012).

As it was seen in the work of Barbuto and Wheeler (2006) persuasion, is also a key attribute. In essence, it is the ability to influence others to commit to a shared vision, or a goal. Persuasion involves building relationships with others, gaining their trust, while providing a clear and compelling vision for the future. By persuading others to

commit to a shared vision, servant leaders create a sense of shared ownership and responsibility that leads to a more engaged and committed team.

In addition to persuasion, awareness is another characteristic of servant leadership. It involves being attuned to the needs and concerns of others and is closely related to empathy. According to Liden et al. (2008;2014), servant leaders should be equipped with high levels of empathy, as this trait enables them to understand and respond to the needs of others. Empathy as a key trait is also supported by Goleman, Boyatzis, & McKee (2002) as well as, Spreitzer & Quinn (2000) for being part of emotional intelligence, which in essence, allows for empathy to be developed. By being aware of the needs of their followers, servant leaders are enabled to provide the support and the necessary resources to help them succeed.

Moreover, humility and selflessness are also an important pair of servant leadership' components. Servant leaders seek to serve the needs of their followers, rather than concerning on their own interest (Sawan, 2020). They perceive leadership as a responsibility, rather than a position of power, or authority. Here comes stewardship, as identified by Barbuto and Wheeler (2006), to reflect the importance of serving the needs of others, rather than pursuing personal gain.

Empowerment is a key characteristic of servant leadership, allowing followers to have a voice and take ownership of their work. Ebener and O'Connell (2010) suggest that servant leaders can empower their followers by providing opportunities for learning and growth, as well as creating an environment that fosters creativity and innovation. By empowering their followers, servant leaders can build trust, increase motivation, and create an engaged and committed team. This in turn, can lead to better performance and notable outcomes for an organization. Empowerment is a powerful tool for servant leaders seeking to build a culture of collaboration and mutual support, in which all team members feel valued and receive encouragement to contribute to an organization's success.

Altruism is one more essential characteristic of servant leadership. Altruism refers to one's selfless concern for the well-being of others, a key component of a servant leader's focus on serving others. According to Sendjaya et al. (2008), servant leadership is driven by this unselfish concern for the needs and growth of others. The servant leader prioritizes the needs of their followers over their own and becomes

committed to assist them growing their mindset. Servant leaders' actions exhibit altruism as they work to create a supportive environment where their followers can thrive. By modeling this selfless behavior, servant leaders inspire their followers to become selfless and altruistic, themselves. Altruistic behavior has been linked to positive outcomes in the workplace, such as higher levels of job satisfaction and organizational commitment (Choudhary et al., 2012). In servant leadership, the concept of altruism is closely related to the idea of servant leaders acting as moral agents. According to Bass and Steidlmeier (1999), leadership is based on a strong ethical foundation, and leaders are identified as moral agents who are responsible for creating ethical and just organizations. As such, it could be argued, that the focus on altruism in servant leadership is linked to the broader goal of creating a more ethical and just society.

In conclusion, servant leadership is characterized by a focus on ethical and moral behavior. Servant leaders are committed to doing the right thing and uphold the values and principles of the organization they lead (Bayram & Geylan, 2020). This attitude, as identified by Barbuto and Wheeler (2006), is reflected in the trait of awareness, which emphasizes the importance of ethical and moral reasoning in decision-making.

Although there are certain elements in servant leadership that are positive and add to the performance of the employees, as we see in the work of Bayram and Geylan (2020, p.158), where the authors provided the advantages and disadvantages of servant leadership as these were stated in the work of Waterman (2011), negative aspects can also be seen.

Namely, in servant leadership' advantages we list that:

- ✓ *It values people, the leader treats them not as a vehicle, but as a goal.*
- ✓ *It contributes to human development and emergence.*
- ✓ *It exhibits promising and pledged behavior.*
- ✓ *It always shows a smiling face in intense interpersonal communication.*
- ✓ *It protects and maintains the concept of protection and maintaining.*

- ✓ *It prefers encouragement and facilitation, rather than strength and authority.*
- ✓ *It improves performance by guiding its employees and improving them.*

Whereas, in the disadvantages we encounter:

- ✓ *There is a similarity with the transformational leadership approach.*
- ✓ *It fails in goal-oriented systems.*
- ✓ *It damages the hierarchical order.*
- ✓ *It can be perceived as religious and may be alien to modern sensitivities.*
- ✓ *The term 'servant' may harm some employees, such as nurses.*
- ✓ *Humility can be perceived as a weakness.*
- ✓ *Some employees may not respond to this approach.*

4.5 Conclusion

Servant leadership is a leadership style that has been increasingly studied and implemented in various organizations' management, including these of universities. Servant leadership' approach emphasizes the importance of serving others, assisting individuals to develop, building relationships, and while creating a promising organizational culture. In the context of university administration, servant leadership facilitates the promotion of the culture of service, enhances student experience', and improves a university's overall performance.

Going through a literature review, we explored the similarities and differences between servant leadership and other leadership styles, as the ones of transformational, authentic, and ethical leadership. While similarities between these styles exist, such as the one of focusing on individual' development, or the one of building relationships, servant leadership distinguishes itself by its explicit focal point on serving others and its emphasis on a value-based approach to leadership.

Servant leadership features include a strong commitment to serving others, humility, empathy, listening skills, empowerment, and a focus on community building.

These features exhibited an effective influence on job satisfaction, organizational commitment, and performance in various settings, including universities.

In the context of university administration, servant leadership is indisputably connected in a beneficial way to various outcomes, such as these of employee satisfaction, organizational commitment, and performance. This leadership style can be implemented in many university management sectors, including academic leadership, student services, and administrative personnel. Universities that embrace servant leadership can create a culture that promotes collaboration, innovation, and continuous improvement.

In conclusion, servant leadership offers a promising approach to leadership in the context of university administration. By prioritizing the needs of others, building relationships, and creating a positive organizational culture, servant leaders can help universities achieve their organizational goals, enhance student' experience, and create a better future for all stakeholders.

Chapter 5

Research Methodology

5.1 Introduction

In this chapter, the methods used, so as to reach the objectives of the research, will be described. More specifically, we will refer to the rationale, the research questions, the research instrument, the sample size and sampling, the process, the data analysis and the ethical considerations.

In the process of adopting a methodological approach, the aforementioned elements are of top importance, since they will pinpoint the data needed, as well as the ways of exploring it. Bearing in mind that the various approaches will provide different results, it is obvious that the justification of the selected approach will assist in exploring the available data, so as to reach maximum results.

5.2 Rationale

In the research process, there are two specific approaches, quantitative and qualitative, that can be used separately and/or mixed. In the case of quantitative research, the methods produce statistical data; thus, quantitative research is usually employed when a significant number of individuals participate in the study. In the case of selecting a quantitative approach, the data collection and analysis will focus on identifying correlations between variables. Thus, a numerical approach to the study will be conducted (Saunders & Lewis, 2017).

Qualitative research is significantly different from that of quantitative. Data are not present, and time required to gather information is rather significant since it includes interviews and/or focus groups. In this case, in the absence of data, a thematic analysis is implemented so as to identify themes that emerge from the answers of participants (Saunders & Lewis, 2017).

In this research, both qualitative and quantitative approach were used, so as to attempt a triangulation of the findings, via questionnaire and semi-structured interviews. Since both approaches were used, the findings of the study can offer an insight as to how the effect between student' satisfaction, administrative personnel, and leadership style, relates. The purpose was to peer at how leadership style affects the

administrative personnel while providing their service. To be precise, factors of servant leaderships were investigated via semi-structured interviews so as to examine the effect on the personnel and attain an insight regarding leadership style. Solely utilizing a questionnaire, would not be adequate in providing the potential to examine the factors both seen in servant leadership characteristics and student satisfaction questionnaire. As this particular study attempts to explore a possible relevance between administrative personnel and student satisfaction, with leadership style, by incorporating a questionnaire for students and semi-structured interviews for the personnel, it surely allows for a comparison of characteristics and factors.

5.3 Research questions

The aim of this study is to explore the satisfaction of post graduate students, the effect of servant leadership on the administrative personnel supporting post graduate programs of study, and how these two can be affected.

More specifically, the objectives of the study will:

- Identify what servant leadership is and explore its elements.
- Discover the factors that affect student' satisfaction.
- Explore theory and research of student' satisfaction and servant leadership.

Based on the aforementioned, the study's research questions are the following:

- Does student satisfaction differ in the expected and actual services provided?
- To what extent and in what manner student satisfaction is influenced by services?
- When demographics are examined, what differences are present in relation to student satisfaction in the expected and actual services provided?
- How the administrative personnel perceive their managers' leadership style?

- What are the elements of servant leadership that have been identified by the administrative personnel in the practices of their managers?

5.4 Research instruments

Since both qualitative and quantitative methods were employed, a questionnaire and a semi-structured interview were used. The first addressed the post graduate students, whereas the second the administrative personnel.

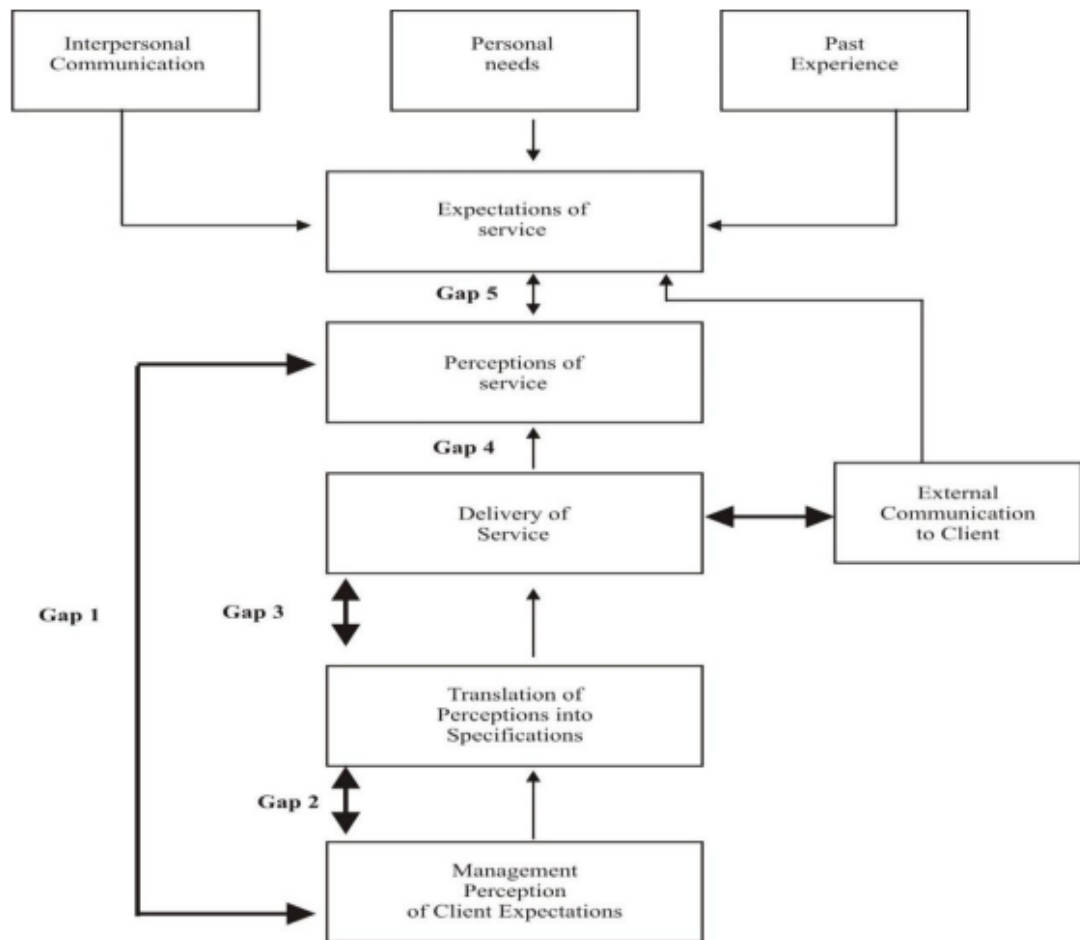
5.4.1 Questionnaire

In order to gain data, pertaining to student satisfaction, SERVQUAL was utilized. It is a widely used model for measuring service quality in various contexts, including this of higher education. The model was first introduced by Parasuraman, Zeithaml, and Berry (1985) and has been broadly adopted in academic research and in practice. The model consists of the following five dimensions, used to evaluate service quality: tangibles, reliability, responsiveness, assurance, and empathy. In this section, we will provide an overview of the background and development of the SERVQUAL model. The SERVQUAL model was developed in response to the need for a reliable and valid measurement tool for service quality.

The specific questionnaire addresses five dimensions of service quality: tangibles, reliability, responsiveness, assurance, and empathy. In the case of tangibles, the questions incorporated, facilities, equipment and personnel, reliability examined the capability to execute the service with an accurate and reliable manner, responsiveness, explores the will to assist and provide swift responses, assurance aims in identifying the knowledge of employees, their politeness, as well as their ability to emanate confidence and trust. Empathy, the last factor, examines the attention given to each customer, together with the understanding of their problem's unique nature. After adopting the questions to address the administrative personnel element and test for reliability and validity, the questions given to participants comprised of :7 questions addressing tangibles, 6 for reliability, and 5 for each of the factors related to responsiveness, assurance, and empathy. All questions were answered within the context of expected and actual services. More specifically, each dimension was answered in relation as to whether specific characteristics should be present, and which of them the students have knowledge of existing through their experience.

Based on the model by Parasuraman, et al. (1985, p.45) the gaps are presented in Figure 5.1. Each gap, addresses a specific relationship, indicating the existing differences. As Seth and Deshmukh (2005) explain, Gap 1 refers to the customer expectation – management gap. This one identifies the difference between what a consumer expects and what a manager perceives as quality of service. In Gap 2, we come across the management perception – service quality specifications. It is at this point where the difference between what the manager perceives as expectation from the consumer, and the specifics composing service quality, appear. A gap is also found between the customer expectation and what a manager and/or a leader assumes the customer expects, thus, creating a knowledge gap between the two. Gap 3 is the point whereas service quality and service delivery differ. This element allows to address how the end service is performed in relation to what the customer expected. At this point, it wouldn't be unjustifiable if we argued, we observe issues pertaining to policy. If the manager and/or the leader, does not communicate in a clear manner, expectations and procedures, after the end service, might differentiate from what was expected, initially. Gap 4 addresses the service delivery – external communication. Here, the gap refers to the service as it was expected, versus the service that was delivered. The role of leadership and management is crucial, since delivery is affected by factors pertaining to training and leadership, that may lead to low personnel performance due to inefficient knowledge. Last but not least, Gap 5 views at the expected and perceived service, defining the difference of what the customer expects, and what he/she finally, receives.

Figure 5.1 Satisfaction Gaps (Parasuraman model)



All questions were translated in Greek so as to ensure that no issues would arise in terms of misunderstanding their purpose. According to Parasuraman, et al. (1988, p.21) overall reliability of the instrument amounts to 0.94. Each factor also presents high accuracy, with tangibles scoring at (.72), reliability scoring at (.83), responsiveness scoring at (.84), assurance scoring at (.79 and .85) and empathy scoring at (.85). What we must mention is that in the case of assurance, 5 different elements were assessed, divided into two factors, each including 4 and 7 questions, respectively. In the Greek adaptation of the questionnaire by Peitzika, et al. (2020, p. 95), total scale reliability scored at .856, with tangibles scoring at (.639), reliability to (.639), responsiveness to (.487), assurance to (.720) and empathy to (.767). Authors indicated that the results didn't meet the reliability criteria for tangibles and reliability, specifying the questions that affected the scale.

Since reliability was viewed in the context of a higher education institute, with results significantly differentiating, another study should also be mentioned. Zafiroopoulos and Vrana (2008, p.38) for student measurements, reported tangibles scoring at (.700), reliability scoring at (.750), responsiveness scoring at (.700), assurance scoring at (.650) and empathy scoring at (.790). In this occasion assurance did not fall within the accepted reliability scores, but as the previous authors did in their study, all questions were included since the differentiation in reliability scores, after excluding specific questions, did not significantly affected the score.

5.4.2 Interview questions

In the qualitative research, semi-structured interviews were conducted with the administrative personnel. More specifically, 10 questions were asked, where answers could reveal either a degree of agreement or not, or more illustrated examples from what was asked. The questions, aimed at the dimensions of servant leadership, as seen prior in literature, so as to pinpoint whether they are present in the manager approach.

Particularly, the questions addressed issues concerning values, such as growth, listening and emotional healing, altruistic calling, development, community building, authenticity, leadership and sharing of leadership. Questions were addressed to each participant, allowing for expansion of responses' input and/or additional information when needed. The majority of the questions had more than one sub question to address the issue. Thus, question 2 had 2 inquiries, 3 had 4, 4 had 2, 5 had 2, 6 had 3, 7 had 2, 9 had 2 and 10 had 2. Once again, the questions were formulated in Greek, thus maintaining communication at a level where no misunderstanding could occur, neither hindering the participants to respond in depth due to language barriers.

Questions comprising the semi structure interview were drawn after thorough examination of McDougale (2009), Barbuto and Wheeler (2006) and Liden, et al. (2008) works, where factors and attributes of servant leadership were developed and highlighted. The formation of this interview was the outcome of past research, characteristics of servant leadership and the university's framework particulars, individuals operate within.

5.5 Sample

The sample size for questionnaires amounts to 140 individuals. The sample was that of convenience sampling, since post graduate students from Piraeus University were selected.

In the case of interviews, members of the administrative personnel were approached, and upon confirmation of participation, an appointment for the interview was scheduled. Here again, the sample was based on convenience.

5.6 Process

In order to approach post graduate students, both an online and an actual distribution of the questionnaire was conducted. In the first round, e-mails were sent to post graduate students, containing the link to the questionnaire. Subsequently, the researcher approached students, via class attendance, and while present in university main events. No issues occurred in the completion of questionnaires, apart from identifying 24 copies, not entirely completed, therefore excluded from data processing. Since the questionnaires were distributed in classes and venues, although a participant's refusal would be justified, no student made such a request. Few of the difficulties documented were the inability of students to understand the differences in the questions, therefore not having their answers recorded in the second part, while in 3 instances students stated the questions were the same.

For the interview, the researcher, approached the potential participants and after confirmation of participation an appointment was set. The researcher informed the participants that the interview was going to be recorded for analysis. Although the process was explained, a few of the participants requested further information as to the way their data would be processed, including preservation of anonymity. None of the participants approached declined to participate, although strict boundaries were set in terms of time to be spend for the interview. Some of the participants, avoided recording extended explanations to the questions asked, and provided 'Yes/No' answers. The researcher, based on the format of the interview, proceeded in explaining the questions asked, so as to allow for further input. Interviews were recorded, after the interviewees consent, and the researcher transcribed the interviews' content so as to proceed in thematic analysis.

5.7 Data analysis

For the purpose of analyzing the available data, SPSS was utilized. All questions and demographics were explored via descriptive analysis.

Gap scores were calculated by applying the formula 'Expectation-Perception=Gap', reflecting student' satisfaction. Pearson's Test was conducted to view at the correlations between variables and One-Way Anova explored the effect of demographics on variables.

For the purpose of the qualitative analysis, interviews were analyzed via thematic analysis, whereas themes and patterns were identified.

5.8 Ethical considerations

This research upheld all ethical considerations that might impact the participants, including anonymity, access to data, no harmful or insulting questions, ability to withdraw at any point, and the availability of results.

Chapter 6

Results

6.1 Qualitative analysis

In this part of the study, the individuals participating were eight (8). Four (4) women, and four (4) men, occupied in different departments of the University, all of them working in a department's secretariat, communicating both with students and managers/supervisors on daily basis. The total of them had an experience of more than five (5) years in their working position, participating apart from their duties in projects demanding cooperation, teamwork and problem solving.

For the purpose of displaying qualitative data, a thematic analysis was utilized. Main themes under investigation were servant leadership' attributes, and specifically the themes of 'values people', 'develops people', 'builds community', 'displays authenticity', 'provides leadership' and 'shares leadership'. In particular, in 'values people' pillar, growth, listening and emotional healing were investigated.

Based on the interview responses of these 8 participants, the manager has the ability to understand an issue when arises in workplace environment. More precisely, 5 of the participants agreed that the manager has the ability, whereas one stated that he/she didn't, and 2 stated that he/she should, and must have it.

Question 1 **“Does the manager/supervisor have the ability to perceive a problem when it arises in the work environment?”**

“I believe that the manager should, or at least has the ability to understand each problem when comes in surface, or underlies, and provide solutions when needed.”

One of the participants that stated that the manager understands the problems that may arise, indicated that:

“Yes, he/she can understand a problem and I believe that he/she takes the time to deal with it in certain ways related to each individual, in order this is resolved”,

which comes as an indication that the manager's ability to handle each situation under present circumstances, will produce significantly far more positive results, than applying a standard approach, regardless of the matter under investigation.

The issue of growth was approached through a manager's efforts to assist both personnel and students, as well as being interested in their wellbeing and success.

Question 2 “Does the manager/supervisor seek to help members of the university community? (subordinates and students)? Is he/she interested in the well-being and success of members of the university community?”

In this particular question, 7 out of the 8 participants responded that he/she does exhibit this type of effort, a fact further supported by a participant's answer, stating that:

“Yes, with his/her experience and knowledge, he/she is able to guide, lead and advise, while promoting an idea as to how to solve a problem, or to achieve a goal”.

At this point, it was noted that this is a characteristic that should be attributed when a manager is successful.

In the 'values people' category, questions focused on trust, respect, and needs.

Question 3 “Do you think your manager/supervisor trusts you? Do you have his/her respect? Does he/she recognize your needs? Does he/she consider your suggestions and ideas?”

The majority of the individuals (7) replied by saying that they have the respect of the manager, with only one individual addressing the issue of case-based trust. In essence, the individual said that it depends on the issue on hand, whether trust exists, or not. In answering the specific question, two respondents' pause, as well as their facial expressions, indicated that, the individuals, might have addressed the issue differently.

In what concerns respect as of paramount value in the workplace environment, enjoyed an affirmative response by all participants, who stated they feel respected by their manager. One of the participants commented in an interesting way when stated that she feels respected, and she believes she earned respect with time. This element was not pinpointed from the other participants of the study.

Being able to identify the needs of his/her personnel accounts as an important skill when it comes to managers. The participants of this study indicated that they are not recognized in the degree that they might have expected. This sense stems from answers such as:

‘It depends on the need.’

'I believe that I am recognized but due to the amount of current workload, recognition might not be received in a timely manner.'

This statement is indicative of the low level of understanding that seems to exist in terms of recognizing needs, paired with extended pauses during the interview, and body language. Particularly in the case of the individual who mentioned not receiving recognition on time, both pausing and change of facial expression, came as an affirmative indication that employee' needs might not be recognized.

Having the ability to listen to others, has been mentioned in a plethora of studies addressing leadership qualities. In this study, participants were asked whether the manager takes under consideration their proposals and ideas, and this specific skill was evidenced. Results indicated that the majority of managers tend to act on a case base approach. At the same time, the element of revision and adjustment, based on the needs of the department, was also clarified, thus, portraying the ability of the manager to listen and cooperate with the personnel.

As one of the participants, clearly, explained,

'Yes, of course, my proposals are taken into consideration, and in the case, they are not applicable, they are adjusted to the needs and goals set by the department.'

As it has been mentioned in the literature review section of this study, altruism, is a key component of servant leadership. This particular feature has been reached via a question that addressed whether the manager recognizes the employee's needs, and he/she is willing to assist, so as the employee can fulfill them, even if the manager must move beyond his/her duties.

Question 4 "Granted your manager/supervisor recognizes your needs, do you think he/she will do what he/she can, to help you meet them, even if that means acting beyond job confinements?"

Although the majority of participants, stated that the manager recognizes needs and he/she is willing to move beyond his/her duties, the way interviewees' answers were articulated, leaves margins for interpretation. The interviewees made long pauses, and in three cases, we had a negative response in relation to the manager exceeding his/her duties. A representative response to the question was:

'This could and might be done....'

So far, apart from the aforementioned qualities identified and evaluated, one that is rather interesting and intriguing is this of whether the participants felt that they could address their manager for a personal matter, seeking for assistance and/or guidance. The tendency of the responses depicted a rather sensitive area of the employees' relationship with the manager. Although the majority of participants would address their manager to seek advice, this depended on the issue. Their response can be interpreted as a clear indication of not wanting their workplace and domestic environment to become intertwined, and/or being cautious as to the personal information shared within the workplace.

The support in terms of professional development was an area that the managers were displayed as very supportive.

Question 5 “Do you think that the manager/supervisor is supportive of the professional development of his/her subordinates? Does he/she encourage his/her subordinates to participate in the actions of the university community?”

This was made clear by the participants' responses, as also from the way they approached the specific question. None of them, exhibited hesitation when asked, while pausing time was insignificant, thus, providing us with the indication that managers foster employees' personnel development, while taking into consideration the problems that might arise from workload, especially during rush periods.

Even though employee' professional development was found to be supported by the managers, the participation in various actions set within the University' environment, was not supported by half of them. This comes as a differentiating point, to the previous question, potentially affected by the exclusion of participation from University' actions.

Learning and development can be achieved in various ways. In this study, an attempt was made to view at how a conflict can be utilized as a learning vessel.

Question 6 “Do you think that through a confrontation, the manager/supervisor has the potential to turn the conflict of opinions into an opportunity for growth and learning? Do you think that the manager/supervisor behaves in the same way that he/she would like to be treated? Do you think the manager/supervisor has the drive to use his/her authority to benefit his/her subordinates?”

Our findings expose that a possible conflict might be used as a learning and development mechanism, and one of the responses portrayed a rather intricate approach, beneficial both for managers and employees.

'Yes, a conflict might give us a potential for learning and development since it doesn't originate from malice. We might lead ourselves to a conflict during an intense conversation, or during a rather stressful situation, but no bad intentions exist by either side, and this is why, each party takes responsibility for what is said, or done and the issue ends there.'

When one addresses someone, one behaves in a specific manner, and frequently this is an indication of how the other person might appear, from a personality standpoint. Our effort to treat others the way we desire to be treated, seeking to create a positive environment, has been a common practice. When this specific question was made, the participants admitted this is a common practice, especially, when it is related with the cultivation of a positive environment in the workplace. At the same time, two of the participants, had an opposite view, displayed in a rather strong manner, in the sense that they did not want to elaborate on their reaction.

Part of assisting in the development of people, is the one expressed through a manager's willingness to use, his/her power, to benefit personnel. In this study, responses varied when this question was made. To be precise, participants confirmed a manager's intention to assist their development, providing additional explanations related to the willingness factor. One of the participants, indicated that he/she has the willingness up to a point, while another shifted importance to the way workplace environment operates and the existing organizational framework, revealing the fact that although the manager might be willing and powerful enough to assist, he/she might have hands tied to act furthermore, due to prevailing states of affairs, whereas his/her authority meets restraints.

When one faces a certain situation, it is important to know whether this person can act as he/she deems fit. Participants were asked if the manager provides personnel with the opportunity to act on a situation, as they deem fit, the majority addressed the issue of skills and abilities they own, as well as the ones their manager has. The intricate element of whether the managers have the power to allow it, was also pinpointed, indicating that practices of workplace hierarchy, might constitute a barrier.

Question 7 **“Does the manager/supervisor allows subordinates to manage situations as he/she sees fit? Does he/she encourage subordinates in collaboration rather than individual work? Does he/she cultivate a climate of unity and cooperation?”**

Cooperation, especially in cases where we find groups, is a key for progress and task’ achievement. Examining whether this attribute is promoted by managers, participants were asked whether their manager promotes individual, or group work. All participants reported that this was a common practice, with the majority of them, indicating through body and facial expressions, that the workload cannot be accomplished without promoting cooperation. As it was explained by one of the participants:

‘Yes, of course, when we come on a dead end, whoever comes to assist is more than welcomed. This happens when each of us states, what each of us will handle. The manager rarely assigns duties.’

Through the identification of abilities and capabilities each person has, and will lead to intended results, team dynamic appears. At the same time, the manager might be aware of this dynamic, thus, preferring to allow individuals to improvise roles resulting to a successful outcome.

Teamwork can be seen as the result of community building, especially, when we take under consideration the statement made priorly from a participant, as to how the personnel of a specific secretariat manages to cooperate. Community building allows for unity and cooperation among its members, therefore, creating stronger bonds. In this study, participants confirmed the presence of such practice, also pursued, since it can be used as a means to successfully complete a department’s workload.

When it comes to code of professional ethics and deontology, it is interesting to explore a manager’s will to compromise them for the sake of success.

Question 8 **“Do you think the manager/supervisor would compromise the code of his/her ethics for any type of success?”**

Six of eight participants stated their manager would never act in such a way. However, the spotlight falls on the ones suggesting there is a strong possibility. Each of them provides circumstances whereas the code might be overlooked, suggesting how beneficial the outcome would be for their manager, and that the possibility the manager

would have done it, is strong. Evidence such this, clarifies the existence of variations among departments and manager' types, while one cannot but pinpoint that the participants' body language might indicate that this is the result of how they perceive their managers' attitude, rather than actually having witnessed such an act.

Moving further, the issue of goals set by the department comes into perspective. It is evident, that clarifying the goals set, assists in providing specific task' communication, while aligning with the needs of the organization at a certain point in time.

Question 9 “Do you think the manager/supervisor has a clear understanding of the organization's goals? Do you believe that the manager/supervisor is accountable for the achievement of the work objectives that have been set?”

Responses indicated that the goals set by the department are clear to managers, drawing attention to the fact that goals set by the organization hierarchy vary, affecting their degree of understanding. At this point, a strong indication of how significant the workload is on daily basis, emerged, since we already examined that a manager takes under consideration the abilities and skills of the personnel, and whether a goal can actually be achieved. At the same time and depending on the impact a goal set to be achieved in certain time, has on the department, and the university, the manager prioritizes departmental needs, before expanding the workload.

Accountability comes with one being a leader. This element was explored through a question that targeted a manager's accountability in relation to goals that were set and accomplished. Results displayed that the majority of managers were accountable, with variations as to why accountability emerges. Accountability combined with a manager's position was an element presumed as a fact in the majority of statements, whereas we also came across with statements regarding a manager's not exceeding his/her field of responsibilities.

Leaders lead and this differentiates them from managers. Despite the questions addressed to participants about their managers, differentiation among them emanates from their style as a leader. Persuasion versus enforcement and coercion discerns a manager from the other and exhibit his/her leadership qualities. We addressed participants with a question pertaining to which of the aforementioned practices their manager uses to affect his/her personnel, and at this point interviewees were divided in two fronts.

Question 10 **“Do you think the manager/supervisor uses persuasion to influence subordinates, rather than imposing or coercing them? Do you think he/she encourages his/her subordinates to exercise leadership?”**

Those that reported that he/she uses persuasion, further elaborated as to how their manager, provides the information and arguments to persuade them. On the other hand, those stating their manager uses enforcement and coercion, did not elaborate further, becoming rather serious, in terms of facial expressions, when responding to the question.

Last but not least, the issue of leadership distribution’ was posed as a question. In this question, participants were asked to respond on whether their manager encourages the personnel to lead. Answers exposed a reluctance, stemming out either from the organization’s hierarchical framework, or from the difference between an employee’s initiative and acting as a leader.

Findings indicated that participants were exposed to a line of servant leadership practices, that differed in degrees, thus elaborating on the role of the manager in the process. We must stress that the environment of an average Greek university strongly differentiates from this in other western countries, in the sense they maintain a specific hierarchy model and defined organizational functions. At the same time, management practices, have become increasingly valuable in the progress of a university’ institution, entailing schools, comprised of minimum two departments, especially since they function within an organizational frame, constantly changing.

Visualizing the participants’ responses by formulating a table, will allow a thorough comprehension of results. The three categories of ‘Yes’, ‘No’ and ‘Maybe’, intend to depict the total of responses, rather than focusing on particulars.

Table 6-1 Participants responses

		YES	NO	MAYBE
1	Does the manager have the ability to discern a problem when this arises in the workplace environment?	1	6	1
2	Does the manager support and help members of the university community? (Students and Administrative personnel)? Is he/she interested in the	7	0	1

	well-being and success of members of the university community?			
3	Do you think your manager trusts you?	7	0	1
	Does your manager respect you?	7	0	1
	Does he/she recognize your needs?	4	0	4
	Does he/she take into consideration your proposal and ideas?	3	1	4
4	Considering your manager recognizes your needs, do you think he, or she will do the most of what he, or she can do to help you meet them, even if that means moving beyond his/her duties?	6	1	1
	Would you turn to your manager for help with a personal matter?	4	1	2
5	Do you think that the manager is supportive of the professional development of the personnel?	6	0	2
	Does he/she encourage employees to participate in the actions of the university community?	4	3	1
6	Do you think that through a conflict, the manager has the potential to turn the conflict into an opportunity for growth and learning?	5	0	3
	Do you think that the manager behaves in the same way that he/she would like to be treated?	5	1	2
	Do you think the manager has the drive to use his/her authority to benefit personnel?	5	0	3
7	Does the manager allow the employees to manage situations as they see fit?	4	2	2
	Does the manager encourage employees to collaborate, rather than work individually?	7	0	1
	Does he/she cultivate a climate of unity and cooperation?	6	1	1
8	Do you think the manager would compromise his/her code of ethics for any type of success?	0	6	2
9	Do you think the manager understands the organization' goals, clearly?	5	1	2
	Do you believe that the manager is accountable for the achievement of the work objectives that have been set by the organization?	8	0	0
10	Do you think the manager uses persuasion to influence employees, rather than enforcing, or coercing them?	5 Persuasion	3	

			Enforcing and coercing	
	Do you think he/she encourages personnel to exercise leadership?	2	3	3

6.2 Quantitative analysis

SERVQUAL was used to gather data pertaining to student satisfaction. The questionnaire examines the perceived and expected by students' services. The difference between 'perceived – expected' defines whether the service is deemed negatively, or positively. More accurately, 'perceived – expected' = Gap of services. Specified factors investigating student satisfaction are tangibles, where the physical aspects involving services were examined. Reliability, whereas ability to execute a service was documented. Responsiveness addresses the issue of how well the Secretariat assists students while acquainted with upcoming issues, as well as the existence of a friendly IT environment. Assurance examines the elements of confidentiality, expertise, behaviour, and support to the administrative personnel while performing their duties. Conclusively, empathy, focuses in identifying the efficiency of the Secretariat, the understanding of operations, working hours, and problem solving.

6.2.1 Demographics

The participants of this survey amount to 164. From those, 140 had responded to all of the questions included in SERVQUAL questionnaire. Based on that, from 140 individuals, 47.5% were male, with 52.5% being female (Figure, 6.1). 45.7% fell between the age of 25-30, 29% between the age of 22-24, 13% between the age of 31-35 and 12.3% 35 and above (Figure, 6.2). 84.9% had not completed an additional master's degree, while 15.1% had (Figure, 6.3).

Figure 6.1 Gender

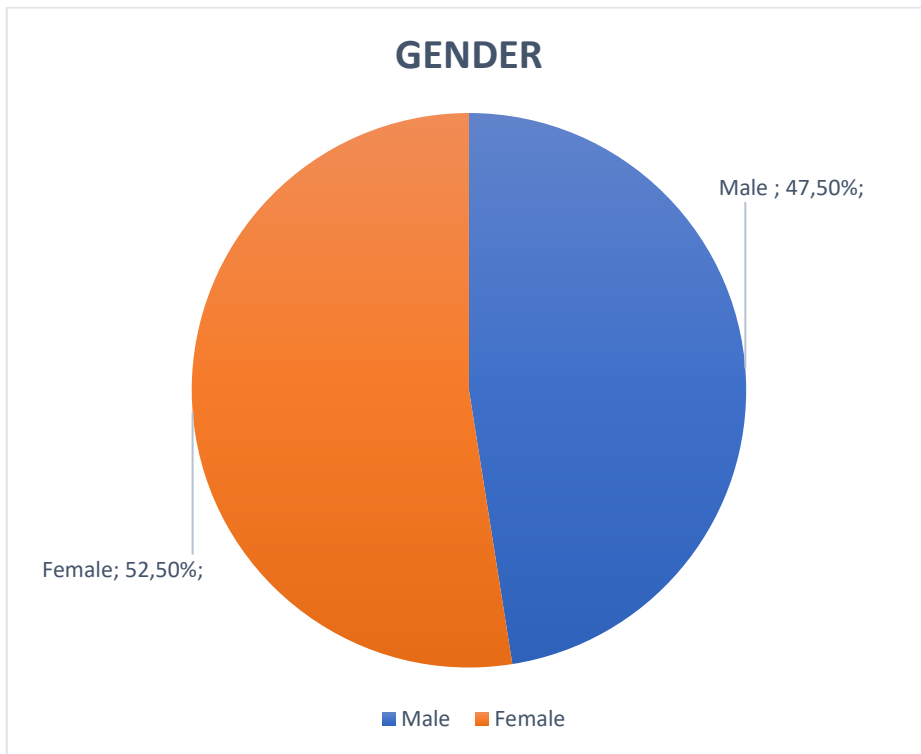


Figure 6.2 Age

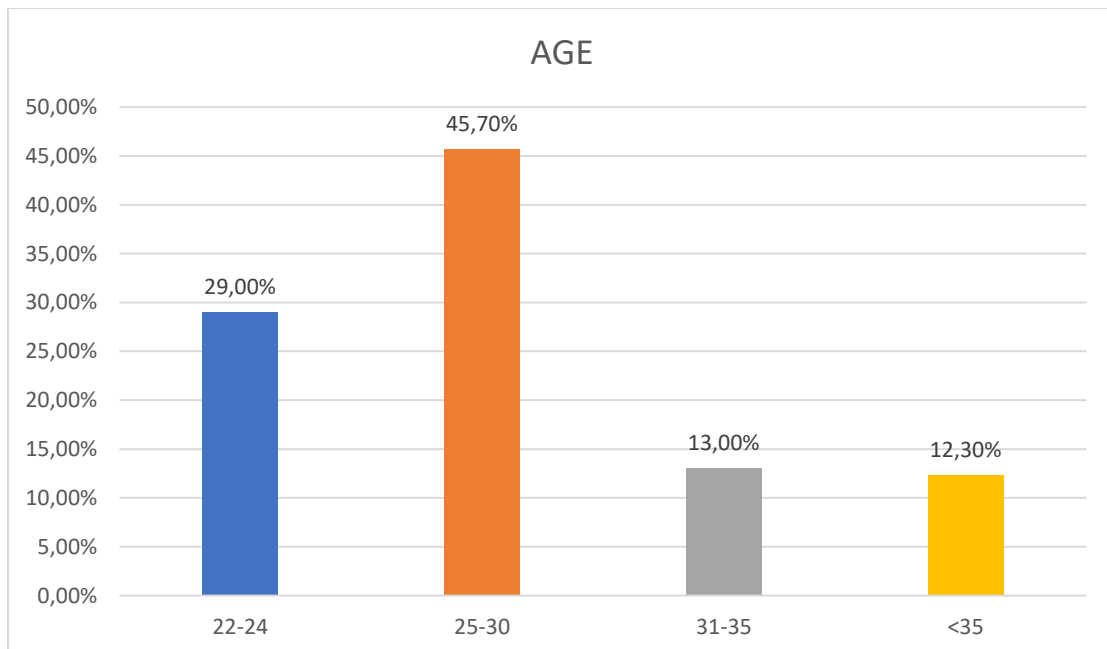
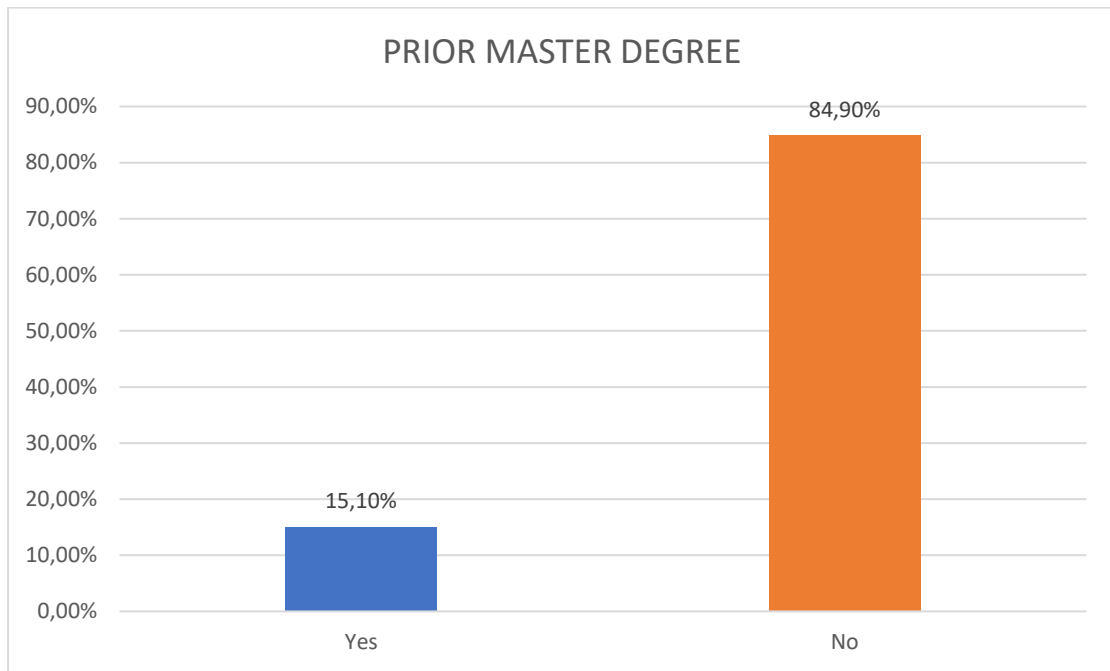


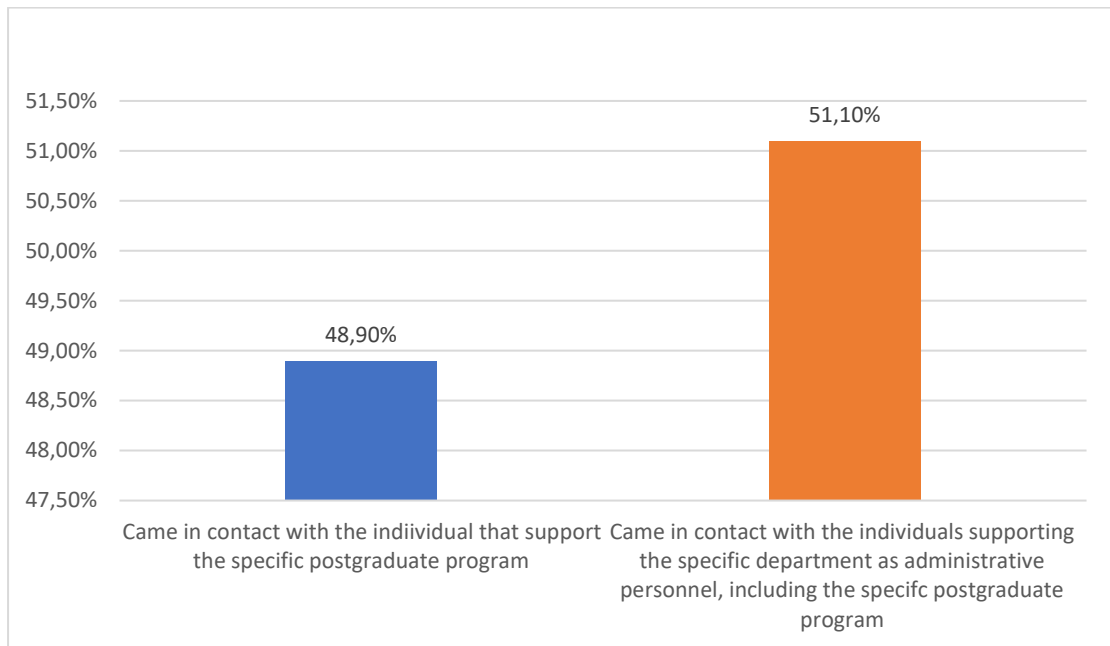
Figure 6.3 Prior master degree



6.2.2 Descriptive statistics

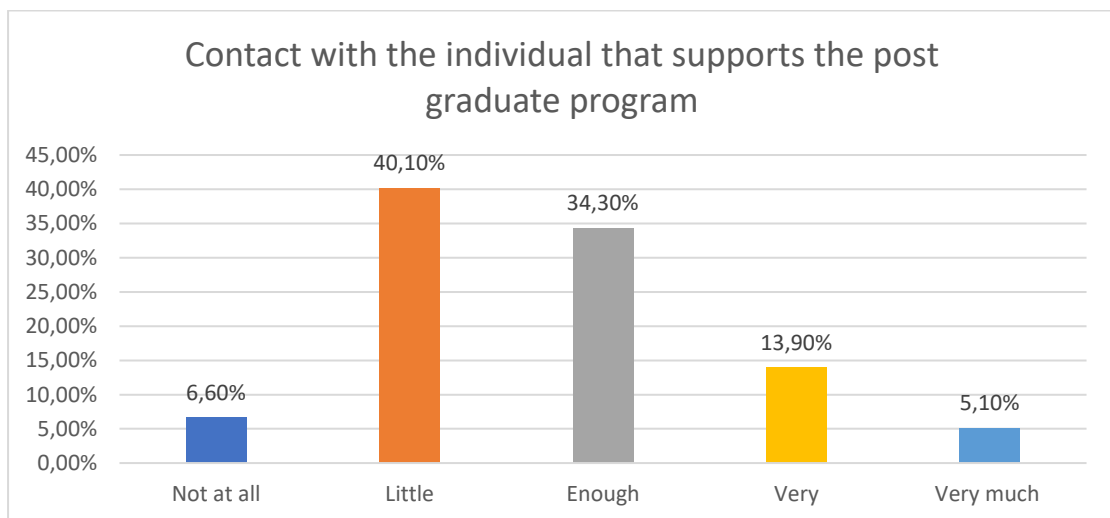
A number of four (4) questions addressed specific issues to post graduate students, in relation with the secretariat. The first question related with how many people from the department' Secretariat the student came into contact during his/her studies. This question was divided into two categories: Initially, the question focuses on the contact with the individual that exclusively supports the specific post graduate program, and secondly, on the individuals supporting the specific department as administrative personnel, plus the specific post graduate program. In this question, 48.9% stated that they came in contact only with the individual that supports the specific post graduate program, solely, while 51.1% stated that they also came in contact with the individuals supporting the specific department as administrative personnel, including the specific post graduate program (Figure, 6.4).

Figure 6.4 Who the student came in contact with



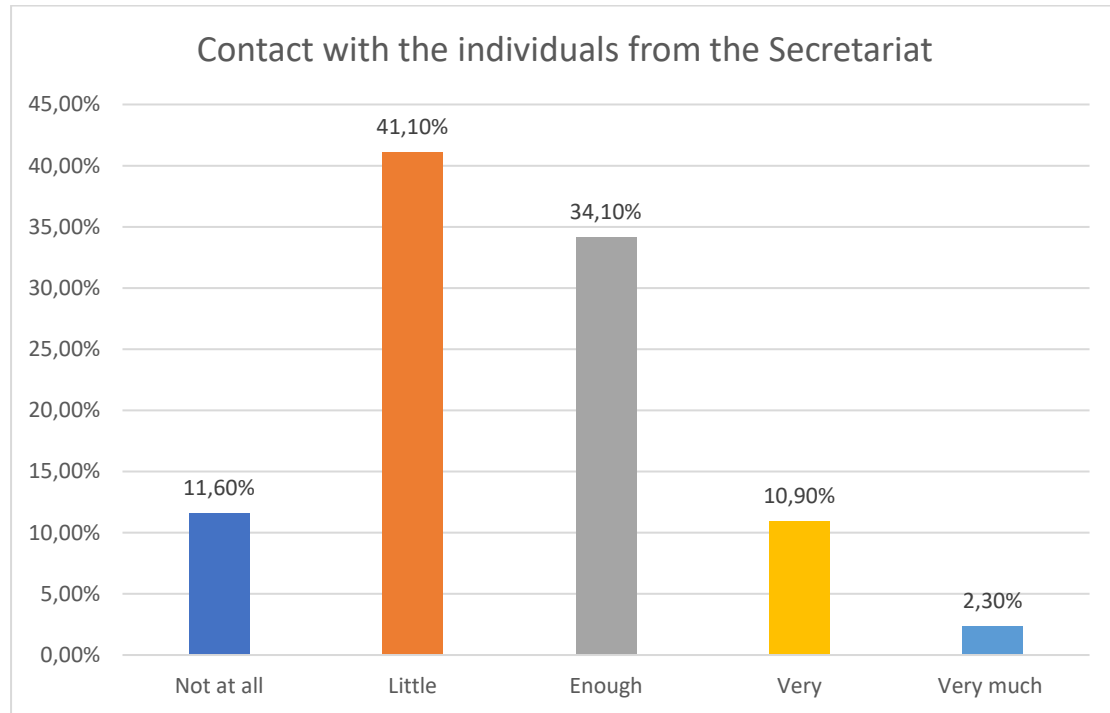
In the question pertaining as to ‘how often do you come into contact with individuals from the department secretariat, for issues that affect you’, individuals had to respond in relation to the individual that supports the specific post graduate program and second in relation to the employees of the Secretariat. In the case of contacting the individual supporting a specific post graduate program, 40.1% answered ‘Little’, 34.3% answered ‘Enough’, 13.9% answered ‘Very’, 6.6% answered ‘Not at all’ and 5.1% ‘Very much’ (Figure, 6.5).

Figure 6.5 Individual that supports the post graduate program



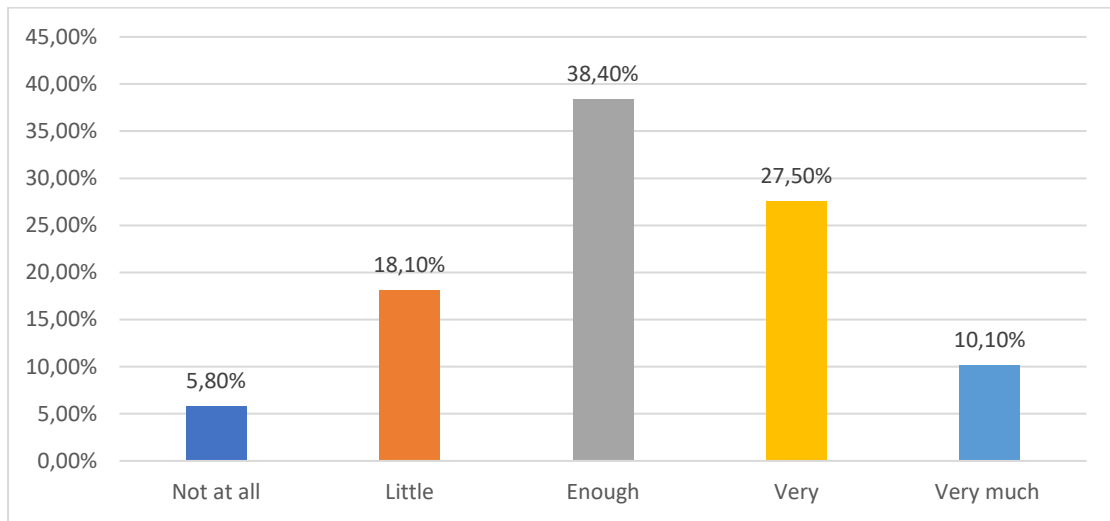
In the case of contacting the individuals occupied in the department' Secretariat, 41.1% answered 'Little', 34.1% answered 'Enough', 11.6% answered 'Not at all', 10.9% answered 'Very' and 2.3% 'Very much' (Figure, 6.6).

Figure 6.6 Individuals from the Secretariat



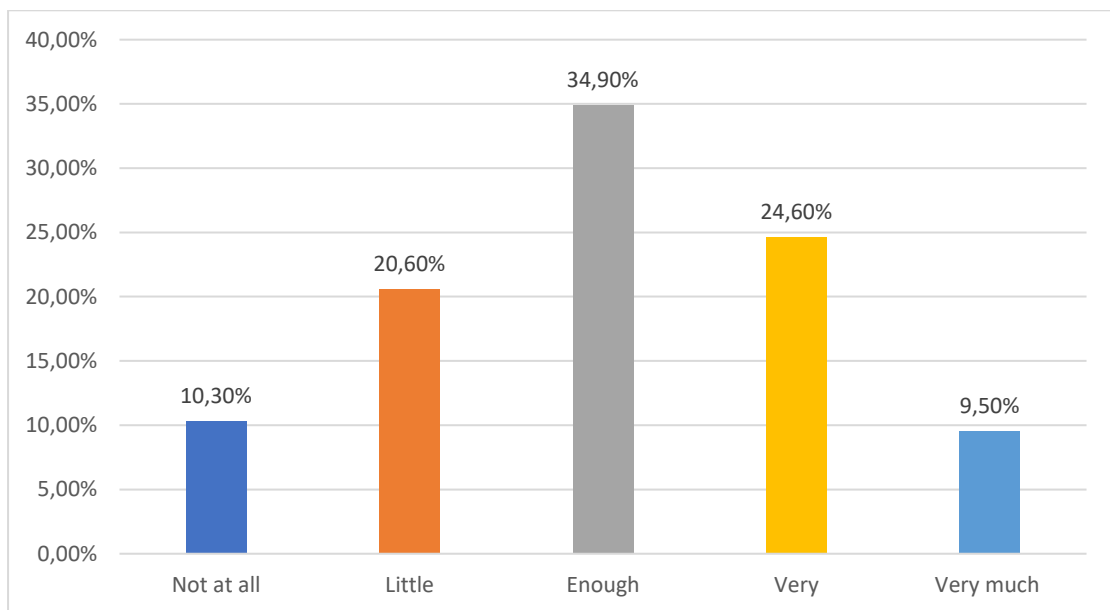
In the question pertaining to 'how often do you get informed', again the participants had to respond in two sub questions. The first related to the individual that supports the post graduate program, and the second with the individuals occupied as administrative personnel in the Secretariat. In the case of the individual that supports the post graduate program, 38.4% responded as 'Enough', 27.5% responded as 'Very', 18.1% responded as 'Little', 10.1% as 'Very much' and 5.8% as 'Not at all' (Figure, 6.7).

Figure 6.7 How often do you get informed'



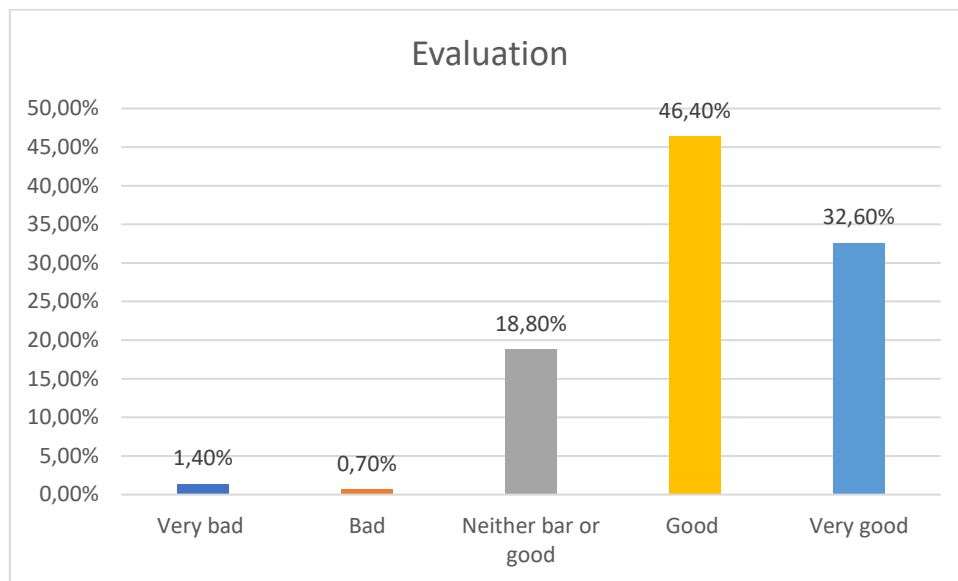
In the case of receiving information from individuals occupied in the Secretariat as administrative personnel, 34.9% answered 'Enough', 24.6% answered 'Very', 20.6% responded as 'Little', 10.3% as 'Not at all', and 9.5% as 'Very much' (Figure, 6.8).

Figure 6.8 Receiving information from individuals occupied in the Secretariat as administrative personnel



In the last question, participants were requested to evaluate the administration and function of the department. 46.4% stated it is 'Good', 32.6% stated 'Very good', 18.8% stated 'Neither good, or bad', 1.4% stated 'Very bad' and 0.7% 'Bad' (Figure, 6.9)

Figure 6.9 Evaluation of administrative personnel and function of the department



6.2.3 Analysis of SERVQUAL categories

In this section, an analysis of the SERVQUAL variables was conducted for the five (5) categories of tangibles, reliability, responsiveness, assurance, and empathy. In doing so, the mean score of each question that addressed each variable was measured for the perceived and the expected, and their result was the Gap score, where the difference is displayed. It is essential to explain that a negative score depicts that the expected was lower than the perceived one. This indicates that the true service was of lower quality of what was expected. The following factors addressed the research question pertaining to “Does student satisfaction differ in the expected and actual services provided?”

6.2.3.1 Tangibles

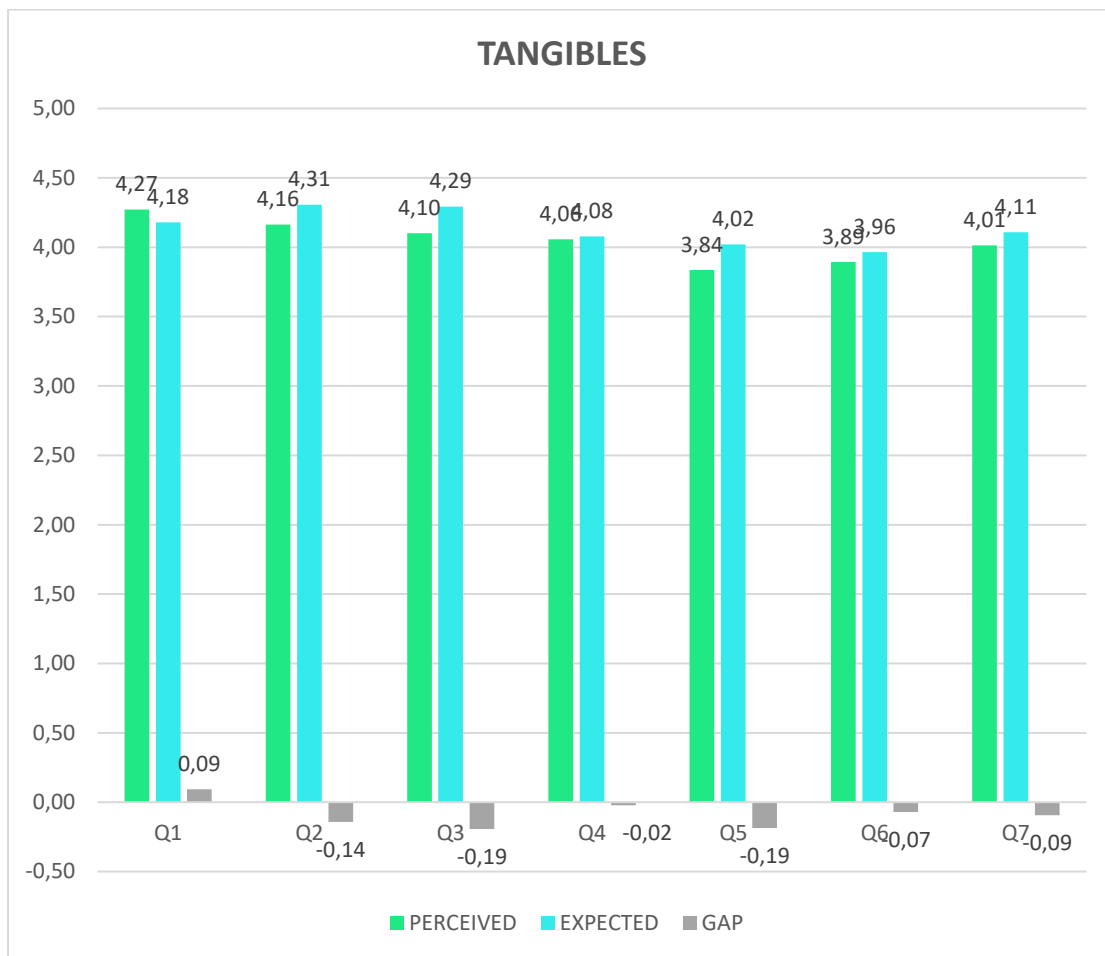
In the tangibles’ variable, the questions that comprise it indicate that there is a difference between the perceived and the expected service. Specifically, in the search for necessary information and access to the secretariat, we meet the highest difference, whereas, in the other questions, although there is still a negative relationship, the difference is not high. Interesting enough, the question pertaining to the ‘technological means used in the secretariat’ was positive, thus indicating that participants’ perceived

expectation surpassed their initial expectation. In other words, the services were more efficient than what they expected.

Table 6-2 Tangibles

TANGIBLES					
Question	Perceived		Expected		Gap Score
	Mean	Std	Mean	Std	
Secretariat is equipped with the necessary technological means (e-mail, website, student log, etc.) used for the necessary actions that need to be made for the smooth operation of the program	4,27	,74	4,18	,82	0,09
Communication through electronic means with the Secretariat is easy	4,16	,82	4,31	,77	-0,14
Detecting information in the Secretariat's website about the postgraduate program, is easy	4,10	,82	4,29	,73	-0,19
Communication with the Secretariat by telephone is easy	4,06	,93	4,08	1,03	-0,02
Access to the Secretariat is easy, as it is located nearby classrooms	3,84	,99	4,02	,94	-0,19
Secretariat' opening hours facilitate physical communication of students with the Secretariat	3,89	1,08	3,96	1,10	-0,07
Secretariat' opening hours make it easier for students to contact the Secretariat by telephone	4,01	,91	4,11	1,00	-0,09

Figure 6.10 Tangibles



6.2.3.2 Reliability

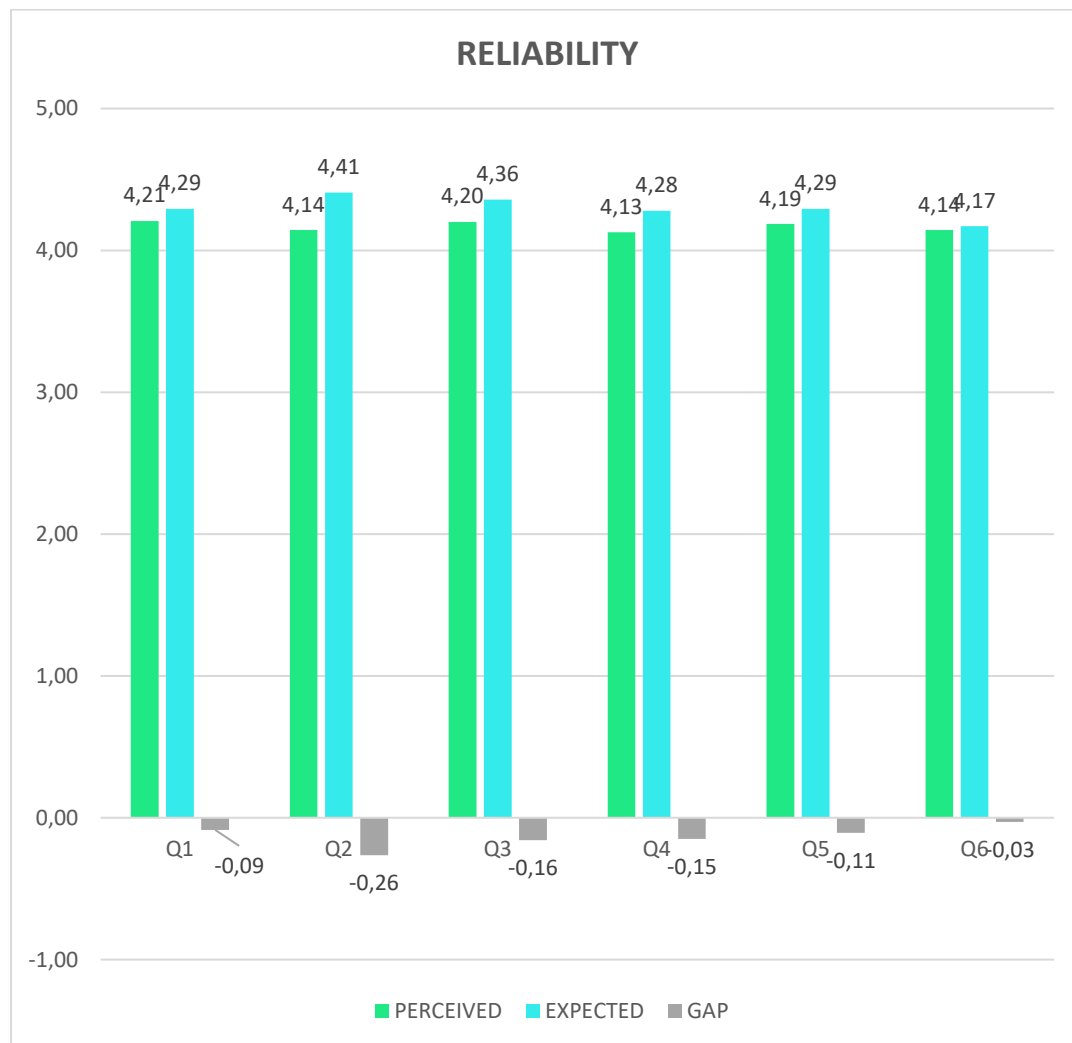
In the reliability variable, all questions displayed a negative difference, meaning, that what was expected was not observed, when in actual interaction with the secretariat. Specifically, the highest difference is observed in relation to the experience and qualification of the personnel. In addition, the questions pertaining to quality of service throughout the year and appropriate training of the personnel also had high negative results, indicating that the participants found these parameters to be highly differentiated. Interesting enough, knowledge of record maintained from the personnel, electronically and actually, although negatively displayed, differed a little.

Table 6-3 Reliability

RELIABILITY					
Question	Perceived		Expected		Gap Score
	Mean	Std	Mean	Std	

The Secretariat personnel are experienced in their field of work and their responsibilities	4,21	,83	4,29	,85	-0,09
The Secretariat personnel are experienced and highly qualified for the successful execution of their duties	4,14	,81	4,41	,70	-0,26
The Secretariat personnel serves students with the same quality of service throughout the period of their studies	4,20	,76	4,36	,74	-0,16
The Secretariat personnel have the appropriate training to serve each student quickly and efficiently	4,13	,88	4,28	,77	-0,15
The Secretariat personnel provide valid and reliable information to students on matters related to their studies	4,19	,75	4,29	,77	-0,11
The Secretariat personnel maintains electronic and physical files containing student' personal details and academic progress data, in a secure way	4,14	,81	4,17	,84	-0,03

Figure 6.11 Reliability



6.2.3.3 Responsiveness

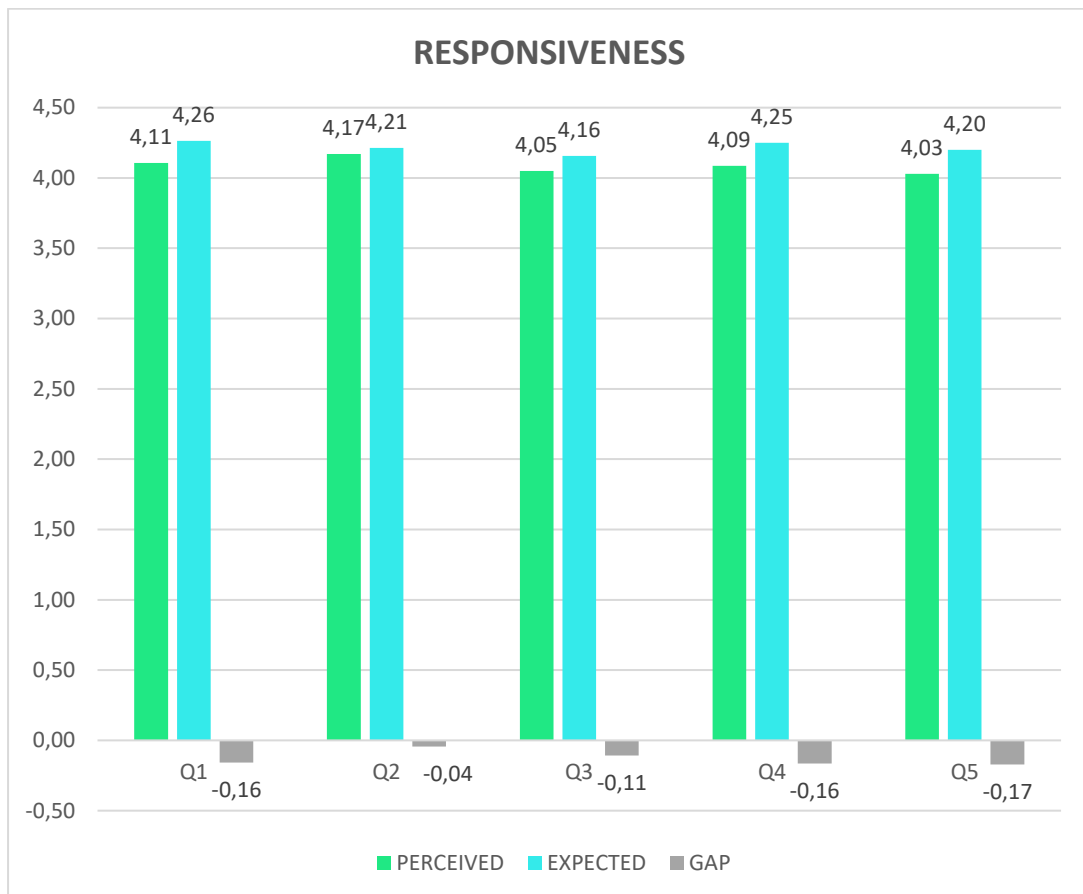
In terms of the responsiveness variable, the gap score in all questions, was negative, meaning, once again, that the participants had different expectations from the outcome. In particular, the questions with the highest negative scores, focused on the sufficiency of personnel in serving students, the quality of service and the Secretariat's website. The lowest negative difference is displayed in the information the administrative personnel provide students with, regarding their studies in the particular department.

Table 6-4 Responsiveness

RESPONSIVENESS			
Question	Perceived	Expected	

	Mean	Std	Mean	Std	Gap Score
The quality of service offered by the Secretariat personnel is excellent	4,11	,91	4,26	,83	-0,16
The administrative personnel provides information to students regarding their studies in the MSc, in a direct and clear manner	4,17	,84	4,21	,81	-0,04
Administrative personnel resolve issues related to student attendance, immediately	4,05	,88	4,16	,92	-0,11
The Secretariat's website is user-friendly	4,09	,87	4,25	,75	-0,16
The Secretariat has sufficient personnel to serve students directly	4,03	,91	4,20	,92	-0,17

Table 6-5 Responsiveness



6.2.3.4 Assurance

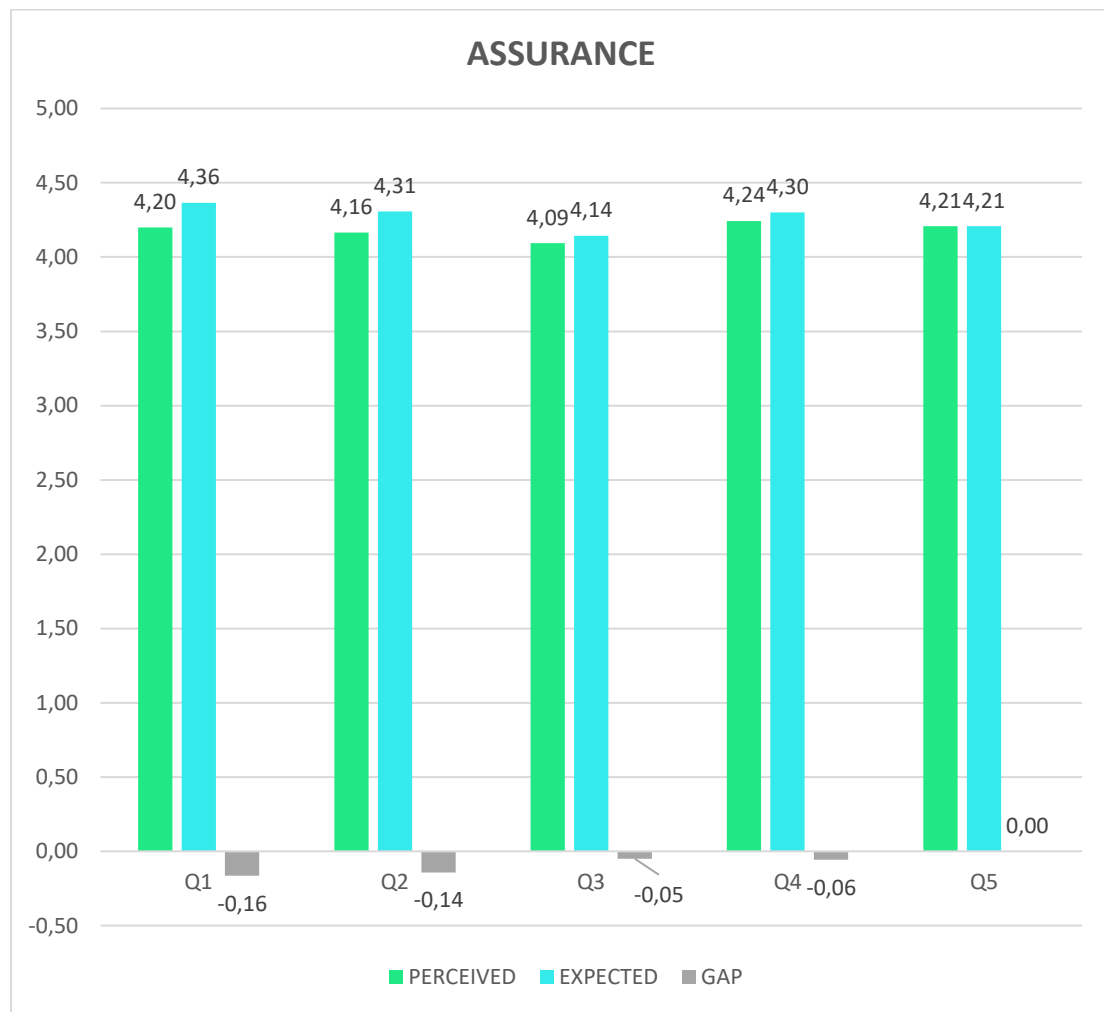
In the questions regarding assurance variable, we observe the majority of questions displaying a negative score, meaning that what was expected was not what was received, with the exception of the quality of electronic services, where no

difference was recorded. At the same time there was a significant high difference in the confidentiality assurance and the management of personal data.

Table 6-6 Assurance

ASSURANCE					
Question	Perceived		Expected		Gap Score
	Mean	Std	Mean	Std	
The Secretariat ensures confidentiality of student' personal records	4,20	,78	4,36	,73	-0,16
The Secretariat employs experienced personnel, qualified in personal records' management	4,16	,85	4,31	,74	-0,14
Employees are supported by the University to execute their work properly	4,09	,90	4,14	,85	-0,05
Secretariat' employees' behavior inspires students with confidence and security	4,24	,79	4,30	,77	-0,06
The quality of the electronic services provided by the Secretariat is of high quality	4,21	,80	4,21	,78	0,00

Figure 6.12 Assurance



6.2.4 Empathy

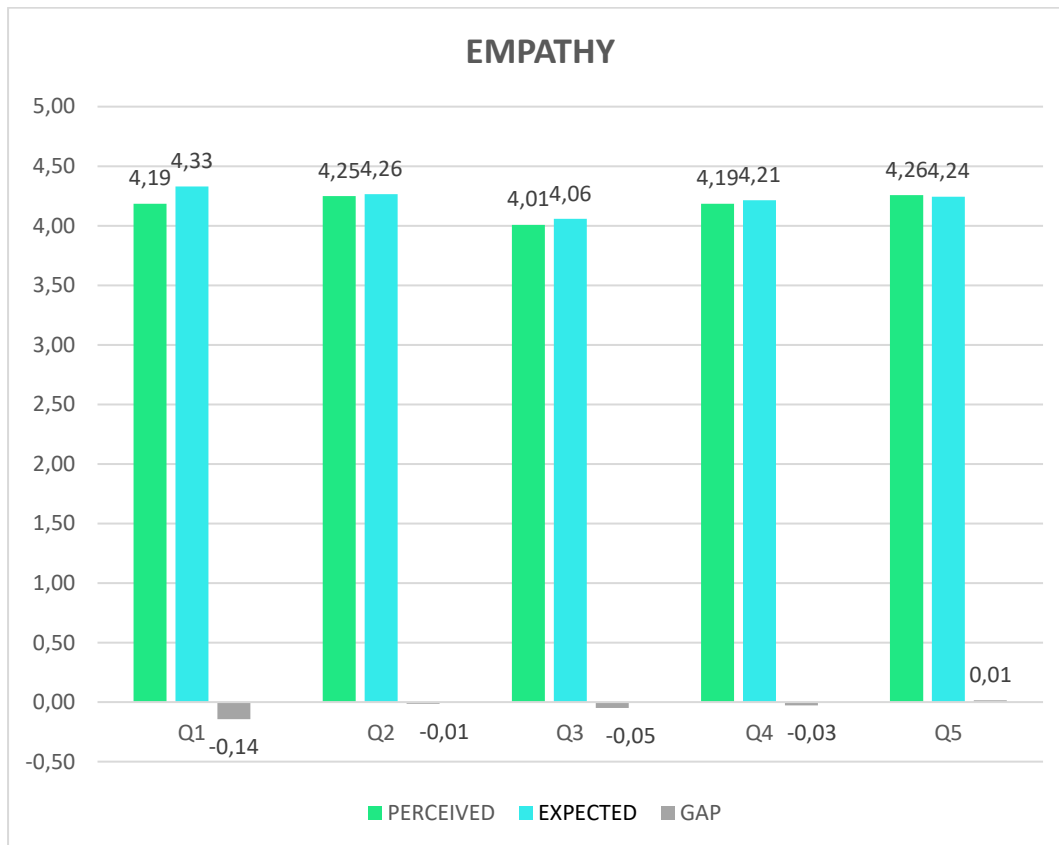
Examining the variable of empathy, we once again recorded negative differences in the question's students responded, with the exception of interpersonal communication and problem-solving abilities of the secretariat personnel. In this specific question, participants received more than what they expected. From the negative gap scores, the responsibility of handling student affairs was the question that recorded the most negative score, indicating that the participants expected far more than what they actually received.

Table 6-7 Empathy

EMPATHY					
Question	Perceived		Expected		Gap Score
	Mean	Std	Mean	Std	

The Secretariat personnel handles student affairs responsibly	4,19	,67	4,33	,70	-0,14
The Secretariat personnel understand very well how the MSc works	4,25	,83	4,26	,82	-0,01
The Secretariat offers satisfactory opening hours for students	4,01	,97	4,06	,99	-0,05
The Secretariat staff understands students' needs and demands	4,19	,86	4,21	,85	-0,03
The Secretariat personnel have interpersonal and communicative skills to solve problems they encounter, in benefit of the students	4,26	,74	4,24	,80	0,01

Figure 6.13 Empathy



6.2.5 Statistical analysis

6.2.5.1 Cronbach A

Conducting the statistical analysis, requires for Cronbach A to be executed for perceived, expected and GAP Scores, so as to see the validity and reliability of the questions in each variable, including the consistency. In particular, Cronbach A has specific parameters where its results can be accepted or not (Figure, 6-8).

Table 6-8 Cronbach A classification

Cronbach A	Classification
$\alpha \geq 0.9$	Very good
0.8 – 0.9	Good
0.7 – 0.8	Accepted
0.6 – 0.7	Doubtful
0.5 - 0.6	Bad
$\alpha < 0.5$	Not acceptable

The results for the variables of this study fall in the range of ‘Accepted’ to ‘Very good’, thus, further statistical analysis can be conducted (Figure, 6-9).

Table 6-9 Cronbach A

	Cronbach's A		
	Perceived	Expected	Gap Score
Tangibles	.905	.884	.713
Reliability	.943	.943	.796
Responsiveness	.906	.903	.758
Assurance	.924	.918	.819
Empathy	.908	.917	.817

6.2.5.2 Pearson's test

Pearson's test was conducted to view at the correlations between the variables of SERVQUAL. The particular test addressed the research question pertaining to “To what extent and in what manner student satisfaction is influenced by services?”. To be

precise, the correlations between factors meant to indicate which particular service might influence student' satisfaction in a positive, or negative way. In order to proceed into evaluation, the test was conducted in relation to the GAP scores. The results indicated that all variables had a statistical significance. Specifically, tangibles had a strong positive statistical significance with reliability $r=.446$, $n=140$, $p=.000$, with responsiveness $r=.581$, $n=140$, $p=.000$, with assurance $r=.436$, $n=140$, $p=.000$ and with empathy $r=.562$, $n=140$, $p=.000$. This displays that tangibles are a strong predictor of reliability, responsiveness, assurance and empathy. Similarly, reliability had a strong positive statistical significance with responsiveness $r=.512$, $n=140$, $p=.000$, assurance $r=.402$, $n=140$, $p=.000$ and empathy $r=.371$, $n=140$, $p=.000$, meaning that reliability is a strong predictor of responsiveness, assurance, and empathy. In the case of responsiveness, it had a strong positive correlation with assurance $r=.736$, $n=140$, $p=.000$ and empathy $r=.568$, $n=140$, $p=.000$, proving that responsiveness is a strong predictor of them. Last but not least, assurance had a strong positive relationship with empathy $r=.674$, $n=140$, $p=.000$, meaning that it is a strong predictor in the correlation of the variables.

Table 6-10 Correlations between variables

		Correlations				
		Tangibles GAP	Reliability GAP	Responsiveness GAP	Assurance GAP	Empathy GAP
Tangibles GAP	Pearson Correlation	1	,446**	,581**	,436**	,562**
	Sig. (2-tailed)		,000	,000	,000	,000
	N	140	140	140	140	140
Reliability GAP	Pearson Correlation	,446**	1	,512**	,402**	,371**
	Sig. (2-tailed)	,000		,000	,000	,000
	N	140	140	140	140	140
Responsiv eness GAP	Pearson Correlation	,581**	,512**	1	,736**	,568**
	Sig. (2-tailed)	,000	,000		,000	,000
	N	140	140	140	140	140
Assurance GAP	Pearson Correlation	,436**	,402**	,736**	1	,674**
	Sig. (2-tailed)	,000	,000	,000		,000

	N	140	140	140	140	140
Empathy	Pearson					
GAP	Correlation	,562**	,371**	,568**	,674**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	140	140	140	140	140

** . Correlation is significant at the 0.01 level (2-tailed).

6.2.5.3 One-way ANOVA

So as to investigate as to whether differences exist in the GAP scores, in each variable and demographics, one-way ANOVA was performed for the categories of sex, age, prior (-ly attained) master degree, coming in contact with the person that supports the post graduate program during studies, and coming in contact with the person that supports the post graduate program and other employees of the Secretariat, during studies.

This particular test allows for the identification of the research question regarding to “When demographics are examined, what differences are present in relation to student satisfaction in the expected and actual services provided?”

6.2.5.3.1 Sex

One-way ANOVA was performed to compare the effect of sex on tangibles, reliability, responsiveness, assurance, and empathy. The results indicated that there was no significant difference, statistically, between sex and tangibles ($p=.507$), reliability ($p=.990$), responsiveness ($p=.214$), assurance ($p=.477$) and empathy ($p=.095$).

Table 6-11 ANOVA test between variables and sex

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Tangibles GAP	Between Groups	,395	2	,198	,682	,507
	Within Groups	39,376	136	,290		
	Total	39,771	138			
Reliability GAP	Between Groups	,005	2	,003	,010	,990
	Within Groups	32,838	136	,241		

	Total	32,843	138			
Responsiveness GAP	Between Groups	1,125	2	,562	1,557	,214
	Within Groups	49,116	136	,361		
	Total	50,241	138			
Assurance GAP	Between Groups	,540	2	,270	,744	,477
	Within Groups	49,372	136	,363		
	Total	49,912	138			
Empathy GAP	Between Groups	1,595	2	,797	2,398	,095
	Within Groups	45,209	136	,332		
	Total	46,803	138			

6.2.5.3.2 Age

One-way ANOVA was performed to compare the effect of age on tangibles, reliability, responsiveness, assurance, and empathy. The results indicated that there was no significant difference, statistically, between age and tangibles ($p=.364$), reliability ($p=.807$), responsiveness ($p=.411$), assurance ($p=.186$) and empathy ($p=.164$).

Table 6-12 ANOVA test between variables and age

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Tangibles GAP	Between Groups	,928	3	,309	1,071	,364
	Within Groups	38,702	134	,289		
	Total	39,630	137			
Reliability GAP	Between Groups	,238	3	,079	,326	,807
	Within Groups	32,588	134	,243		
	Total	32,825	137			
Responsiveness GAP	Between Groups	1,063	3	,354	,966	,411

	Within Groups	49,161	134	,367		
	Total	50,224	137			
Assurance GAP	Between Groups	1,755	3	,585	1,628	,186
	Within Groups	48,150	134	,359		
	Total	49,905	137			
Empathy GAP	Between Groups	1,737	3	,579	1,729	,164
	Within Groups	44,868	134	,335		
	Total	46,604	137			

6.2.5.3.3 Prior master' degree

One-way ANOVA was performed to compare the effect of a prior (-ly attained) master' degree on tangibles, reliability, responsiveness, assurance, and empathy. The results indicated that there was no significant difference, statistically, between prior master' degree and tangibles ($p=.078$), reliability ($p=.343$), responsiveness ($p=.258$), assurance ($p=.399$) and empathy ($p=.980$).

Table 6-13 ANOVA test between variables and prior master' degree

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Tangibles GAP	Between Groups	,897	1	,897	3,161	,078
	Within Groups	38,874	137	,284		
	Total	39,771	138			
Reliability GAP	Between Groups	,216	1	,216	,906	,343
	Within Groups	32,627	137	,238		
	Total	32,843	138			
Responsiveness GAP	Between Groups	,468	1	,468	1,289	,258
	Within Groups	49,772	137	,363		
	Total	50,241	138			
Assurance GAP	Between Groups	,260	1	,260	,717	,399
	Within Groups	49,652	137	,362		

	Total	49,912	138			
Empathy GAP	Between Groups	,000	1	,000	,001	,980
	Within Groups	46,803	137	,342		
	Total	46,803	138			

6.2.5.3.4 Person that supports the post graduate program

One-way ANOVA was performed to compare the effect of coming into contact with the person that supports the post graduate program, on tangibles, reliability, responsiveness, assurance, and empathy. The results indicated that there was no significant difference, statistically, between coming into contact with the person that supports the post graduate program, and tangibles ($p=.161$), responsiveness ($p=.091$), assurance ($p=.710$) and empathy ($p=.938$).

A statistically significant difference related to the person that supports the post graduate program and reliability, was found ($F= 1,135 = [4.567]$, $p= .034$).

Table 6-14 ANOVA test between variables and person that supports the post graduate program

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Tangibles GAP	Between Groups	,574	1	,574	1,983	,161
	Within Groups	39,088	135	,290		
	Total	39,663	136			
Reliability GAP	Between Groups	1,067	1	1,067	4,567	,034
	Within Groups	31,538	135	,234		
	Total	32,605	136			
Responsiveness GAP	Between Groups	1,053	1	1,053	2,892	,091
	Within Groups	49,142	135	,364		
	Total	50,195	136			

Assurance GAP	Between Groups	,051	1	,051	,139	,710
	Within Groups	49,846	135	,369		
	Total	49,898	136			
Empathy GAP	Between Groups	,002	1	,002	,006	,938
	Within Groups	46,739	135	,346		
	Total	46,741	136			

6.2.5.3.5 Person that supports the post graduate program and other employees of the Secretariat

One-way ANOVA was performed to compare the effect of coming into contact with the person that supports the post graduate program, and other employees of the Secretariat on tangibles, reliability, responsiveness, assurance, and empathy. The results indicated that there was no significant difference, statistically, between coming into contact with the person that supports the post graduate program and tangibles ($p=.190$), responsiveness ($p=.103$), assurance ($p=.882$) and empathy ($p=.756$).

A statistically significant difference related to the person that supports the post graduate program and reliability, was found ($F= 1,135 = [4.832]$, $p= .030$).

Table 6-15 ANOVA test between variables and person that supports the post graduate program and other employees of the Secretariat.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Tangibles GAP	Between Groups	,503	1	,503	1,733	,190
	Within Groups	39,160	135	,290		
	Total	39,663	136			
Reliability GAP	Between Groups	1,127	1	1,127	4,832	,030
	Within Groups	31,479	135	,233		
	Total	32,605	136			
Responsiveness GAP	Between Groups	,984	1	,984	2,698	,103

	Within Groups	49,211	135	,365		
	Total	50,195	136			
Assurance GAP	Between Groups	,008	1	,008	,022	,882
	Within Groups	49,890	135	,370		
	Total	49,898	136			
Empathy GAP	Between Groups	,033	1	,033	,097	,756
	Within Groups	46,708	135	,346		
	Total	46,741	136			

Chapter 7

Discussion

7.1 Introduction

Identifying leadership styles while attempting to investigate the way they might affect student satisfaction has been studied by numerous scholars. In our effort to examine the dynamics of leadership on personnel and their actions' transference regarding student satisfaction, a mixed method approach was applied, placing administrative personnel and students in the focal point of research. As it has been thoroughly addressed in Chapter 2, prior research has indicated the differences between leadership styles, including their end results on job satisfaction (Belias & Koustelios, 2014; Shen et al., 2019; Shah & Hamid, 2015; Dartey-Baah, 2015; Drury, 2004). This, in essence, presents an outstanding plethora of research which specifies the constructive effects of certain leadership styles, stressing the one of servant leadership (Alonderiene & Majauskaite, 2016). Focusing on the results of this study, identification of their indications will be highlighted in order to provide an understanding of leadership' correlations and interrelations with administrative personnel, and student satisfaction. Additional issues, such as limitations of the study, applications to contemporary university settings, future research and future direction, will also be introduced.

7.2 Expected and perceived services

The first research question inquired whether there was a difference between expected and actual services provided to students. To answer this, SERVQUAL was chosen to be utilized, since as a questionnaire has the ability to pinpoint the aforementioned difference. This part of the study embodied the quantitative aspect of the mixed approach, whereas the outcome of servant leadership exercised by managers, could be observed in the student' satisfaction levels. Findings indicated that the majority of students does not come in contact with the Secretariat, thus, setting a parameter not explored in prior studies, while indicating possible differences in the universities system.

Tangibles presented scores that did not meet the expectations of students. As Suyanto et al. (2019) and Tandilashvili (2019) documented in their studies, tangibles are of great significance when it comes to student satisfaction and administrative services, a parameter deemed as significant, as O'Neil and Palmer (2004) specify, when paired with servant leadership. As findings of previous studies contradict the ones reflected in this one, we can assume that factors, such as small contact with the administrative personnel, might contribute to satisfaction levels. Additionally, the cultural aspect of each country, can also be a contributing factor based on the way students are willing to contact the Secretariat, or are expected to come in contact. Regardless the negative score, the mean scores, indicated that the students agreed with the tangibles available in Secretariat, revealing a positive outcome of the services provided. This points that although in the present factors student dissatisfaction appears, it relates to the difference between 'agree' and 'totally agree' with the statements addressed. Only two issues appear to affect students, and these are the ones regarding the Secretariat's location and hours of contact, indicating a preference to proximity. These parameters regard the university's infrastructure and cannot be attributed to a leadership style, since they cannot evolve equally with services updated, rising to the occasion.

Ability to perform a service as promised, constitutes reliability (Parasuraman et al., 1988), and as Malik, Danish and Usman (2010) have identified, this is an important parameter when it comes to satisfaction of students. This particular impact on student satisfaction is further supported by Alsheyadi and Albalushi (2020), and Sohail and Hasan (2021). In this study, reliability results were not the ones expected, posing issues in terms of knowledge and training of the administrative personnel. Examining the parameters of which the specific factor was comprised, a specific discrepancy is revealed. The Secretariat' personnel experience regarding assuming responsibilities, and high qualifications regarding executing their duties, significantly differentiate. At this point, we could argue that as portrayed, students perceive responsibility and duty under a different prism, indicating high qualifications as a parameter affecting reliability factor. In all questions, the mean scores indicated that students agree with the secretariat being experienced and providing high quality of services. Despite the results of the gap score, Secretariat's provision of high-quality services' still remains at high levels, indicating that students find the information provided by the Secretariat, as

reliable and successful, and the administrative personnel as trained and efficient, in matters concerning their studies in a department.

In a similar context, responsiveness functions as a crucial factor in student satisfaction (Abu-Rumman & Qawasmeh, 2022), representing the administrative personnel' prompt service and willingness to help (Parasuraman et al., 1988), while impacting student' perception of service quality (Sohail & Hasan, 2021). Findings exhibit a difference between expected and perceived services, thus, impacting student satisfaction in a negative way. As a parameter, it pinpoints shortcomings in the administrative personnel' performing their duties in the manner expected by students. This was negated by the mean scores where, once again, students agreed that the service was excellent. To be precise, results highlighted the direct and clear manner the administrative personnel communicate with students regarding their studies, the provision of exceptional services and the personnel' response to possible issues in need of immediate attention.

Alike to all the aforementioned factors, assurance is vital to student satisfaction (Suyanto et al., 2019), incorporating parameters such as knowledge, courtesy, trust, and confidence (Parasuraman et al., 1988). This relation was confirmed in a study conducted in Greece, by Zafiroopoulos and Vrana (2008). Although this study documented a negative difference between the expected and perceived services, the mean score supported that student received high levels of confidentiality, experience and security, indicating that the negative gap is attributed to the utmost perfect services, they could have received. The vast majority of participants, agreed with all the statements that comprised the assurance factor, indicating they expected the 'perfect' service.

Empathy was the last factor examined, whereas individualized attention and caring was depicted (Parasuraman et al., 1988), indicating how significant is for achieving student satisfaction (Sibai et al., 2021). Findings of this study are associated with negative satisfaction, a parameter also cited in the study of O'Neil and Palmer (2004), pointing the need to enhance it so as to shift to a positive experience. Gap scores of the present study exhibited minor differences, pertaining to understanding the specifics of the program the personnel are employed in, the needs and their demands, plus their working hours availability. The administrative personnel efforts to solve issues in benefit of students were more than expected. Mean scores come to support the efficiency of the Secretariat, since students agreed with the existence of services and

abilities as described in the questions, indicating that the Secretariat possesses the desired potential, mastering the provision of fine services.

All data indicate that, despite the presence of a negative difference, the Secretariat operates at a high level, documenting that the services provided function in benefit of a higher education institution as an entirety, increasing student' desirability and intention, to apply for a certain university. At the same time, the availability of services might work as a marketing tool, intending to attract the interest of potential students.

7.3 Expected and perceived services' influence on student satisfaction

Trying to identify how student satisfaction was affected by services, factors were explored in respect, as to how one influences the other. This specifies the competency of interrelations to increase or decrease student satisfaction. Correlation analysis established the importance of factors correlating between them, indicating that their total acts in an increasing manner. Studies by Alsheyadi and Albalushi (2020); Chandra et al. (2019) and Sohail and Hasan (2021) support these findings, specifying in addition, the demand to understand the importance of performing all services at a high level, since they can negatively affect one another if they don't manage to meet specific expectations.

Assurance was one of the variables that presented high correlation scores with empathy and responsiveness, documenting that for these determined variables student' understanding of services, is impacted in a positive manner, specifying that knowledge, courtesy, trust, and confidence increase caring and individualized attention, as well as willingness to help and provide prompt services, working vice versa. Tangibles and reliability were also positively correlated, presenting similarly high scores.

Results reveal that tangibles affect responsiveness and empathy at a high level, reliability affects responsiveness, responsiveness affects assurance, assurance affects responsiveness and empathy, and empathy affects tangibles, responsiveness, and assurance. These represent the highest values of correlations, thus, indicating the key factor in altering a student's satisfaction end result, while giving direction as to how the administrative personnel affects satisfaction levels through services provided.

7.4 Demographics and student satisfaction

Demographics can have a significant role in the perception of satisfaction as gender, age, duration of studies, and other parameters, have been identified by prior research, as affecting student satisfaction. The results of this study indicated that no significant difference between gender, and the factors under investigation appeared, a fact also supported by Sibai, et al. (2021). Although it can be argued that Sibai, et al. (2021) didn't focus on administrative personnel, but rather included all the university parameters, it does imply that gender is not significant for student services. Hence, we can safely assume that post graduate student' satisfaction results, could not be differentiated based on gender.

Similarly, age and a prior master's degree educational background, didn't act as a moderator. Having the vast majority of participants aged between 25-30, with 71% consisting of students 25 years old and above, might serve as an explanation as to why this demographic characteristic did not affect student satisfaction. To be precise, Oldfield and Baron (2000) found differences related to students following different years of study, with them being assessed from year one, to year four. Yet, when first year' students were evaluated on student satisfaction, no prior experience or understanding could have existed. What is important is that as years progressed, satisfaction level increased, revealing a remarkable rate. As a finding, this can be applied to current results, since the student' sample had past experience obtained from other academic environments, that might have formed certain expectations, thus, excluding their age as a moderating factor.

An employee assisting a particular post graduate program, might be perceived as one with additional expertise to assist students. The Secretariat occupies a number of employees, performing various tasks to support the department's operations, consequently, each of them might not have the same degree of understanding and information on specific issues. The results of this study stress that reliability was affected by whom the person was, when student came into contact. Both the individual, and other employees, including the person who supports that post graduate program, affected the specific factors. This is also supported by Suyanto et al. (2019) and Malik, Danish and Usman (2010), while examining administrative services. Although, there is no specification as to the individual who provides the services, it can be argued that as it is practiced in higher education academic institutions, a department's employees

support a certain department, despite their geographic location. This factor pinpoints a Secretariat's services perceived as satisfactory, due to their services' accuracy and reliability. Linking these results with the correlation between variables as previously explained, we can safely state that in terms of administrative personnel employed in a Secretariat, reliability is the factor with the highest effect on student satisfaction.

7.5 Manager' leadership style - Elements of servant leadership identified by administrative personnel.

Investigating leadership styles, posed specific barriers, since at no point a particular approach to servant leadership must be perceived as 'orienting' the participants to provide the respective answers. Going in depth so as to identify the parameters that lead in a specific style, evolved through the identification of servant leadership attributes that were acknowledged as existing, or absent. In addition, interview process allowed for a thematic analysis that revealed notable practices exercised from managers/supervisors, which could be categorized as a part of an important approach, on their own.

Results indicated a mix of leadership practices, which can be ascribed to the fine points of an academic environment, as also the rules and regulations in effect within the administration framework.

The ability to understand a problem when this occurs in the workplace, was a characteristic identified by 75% of the participants, indicating that the manager/supervisor was aware of potential issues that might appear, thus revealing a servant leadership approach as it is explained by Bayram and Geylan (2020) and Hasan, et al. (2016). An 87.5% reported that he/she is interested in helping and promoting others, which is as an attribute is encountered both in transformational (Hansen & Pihl-Thingvad, 2019) and servant leaders (Sipe & Frick, 2015). As a characteristic, this indicates that managers/supervisors value people (employees) and exhibit interest in their growth. Trust, respect and needs were also investigated with 87.5% of participants recording that their manager/supervisor trusts them, and also an 87.5% reporting their manager/supervisor respects them. In what concerned a manager's/supervisor's recognition of the employees' needs, opinions recorded were divided into those believing the manager/supervisor does recognize their needs, and those not being certain if he/she understands them. Trust is evident in servant leadership (Wong & Page,

2003), which according to Alemayahu (2021), as a leadership style, embraces mutual respect and trust. As far as setting the needs of others as a priority, was extensively addressed in the study of Canavesi and Minelli (2021) as part of servant leadership' mindset, while the lack of consideration for needs, may be attributed to charismatic leadership, whereas the leader (manager/supervisor) heavily relies upon his/her charisma, thus not being entirely aware of the emerging needs of his/her employees.

Listening is essential for a manager/supervisor, especially if as an individual displays leadership characteristics. In this study, listening was an attribute 75% of the participants stated as present and observed in a servant leader's practices (Bayram & Geylan, 2020). This was addressed in the form of a leader taking their proposals and ideas under consideration, where in this case and apart from servant leadership style, the characteristic connects also with democratic leadership (Al Khajeh, 2018). Fulfilling the needs of employees in a manner that goes beyond a manager's/supervisor's duties, has been recorded by 75% of participants, either as a practice followed from their manager/supervisor, or as they stated, an action he/she will be willing to proceed in, if deemed necessary. Since the component of altruism is powerful in servant leadership style, this is a strong indicator in servant leadership approach (Hasan, et al., 2016).

Does a leader (manager/supervisor) has the ability to inspire his/her employees to trust him/her, in a way beyond the working environment? Seeking to reach the emotional aspect of sharing, such a question was addressed to the participants, whereas 50% stated they did confide a personal issue to their manager/supervisor, thus exhibiting the presence of servant leadership and its asserted strong connection with a charismatic leader (Connelly et al., 2013). Development is also essential for employees, and the way managers/supervisors approach this issue creates either a particularly positive working environment, or raises barriers. In this study, findings were rather interesting, since two questions assessed this issue. Although 75% of participants felt that their manager/supervisor was supporting them in terms of professional development, only 50% stated they were encouraged to participate in actions of the university community, with a 37.5% stating that he/she does not encourage respective actions. At this point we encounter two quite different approaches to leadership style, whereas the first question reveals the servant and democratic leadership approach, while the second, a servant and authoritarian type (Hasan, et al., 2016).

The ability to create new opportunities for learning is part of developing, meaning that when a leader approves the provision of such opportunities, he/she may be deemed as supportive regarding his/her employees' development. Three questions were utilized to address this factor, each allowing the portraying of different development aspects. The first one explored the possibility of a conflict becoming a learning and growth opportunity, with 62.5% of participants confirming the use of this approach by their leader. Treating others as he/she would like others to treat him/her, while having the intention to use his/her authority to benefit others, was also stated by 62.5% of participants, portraying the presence of servant leadership, an important attribute in providing an environment fostering development, teamwork and efficacious work culture (Canavesi & Minelli, 2021).

Being employed in an unsupportive environment, might contribute to employees' incapacitation, leading them to responsibility avoidance. Being able to deal with the situation as they see fit, allows the employees to feel empowered. This element was recorded in 50% of participants' responses, directing to a servant or a transformational leadership style being established, while 25% explained this was not the case, presumably revealing an autocratic approach, as Hasan, et al. (2016) have identified. Teamwork also attributes to development, with both servant and transformational leadership fostering this approach. This was depicted in 87.5% of participants' responses, illustrating the basis of community building within a university's environment, a condition further supported by cultivating a climate whereas cooperation is evident, with 75% of participants' agreeing to this approach.

Ethics and not compromising the code for success, aimed in exploring the authenticity of a manager/supervisor (leader), where 72.5% of participants agreed that he/she would not promote such a practice, and that they had never witnessed a respective approach on his/her behalf.

Understanding the goals of an organization is of paramount importance, since the manager/supervisor (leader), must not only apply them, but also communicate them in a clear and precise manner to the employees, to facilitate their adjustment in current situations. It is at this point whereas participants explained that their manager/supervisor has a clear understanding, and he/she is accountable, with 62.5% and 100% respectively, stating that this is how they perceive his/her actions, a parameter to servant leadership recognized as a characteristic by Van Dierendonck and Nuijten (2011).

An interesting question examined at the way that the manager/supervisor influences the employees, whereas persuasion versus enforcement were observed. Although 62.5% of participants explained that he/she practices an approach that incorporates persuasion, a 37.5% were adamant in their experiencing coercion and enforcement. As far as the persuasion is concerned, both charismatic (Tucker, 2017) and servant leaders (Barbuto & Wheeler, 2006), utilize this approach. Interviews' last question aimed at identifying whether an environment of shared leadership is present. Unlike the question exploring the exercise of leadership, with 100% of the participants agreeing that their manager/supervisor was accountable for the achievement of work objectives, this one revealed that managers/supervisors are not willing to allow others to lead (37.5%), while a 37.5% explained that sometimes they do. The contradiction between the two lays in the difference of providing, and sharing, a quality observed, for both elements, in servant leaders, but not depicted in the actions of those choosing to lead in an authoritarian manner.

It becomes evident that the leadership style emerging is that of servant leadership having the attributes of listening, empathy, persuasion, awareness, development, community creation, empowerment and authenticity identified as present in the administrative personnel' working environment.

7.6 Servant leadership and student satisfaction

Examining all the parameters of leadership and student satisfaction, we attempted to identify whether servant leadership practices would affect administrative personnel, having their impact mirrored in student satisfaction. Since part of performing and portraying good services is a job satisfaction ingredient, we cannot skip it over, and as it was explained by Long (2012) and Ali et al. (2016) it is part of an effective management approach that comes to increase student satisfaction, or as Dami, et al. (2022) furthermore stated, it is a promoter of job satisfaction.

The parameters explored in the questionnaire, were tangibles, reliability, responsiveness, assurance, and empathy. In the context of interviews, we investigated reliability, responsiveness, assurance, and empathy as practices encountered in managers and leaders, with results supporting that these are depicted via the attributes of listening, empathy, persuasion, awareness, development, community creation, empowerment and authenticity, as it was mentioned in the previous section.

The factors did present a difference causing a reduction in student satisfaction but were attributed high scores, in the form of agreeing with what, how and where the services offered. In essence, findings allow for a triangulation, where it is evident that servant leadership is observed in the services offered. Beyond any doubt, when looking at reliability, we infer that the knowledge of administrative personnel stems from good communication, support and teamwork, together with advancement opportunities, so as to achieve the desired experience. A procedure that has been documented by Demitras and Karaca (2020) and Hasan, et al. (2016), as a core element of servant leadership, and its further supported as part of student satisfaction in the Abouchedid and Nass (2002) study, is that of registration recorded as an indicator to satisfaction, which incorporates the experience and knowledge exhibited from the administrative personnel, in action.

Additional support in depicting the exercise of servant leadership by the administrative personnel while in the action, and consequently its effect on student satisfaction, derives from the work of Athiyaman (1997), where the gap scores indicated the dissatisfaction that might rise from actual services. This way the values of communication, listening and guidance affecting the administrative personnel in a manner that enhances its performance and abilities, were further incorporated.

It could be argued that leadership might not be clear as to the style a leader chooses to exercise it. This argument might emerge from the similarities observed between styles, as well as the context within leadership is exercised. This study pinpointed the differences existing between servant leadership and other styles, such as the ones of exhibiting empathy regarding the employees' well-being, rather than achieving organizational goals, a crucial element in a transformational leader's way of action (Barbuto & Wheeler, 2006), or the emphasis given on meeting the needs and serving others, as opposed to development of positive outcomes seen in authentic leadership (Brewer, 2010).

7.7 General conclusions and Policy Recommendations

7.7.1 Conclusions

Leadership approaches have been employed as a means to increase performance, create job satisfaction, foster innovation, favor progress and support teamwork. In this study, servant leadership was explored so as to identify its' impact on a University's

administrative personnel, aiming to pinpoint the elements transferred from the administrative personnel to students, and end shaping student satisfaction.

Current research confirms the fact that servant leadership has an important effect on administrative personnel and student satisfaction, since it fosters the interests of others and creates a significantly increased commitment to excellence. Subsequently, when this reflects on students, it inspires loyalty and the sense of contentment. In a most part of this research the manager is not portrayed, but the interrelation between the administrative personnel and student satisfaction unveils notable findings, supporting the relationship emerging, when two of the three variables, are examined.

The current study's results indicate that, although student satisfaction does not appear as expected, when, in particular, viewed through the prism of servant leadership, where certain servant leadership' attributes are identified by the administrative personnel, sustains high levels. In essence, exercising servant leadership allows for an increase of expected service quality, nurturing administrative personnel' force always prepared to respond to all kind of issues and situations, at their best. At the same time, and as a consequence, the receivers of this practice, students, depict its outcome on their satisfaction levels.

7.7.2 Limitations

The present study included a significant number of participants in its quantitative aspect, while achieving an excellent number of participants for the qualitative part, thus, reducing any issues pertaining to statistical error, and/or non-significant number of interviewees. Nevertheless, what must be noted is the fact that certain parameters might have produced different results if were included.

In the case of questionnaires, the limitations of approaching students and administering them were affected by time constraints, due to class sessions. Time limit led to the exclusion of an amount of data, owed to incomplete answers. Results cannot be generalized, as the sample is derived from a single university.

Interviews' participants were acquainted with the researcher, an event posing a threat for potential bias. In addition, despite the extensive and thorough clarification regarding anonymity and confidentiality clauses, possible implications due to the nature of questions asked, might had prevented interviewees from openly illustrating their

position. This issue was investigated by the researcher prior to the study's conduct, but still posed barriers.

7.7.3 Future research

Findings of the study advocate that leadership can be affected by an abundance of factors, while its interrelation to results that affect the final recipients can be improved. To be accurate, the approaches used by administrative personnel in their day-to-day interaction with students can be modified by their leader. Based on that, research exploring servant leadership effect on administrative personnel with the use of a questionnaire, can provide us with distinct factors that influence job satisfaction, adding to their performance.

Further exploration of what constitutes a successful leadership style via utilizing questionnaires and interviews on job satisfaction, meant to explore additional characteristics, distinct within a university environment context, might address organizational procedures with a positive, or detrimental impact on administrative personnel.

A cross-sectional study would provide in-depth information concerning changes in student satisfaction, irrelevant to leadership ones, thus, focusing on leadership practices that increase student satisfaction, as students progress with their studies.

7.7.4 Future directions

Leadership within the educational system, and especially within the university context, is continuously changing, integrating practices applied in other countries. Developing a leadership style that will add value to a university brand, while increasing employees' interest, maintaining job satisfaction', plus reducing their intention to reassign, should be thoroughly examined, particularly, within the environment of public universities.

Pandemic gave prominence to problems stemming out from low tolerance to transformation, including the damaging effect on employees called to address situations of all types, under a constantly changing working state of affairs. What is more valuable to become clarified, is that decision-making adapting to change, communication and initiatives, will undoubtedly add to the potential of practicing a type of leadership which

fosters goal achievement and success, without debilitating a university's human resources.

APPENDICES

Ερωτηματολόγιο

Παρακαλώ απαντήστε με βάση το <u>ποια χαρακτηριστικά θεωρείται</u> ότι πρέπει να διαθέτουν οι γραμματείες.					
1 Διαφωνώ απόλυτα, 2 διαφωνώ, 3 ούτε διαφωνώ ούτε συμφωνώ, 4 συμφωνώ, 5 συμφωνώ απόλυτα					
	1	2	3	4	5
Η γραμματεία διαθέτει τ' απαραίτητα τεχνολογικά μέσα (e-mail, ιστοσελίδα, φοιτητολόγιο κλπ) τα οποία χρησιμοποιεί για τις απαραίτητες ενέργειες που χρειάζονται να γίνονται για την ομαλή λειτουργία του προγράμματος					
Η ηλεκτρονική επικοινωνία με τη Γραμματεία είναι εύκολη					
Η αναζήτηση των απαραίτητων πληροφοριών για το μεταπτυχιακό πρόγραμμα από την ιστοσελίδα της Γραμματείας είναι εύκολη					
Η τηλεφωνική επικοινωνία με τη Γραμματεία είναι εύκολη					
Η πρόσβαση στο χώρο της Γραμματείας είναι εύκολη επειδή βρίσκεται σε χώρο κοντά στις αίθουσες διδασκαλίας					
Οι ώρες λειτουργίας της Γραμματείας διευκολύνουν τη φυσική επικοινωνία των φοιτητών με τη Γραμματεία					
Οι ώρες λειτουργίας της Γραμματείας διευκολύνουν την τηλεφωνική επικοινωνία των φοιτητών με τη Γραμματεία					
Το προσωπικό της Γραμματείας γνωρίζει πολύ καλά το αντικείμενο εργασίας του και τις αρμοδιότητές του					
Το προσωπικό της Γραμματείας είναι έμπειρο και άριστα καταρτισμένο για την επιτυχή εκτέλεση των καθηκόντων τους					
Το προσωπικό της Γραμματείας εξυπηρετεί τον φοιτητή με την ίδια ποιότητα παροχής υπηρεσιών σ' όλο το χρονικό διάστημα φοίτησης του					
Το προσωπικό της Γραμματείας έχει την κατάλληλη εκπαίδευση για να εξυπηρετήσει γρήγορα και αποτελεσματικά τον κάθε φοιτητή					
Το προσωπικό της Γραμματείας παρέχει έγκυρες και αξιόπιστες πληροφορίες στους φοιτητές για θέματα συναφή με τις σπουδές τους					
Το προσωπικό της Γραμματείας διατηρεί ηλεκτρονικά αρχεία και φυσικούς φακέλους με τα στοιχεία των φοιτητών και την πορεία τους στο ΠΜΣ διασφαλίζοντας με άριστο τρόπο τα προσωπικά δεδομένα					
Η ποιότητα της εξυπηρέτησης που προσφέρεται από το προσωπικό της Γραμματείας είναι άριστη					
Το διοικητικό προσωπικό δίνει πληροφορίες στους φοιτητές σχετικές με τη φοίτησή τους στο ΠΜΣ άμεσα και με σαφήνεια					
Το διοικητικό προσωπικό επιλύει θέματα σχετικά με τη φοίτηση των φοιτητών άμεσα					
Η ιστοσελίδα της γραμματείας είναι φιλική προς τον χρήστη					
Η γραμματεία διαθέτει επάρκεια προσωπικού για να εξυπηρετεί άμεσα τους φοιτητές					
Η γραμματεία διασφαλίζει εμπιστευτικότητα των προσωπικών δεδομένων των φοιτητών					
Η γραμματεία διαθέτει προσωπικό έμπειρο και καταρτισμένο στη διαχείριση των προσωπικών δεδομένων					
Το Πανεπιστήμιο παρέχει στήριξη στους εργαζόμενους της Γραμματείας ώστε να κάνουν σωστά τη δουλειά τους					
Η συμπεριφορά των εργαζομένων στην γραμματεία εμπνέει εμπιστοσύνη και ασφάλεια στους φοιτητές					

Η ποιότητα των ηλεκτρονικών υπηρεσιών που παρέχει η γραμματεία είναι υψηλής ποιότητας και παρέχει το αίσθημα της ασφάλειας στους φοιτητές					
Το προσωπικό της Γραμματείας χειρίζεται με υπευθυνότητα τις υποθέσεις των φοιτητών					
Το προσωπικό της Γραμματείας κατανοεί πολύ καλά τον τρόπο λειτουργίας του ΠΜΣ					
Η γραμματεία διαθέτει ικανοποιητικό ωράριο εξυπηρέτησης των φοιτητών					
Το προσωπικό της Γραμματείας κατανοεί τις ανάγκες και τις απαιτήσεις των φοιτητών					
Το προσωπικό της Γραμματείας διαθέτει διαπροσωπικές και επικοινωνιακές ικανότητες για να επιλύει προς όφελος των φοιτητών προβλήματα που αντιμετωπίζουν					
Παρακαλώ απαντήστε με βάση την εμπειρία σας με την γραμματεία. 1 Διαφωνώ απόλυτα, 2 διαφωνώ, 3 ούτε διαφωνώ ούτε συμφωνώ, 4 συμφωνώ, 5 συμφωνώ απόλυτα					
	1	2	3	4	5
Η γραμματεία διαθέτει τ' απαραίτητα τεχνολογικά μέσα (e-mail, ιστοσελίδα, φοιτητολόγιο κλπ) τα οποία χρησιμοποιεί για τις απαραίτητες ενέργειες που χρειάζονται να γίνουν για την ομαλή λειτουργία του προγράμματος					
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Το διοικητικό προσωπικό επιλύει θέματα σχετικά με τη φοίτηση των φοιτητών άμεσα					
Η ιστοσελίδα της γραμματείας είναι φιλική προς τον χρήστη					
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Το προσωπικό της Γραμματείας κατανοεί τις ανάγκες και τις απαιτήσεις των φοιτητών					
Το προσωπικό της Γραμματείας διαθέτει διαπροσωπικές και επικοινωνιακές ικανότητες για να επιλύει προς όφελος των φοιτητών προβλήματα που αντιμετωπίζουν					

Δημογραφικά

1. Φύλλο

Αντρας	
Γυναίκα	

2. Ηλικία

22-24	
25-30	
31-35	
35 και άνω	

3. Έχετε παρακολουθήσει άλλο μεταπτυχιακό πρόγραμμα ;

Ναι	Όχι

4. Με πόσα άτομα από τη Γραμματεία του Τμήματος έρχεστε σε επαφή κατά τη διάρκεια των μεταπτυχιακών σας σπουδών

Μόνο με άτομο που υποστηρίζει διοικητικά το ΠΜΣ	Με το άτομο που υποστηρίζει διοικητικά το ΠΜΣ και με άλλους υπαλλήλους της Γραμματείας

5. Πόσο συχνά έρχεστε σε επαφή με τη Γραμματεία του ΠΜΣ και του Τμήματος για θέματα που σας αφορούν

	Καθόλου	Λίγο	Αρκετά	Πολύ	Πάρα πολύ
5.1. Με το άτομο που υποστηρίζει διοικητικά το ΠΜΣ					
5.2. Με άτομα από τη Γραμματεία του Τμήματος					

6. Πόσο συχνά ενημερώνεστε

	Καθόλου	Λίγο	Αρκετά	Πολύ	Πάρα πολύ
--	---------	------	--------	------	-----------

6.1. από το άτομο που υποστηρίζει διοικητικά το ΠΜΣ για θέματα που αφορούν το ΠΜΣ					
6.2. από μέλη της Γραμματείας του Τμήματος για θέματα που αφορούν το ΠΜΣ					

7. Κατά την άποψή σας πως θα αξιολογούσατε τη διοικητική οργάνωση και λειτουργία του ΠΜΣ

Πολύ κακή	Κακή	Ούτε κακή / ούτε καλή	Καλή	Πολύ καλή

Semi structured Interview

1	Έχει την δυνατότητα ο/η προϊστάμενός/-μένη να αντιληφθεί ένα πρόβλημα όταν αυτό προκύπτει στο εργασιακό περιβάλλον?
2	Ο/Η προϊστάμενος/-μένη επιδιώκει να βοηθήσει μέλη της πανεπιστημιακής κοινότητας; (υφισταμένους και φοιτητές); Ενδιαφέρεται για την ευζωία και την επιτυχία των μελών της πανεπιστημιακής κοινότητας; (Growth) (VALUES PEOPLE)
3	Πιστεύετε ότι ο/η προϊστάμενος/-μένη σας, σας εμπιστεύεται? Έχετε τον σεβασμό του/της? Αναγνωρίζει τις ανάγκες σας? Λαμβάνει υπόψη του τις προτάσεις και τις ιδέες σας? (Listening)(VALUES PEOPLE)
4	Εάν ο/Η προϊστάμενός/-μένη σας αναγνωρίζει τις ανάγκες σας, πιστεύετε ότι θα κάνει ότι μπορεί για να σας βοηθήσει να τις ικανοποιήσετε, ακόμα και αν αυτό σημαίνει ότι θα χρειαστεί να υπερβεί τα στενά όρια του καθήκοντος; (Altruistic calling) Θα στρεφόσασταν στον/στην προϊστάμενό/-μένη σας για να σας βοηθήσει με ένα προσωπικό σας ζήτημα; (Emotional healing) (VALUES PEOPLE)
5	Πιστεύετε ότι ο/η προϊστάμενος/-μένη είναι υποστηρικτικός/-ή ως προς την επαγγελματική εξέλιξη των υφισταμένων του/της? Ενθαρρύνει τους υφισταμένους του/της να συμμετέχουν στις δράσεις της πανεπιστημιακής κοινότητας? (DEVELOPS PEOPLE)
6	Πιστεύετε ότι μέσα από μια αντιπαράθεση, ο/η προϊστάμενος/-μένη έχει τη δυναμική να μετατρέψει τη σύγκρουση απόψεων σε μια ευκαιρία για ανάπτυξη και μάθηση? Πιστεύετε ότι ο/η προϊστάμενος/-μένη συμπεριφέρεται με τον ίδιο τρόπο που θα ήθελε να του/της συμπεριφέρονται? Πιστεύετε ότι ο/η προϊστάμενος/-μένη έχει τη δυναμική να χρησιμοποιήσει την εξουσία του/της για να ωφελήσει τους υφισταμένους του/της? (DEVELOPS PEOPLE)
7	Δίνει ο/η προϊστάμενός/-μένη τη δυνατότητα να διαχειριστεί ο/η υφιστάμενος/-μένη καταστάσεις όπως κρίνει αυτός/-ή? Ενθαρρύνει τους υφιστάμενους σε συνεργασία, παρά σε ατομική απασχόληση? Καλλιεργεί κλίμα ενότητας και συνεργασίας? (BUILDS COMMUNITY)
8	Πιστεύετε ότι ο/η προϊστάμενός/-μένη θα διακύβευε τον κώδικα ηθικής και δεοντολογίας προς χάριν της οποιας επιτυχίας; (DISPLAYS AUTHENTICITY)
9	Πιστεύετε ότι ο/η προϊστάμενος/-μένη έχει σαφή αντίληψη της στοχοθεσίας του οργανισμού? Πιστεύετε ότι ο/η προϊστάμενος/-μένη είναι υπόλογος/-η ως προς την επίτευξη των εργασιακών στόχων που έχουν τεθεί? (PROVIDES LEADERSHIP)
10	Πιστεύετε ότι ο/η προϊστάμενος/-μένη χρησιμοποιεί πειθώ για να επηρεάσει τους υφισταμένους του, αντί να τους επιβληθεί ή να τους εξαναγκάσει? Πιστεύετε ότι ενθαρρύνει τους υφισταμένους του/της να ασκήσουν ηγεσία? (SHARES LEADERSHIP)

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