

**A CORRELATIONAL STUDY OF SERVANT LEADERSHIP AND TEACHER
JOB SATISFACTION IN A PUBLIC EDUCATION INSTITUTION**

by

Roger Adam McKenzie

A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Management in Organizational Leadership

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Abstract

Public education leaders must be aware of teacher job dissatisfaction in educational settings to increase teacher retention. The quantitative research study with a correlational design determined (a) the extent that teachers perceive servant leadership behaviors in a public education setting, and (b) the relationship between perceptions of servant leadership behaviors and teacher job satisfaction. A sample of 115 full-time teachers from seven high schools in the Rocky Mountain Region of the U.S. completed the Organizational Leadership Assessment (OLA) instrument. Results demonstrate a positive correlation between perceptions of servant leader behaviors and teacher job satisfaction in a public school district. Implications for educational leadership include developing servant-minded principals who can build a servant oriented climate within the public education system.

Dedication

To Jill, my only love, you have always maintained faith in our ability to complete this journey. Your willingness to support me when times were difficult showed your unconquerable spirit to engage the waterfall and proceed into calmer waters. I often quietly wondered if I could continue, but you gave me the courage to endure not only through this doctoral process, but through life. My love for you has grown greater than I ever could have imagined. You are the epitome of a servant leader. Thanks for rowing with me. I also dedicate my work to my mentors, coaches, peers, friends and especially family who enlightened my mind and gave me the physical, mental, and spiritual nourishment I needed along the way. Thank you for your unconditional devotion and support.

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Chapter 1: Introduction

A significant factor regarding job satisfaction for teachers is the relationship with the principal (Quinn & Andrews, 2004). Porter, Wrench, and Hoskinson (2007) identified several different principal behaviors which increase job satisfaction with teachers, including supportive interpersonal interactions, positive temperament, and effective communication skills. Cherubini (2007) and Yost (2006) assert that supportive leadership qualities which include humanistic factors such as listening, mentoring and providing meaningful feedback, leads to increased teacher satisfaction improving the overall quality of public education.

The theoretical framework for the current study integrates servant leadership (Greenleaf, 1977) into the public education environment, which provides the leadership model that may be related to job satisfaction among teachers. Although recommendations to use servant leadership in organizational settings were first proposed by Greenleaf in the 1970s, important research regarding servant leadership in education were not conducted until recently. Empirical studies demonstrated a correlation between servant leadership and job satisfaction (Amadeo, 2008; Miears, 2004; Swearingen, 2004), in several different organizational settings. One specific study examined the relationship between servant leadership and job satisfaction among teachers in a religious education organization (Anderson, 2005). Although the results demonstrated a positive correlation, the research was specific to a private religious organization and did not examine elements of servant leadership and their relationship to teacher job satisfaction in a public school district.

The current doctoral dissertation study broadens the examination of the relationship between servant leadership and job satisfaction to a different population and setting than previously investigated. McCreight (2000) reported the impact of teacher shortage is greatest in urban public education settings, specifically in the areas of science, math, elementary education, special education, and bilingual education. Byrd (2002) evaluated the significant impact of teacher attrition and its relationship to a lack of principal involvement. According to Baker (2007), Huysman (2008), Scheib (2006), and Tai, Qi Liu, and Fan (2007), many teachers are not satisfied with their jobs and the level of support experienced in their place of employment. The level of expectations required of teachers is a significant concern regarding job satisfaction as well as pay and benefits (Crocco & Costigan, 2006; Guarino, Santibañez, & Daley, 2006). The demands placed on teachers affect not only the quality of education in the classroom, but the satisfaction teachers experience as a result of their chosen profession (Gardner, 2010; Mihalas, Morse, Allsopp, & Alvarez, 2009; Piotrowski & Plash, 2006).

Guarino et al. (2006) proposed that leaders in education who have opportunities to build strong, collaborative environments in schools are most successful. Collaborative practices that invite change and allow educators to overcome challenges and find answers to their concerns is of great importance (Beatty, 2007). This quantitative correlational study reveals if servant leadership behaviors are present in public education settings and determines if servant leadership behaviors influence teacher job satisfaction.

This study is significant because it evaluates new knowledge regarding specific servant leadership behaviors in a public educational setting. Findings from this study reveal a significant relationship between perceptions of servant leadership characteristics

and teacher job satisfaction. This information will help increase leadership effectiveness which could assist principals and may increase teacher retention. Increasing positive leadership characteristics could increase job satisfaction among teachers and improve teacher effectiveness. Chapter 1 presents an explanation of the problem statement, background information, purpose, significance of the study, nature of the study, research questions and hypotheses, theoretical framework, definitions, assumptions, scope and limitations, and delimitations.

Background of the Problem

Teacher retention is not a new subject of concern; however, current shortages in teaching positions are of great concern throughout many parts of the United States. Difficulties surrounding quality teacher retention were seen as early as 1980 (Ingersol, 2001a). Overall, however, there is a persistent increase in attrition among teachers due to increasing teacher workloads and a lack of support from school administration (Kent, Feldman, & Hayes, 2009). Cruzeiro and Morgan (2006) acknowledged the increased demands placed on educators, expanding accountability, and increasing consumer expectations as indicators that could lead to teacher attrition. The shortage of quality full-time teachers is expected to become more evident over the next several years (Boe, Cook, & Sunderland, 2008).

A lack of teacher job satisfaction contributes to organizations which have low productivity and morale decreasing teacher retention (Huysman, 2008). Low pay and poor working conditions have also been cited as contributing to teacher attrition (Jalongo & Heider, 2006). Nationally, up to 33% of teachers leave the profession within the first 3 year of teaching and up to 50% leave by the fifth year (Baker, 2007; Bartholomew, 2007;

Murnane & Steele, 2007; Schwartz, Wurtzel, & Olson, 2007; Yost, 2006). These national educational outcomes cost \$5 billion dollars a year to replace teachers who have dropped out of the system (Cavanagh, 2005).

McLeskey and Billingsley (2008) reported that the shortage of quality teachers will have a significant impact on the quality of education received by students. The population growth in the United States alone could invite an increase in teachers; however, without providing effective leadership for new teachers, there may be more children left behind than expected (McKinney, 2008). The number of teachers graduating from education programs is insufficient to provide what is needed in order to fill the need for teachers in every state (Guarino et al., 2006). Murnane and Steele (2007) also discovered that maintaining a sufficient number of teachers is increasingly more difficult because of new requirements in education. Many new teachers are entering the work force without the anticipation of making teaching a career (Schwartz et al., 2007). Educational leaders require additional information regarding teacher job satisfaction in order to increase teacher retention.

Dissatisfaction among teachers and a lack of retention is also related to the stipulations required for teachers to create better overall outcomes through creating higher test scores for students (Crocco & Costigan, 2006). Low salaries and unsatisfactory working conditions have contributed to teacher attrition. Teachers also attribute poor working environments as the rationale for not pursuing full-time employment (Hampton, Peng, & Ann, 2008). Cost cutting in educational settings prevents teachers from improving their skills which decreases a teachers' desire for longevity within the organization (Williams, 2006). Many teachers within the United

States feel that their work environments are unacceptable and are in severe need of improvement (Belfiore, Auld, & Lee, 2005). Unhealthy relationships among professionals in educational settings also contribute to unproductive work environments (Quinn & Andrews, 2004).

The negative or positive influence principals have with teachers is also connected to teacher retention. A principal's level of support with teachers is an important factor in establishing a synergistic and supportive work environment that invites change and improvement with teachers (Carr & Evans, 2006). Teachers who perceive a high level of support from their principals report a favorable work environment positively impacting teacher retention (Otto & Arnold, 2005). New teachers need a supportive and productive environment and often feel an increased need to be led by effective principals and mentors. This compassionate style of leadership contributes to greater teacher retention (Greiner & Smith, 2006). Understanding and supportive leaders have a direct effect on teacher retention which increases positive levels of job satisfaction in educational settings (Otto & Arnold, 2005).

Teachers are often presented with difficult working conditions and environments and are negatively impacted when they do not receive recognition for their effort in providing top education within difficult surroundings (Thompson, 2002; Watkins, 2005). Monk (2007) reported that work environments directly impact the level of job satisfaction for teachers. The assertion that work environments impact the level of job satisfaction among teachers was confirmed by Copeland (2007). Nguni et al. (2006) identified positive work environments as an essential factor leading to increased job satisfaction among teachers. Environmental factors also contribute to the quality of education

students receive. Dissatisfaction among teachers leaving the workforce negatively impacts the number of individuals who may desire to pursue a career in education (Ingersol, 2001a).

The quality of leadership in educational environments is a critical factor in sustaining and maintaining an effective teaching workforce (Quinn & Andrews, 2004). The influence of leadership is also crucial in providing an atmosphere where teachers feel welcome and that their skills are needed and appreciated (Otto & Arnold, 2005). Principals play a crucial role in teacher retention and directly affect the job satisfaction of teachers. Hamilton (2007) reported a positive relationship between teachers' perceptions of leadership behaviors and teacher retention. Educational leaders who maintain positive relationships with teachers have an acute level of awareness for others increasing subordinates positive view of their employment (Daresh, 2007). Creating a positive culture, while promoting organizational values, positively influences relationships among stakeholders (Williams, 2006).

According to Groves, McEnrue, and Shen (2008), there is a need within organizations to explore the relationship between leaders and subordinates. Identifying the variables that improve an organizational culture is significant. Changing organizational environments, and globalization and competition within the market-place, add even more challenges to the demands of leaders in any environment (Heames & Harvey, 2006). Even small organizations benefit from improved leader characteristics and relationships in order to handle the many challenges they confront (Muse, Rutherford, Oswald, & Raymond, 2005). Many companies investigate the importance of practical managerial skills such as time management, leader's style and motivational

abilities (Cardenas & Crabtree, 2009; Chen, 2006; Hawkins & Dulewicz, 2007).

However, there seems to be more to effective leadership than organizational skills.

According to Anderson (2005) and Miers (2004), servant leadership provides the most successful leadership style in promoting effectiveness within educational organizations.

Statement of the Problem

The need to retain teachers is not only a concern for the United States but has been identified as a challenge internationally (Changying, 2007; Chapman & Mulkeen, 2006; Cobbold, 2007; Cunningham, 2006; DeJaeghere, Rhodes & Brundrett, 2006; Santoro & Reid, 2006). A lack of teacher job satisfaction contributes to organizations which have low productivity and morale decreasing teacher retention (Huysman, 2008). Principals who are not supportive of teachers strongly influence teacher job satisfaction and retention (Huysman, 2008; Marston et al., 2006). Roth and Tobin (2005) reported that 50% of new teachers will leave the profession within 5 years of employment and 33% will leave within their first year (Hill, Peltier, & Thornton, 2005). The general problem is job dissatisfaction among teachers contributes to a lack of teacher retention and contributes to a high rate of turnover (Ingersoll & Smith, 2003). Teacher retention directly impacts the quality of education provided to students nationally and internationally (Cunningham, 2006; Murnane & Steele, 2007).

The specific problem is principals in educational settings are contributing to the dissatisfaction among teachers (Huysman, 2008). The quality of leadership demonstrated in educational settings is responsible for creating positive environments for teachers. Utilizing leadership skills is required in order to maintain an adequate and sustainable workforce (Girard, 2000; Miers, 2004; Thompson, 2002). According to Greenleaf

(1970), servant leadership is an appropriate leadership approach for educational organizations. The principles of servant leadership are responsible for increasing the levels of job satisfaction in organizations (Thompson, 2002). Thompson (2002) also noted that leaders who demonstrate the characteristics of servant leadership experience higher levels of job satisfaction from subordinates. Servant leadership may be essential for increasing job satisfaction among teachers.

The quantitative research study involved an assessment regarding the presence of servant leadership behaviors in a public school district as perceived by full-time teachers. A correlational research design was used to assist in determining the relationship between perceived servant leadership behaviors and job satisfaction based on data collected from full-time teachers. School District X includes nine high schools and is located in the Rocky Mountain Region of the United States.

Purpose of the Study

The purpose of the quantitative correlational study was to ascertain correlations between full-time teachers' perceptions of servant leadership behaviors exhibited by their superiors in the workplace and the impact of servant leadership behaviors on teacher job satisfaction within nine public high schools (10-12) of School District X located in the Rocky Mountain Region of Utah. The independent variable, perceptions of servant leadership characteristics in a public education environment, and the dependent variable, job satisfaction among full-time teachers, was measured through one validated tool, Laub's (1999) Organizational Leadership Assessment (OLA, educational version) survey. A 5-point Likert-type format is used in the OLA and is designed to examine the level of servant leadership perceived within an organization in conjunction with employee job

satisfaction. Six constructs of servant leadership are examined as part of the OLA survey: values people, develops people, builds community, displays authenticity, provides leadership, and shares leadership (Laub, 1999). All of the constructs were examined as part of the correlational analysis. A sample of 360 full-time teachers was sought among the general population of high schools within School District X. The quantitative correlational research design was appropriate for the study because the variables in the study could not be manipulated or controlled. The research design specifically addresses the research question regarding the relationship between the two variables.

Significance of the Problem

Examining the many challenges associated with the inconsistencies regarding the shortage of teachers, including teacher retention issues corresponding to job satisfaction, involve creative ideas. These ideas involve the heightened awareness of executive leadership. This study contributes to the body of knowledge regarding effective leadership in educational environments, specifically public education organizations. Results from this study provide information regarding the relationship between perceptions of servant leadership behaviors and job satisfaction among teachers. The outcomes of this study increase understanding regarding how to build and sustain a healthy educational environment.

Limited research on the topic of servant leadership in educational settings and negligible research regarding servant leadership and job satisfaction among teachers were discovered after a comprehensive evaluation of peer-reviewed literature. Previous empirical research examined the significance of servant leadership in several different organizations such as health care (Amadeo, 2008; Cunningham, 2003; Swearingen,

2004), organizations in the public and private sector (Hebert, 2003), for-profit organizations (Arfsten, 2006), business (Kell, 2010), and law enforcement (Ledbetter, 2003). Only four research studies included an assessment of the correlation of servant leadership to public and religious education (Anderson, 2005; Cerit, 2009; Miers, 2004; Thompson, 2002). Anderson (2005) discovered evidence of servant leadership in religious educational settings. Cerit (2009) examined the significance of servant leadership and teacher job satisfaction among international schools. Miers (2004) evaluated and reported a positive relationship between servant leadership and job satisfaction among teachers within a Texas public school organization. Thompson (2002) also reported a positive relationship between servant leadership and job satisfaction among employees at a Christian-based college. Thompson's recommendations include future research in public and private organizations by increasing the sample size.

Significance of the Study. The current correlational study extracted empirical data on teachers' perceptions of servant leadership behaviors exhibited by the teacher's current principal in a public education organization in the Rocky Mountain Region of the United States. The OLA instrument was administered to a sample population of full-time teachers distinguished by length of employment. Based on previous research, the OLA survey was used because of its established reliability within different organizations (Irving, 2005; Laub, 1999; Ledbetter, 2003; Thompson, 2002). The outcomes of this study provide information regarding how the degree of servant leadership demonstrated by principals in a public school district relates to job satisfaction among teachers. The six characteristics of servant leadership were evaluated regarding their relationship to job satisfaction. The outcomes of this study are beneficial to educational leadership for

promoting an organizational culture that cultivates job satisfaction among teachers. The knowledge derived also assist in reducing teacher shortages and could increase retention of teachers while improving the quality of public education.

Significance of the Study to Leadership. This study produced empirical data and implications for academia in leadership and management. Several different empirical studies exist on leadership indicating that references to servant leadership are increasing; however, few studies have incorporated an examination of servant leadership in public or private education (Anderson, 2005). The contributions of empirical data were made to the emerging theory of servant leadership are significant and lead to an increased understanding of the effectiveness of leadership in education. Since there seems to be a significant relationship between particular servant leadership behaviors and job satisfaction among teachers in previous studies, the data from this study adds to the foundation of knowledge that already exists.

Educational institutions may consider servant leadership as a critical leadership model for leaders in education. Positively influencing organizational culture and work environments may require the development of leadership behaviors that are consistent with servant leadership in educational institutions. The results of this correlational study have implications for leadership development and training in the field of education. The findings of this study could also be used by boards of education and human resource personnel in order to evaluate applicants for leadership positions which require servant leadership behaviors in order to promote teacher job satisfaction.

Nature of the Study

The primary goal of this study is to evaluate the presence and degree of servant

leadership behaviors exhibited by principals in a public education institution. A secondary goal is to examine the relationship between full-time teachers' perceptions of leadership characteristics in an education environment and measure the level of job satisfaction reported by the same participants. This study includes responses from full-time teachers. All participants work at one of nine public high schools located in the Rocky Mountain Region of the United States.

Overview of the Research Method. The data retrieved from the research provided answers to the research questions and were retrieved by using a survey-based, quantitative, nonexperimental correlational design. According to Gall, Gall, and Borg (2003), correlational research involves ascertaining both the direction and degree of the associations among variables without changing the variables. Even though an experimental design would establish cause and effect outcomes, this study involved a correlational design which evaluated potential causal factors regarding relationships among variables (Gall, Gall, & Borg, 2003). According to Creswell (2002), a correlational design is appropriate for “identifying the type of association, explaining complex relationships of multiple factors that explain an outcome, and predicting an outcome from one or more predictors” (p. 379). In order to discover the presence and degree of relationships within this study, multiple correlations between the independent and dependent variables were examined.

Overview of the Design Appropriateness. According to Creswell (2002), correlational research design is quantitative research. The quantitative research method was appropriate for this study because the method was suitable for providing numerical data that is appropriately representative of the social milieu (Gall, Gall, & Borg, 2003).

The extent of a relationship and association between variables was mathematically evaluated with data collected from the Likert-type scale responses on the survey.

Laub's (1999) Organizational Leadership Assessment (educational version) is the survey instrument employed in the study. The OLA utilizes six component variables in order to extract findings regarding the full meaning of servant leadership as well as job satisfaction. A Likert-type scale is used in the OLA by using statements in order to evaluate relative degrees of similarity with the responses. Data were collected regarding teacher's perceptions of specific leadership characteristics in the workplace along with their degree of job satisfaction. Full-time teachers were randomly selected to participate in the study. The participants who consented to be involved in the study were guaranteed anonymity and the data from the surveys was aggregated.

Research Questions

This study examined the extent that servant leadership is applied by superiors in a public education setting as perceived by full-time teachers. Six specific characteristics of servant leadership were measured: (a) values people, (b) develops people, (c) builds community, (d) displays authenticity, (e) provides leadership, and (f) shares leadership (Laub, 1999). The degree of job satisfaction among full-time teachers was also assessed.

The following research questions gave direction to the study:

1. To what extent do full-time teachers employed within nine secondary education organizations of School District X, a public education organization located in the Rocky Mountain Region of the United States, implement specific principles of servant leadership, as measured by the educational version of the Organizational Leadership Assessment (Laub, 1999), in their occupation?

2. To what extent does full-time teacher's perception of their superior's implementation of the principles of servant leadership affect the full-time teacher's level of job satisfaction?

3. Are there differences in the perceptions of servant leadership based on the length of employment of full-time teachers in the organization (e.g., teachers with less than one year, one to five years, six to ten years, eleven to fifteen years, sixteen to twenty years, and twenty years or above of full-time employment)? Do demographic factors such as age, gender, and length of employment within School District X, have an effect on the relationship between perceptions of servant leadership and job satisfaction?

Hypotheses

The outcomes of this study evaluated three hypotheses. Each hypothesis was based on a corresponding research question. The first hypothesis corresponds with the first research question, which pertains to perceptions of servant leadership in an educational organization. The level of perceived servant leadership in an organization was measured by the OLA instrument (Laub, 1998).

H₁₀: Teacher's implementation of servant leadership behaviors are not perceived at a public education organization by full-time teachers.

H_{1A}: Teacher's implementation of servant leadership behaviors are perceived at a public education organization by full-time teachers.

The second hypothesis addresses the second research question and pertains to whether a relationship is present between perceptions of superior's implementation of servant leadership behaviors and job satisfaction among full-time teachers. According to Amadeo (2008), Hill (2008), and Swearingen (2004), a correlation exists between servant

leadership and job satisfaction. Only three studies have established a positive connection between servant leadership and job satisfaction among teachers (Anderson, 2005; Mears, 2004; Thompson, 2002). The current research study enlarges the knowledge of servant leadership and job satisfaction to a different population and setting than previously examined.

H2₀: No significant correlation exists between perceived superior's implementation of servant leadership and the level of job satisfaction among full-time teachers at nine high schools within School District X in the Rocky Mountain Region of the United States.

H2_A: A significant correlation exists between perceived superior's implementation of servant leadership and level of job satisfaction among full-time teachers at nine high schools within School District X in the Rocky Mountain Region of the United States.

The third hypothesis corresponds to the third research question, which examines the variable of length of employment and the effect this variable has regarding perceived superior's implementation of servant leadership behaviors and job satisfaction. Greiner and Smith (2006) reported the perceptions of leadership differ depending on the length of employment among full-time teachers. Carr and Evans (2006) discovered the importance of principal leadership as a factor affecting job satisfaction at all levels of employment among teachers.

H3₀: No significant differences exist regarding perceptions of superior's implementation of servant leadership behaviors based on the length of full-time employment for teachers (e.g., teachers with less than one year, one to five years, six to

ten years, eleven to fifteen years, sixteen to twenty years, and twenty years or above of full-time employment).

H3_A: Significant differences exist regarding perceptions of superior's implementation of servant leadership behaviors based on the length of full-time employment for teachers (e.g., teachers with less than one year, one to five years, six to ten years, eleven to fifteen years, sixteen to twenty years, and twenty years or above of full-time employment).

Theoretical Framework

According to George (2002), the meaningful construction of data interpretation is produced through relevant theoretical frameworks in research studies. The interpretations of data can provide an understanding regarding the purpose and potential outcomes of the research under investigation. Creswell (2002) identified the importance of a theory in quantitative studies as offering a prediction and explanation of relationships between the independent and dependent variables. The significant variables in the study will be servant leadership and teacher job satisfaction. The study was guided by three consequential areas of literature: servant leadership, emotional intelligence in education, and job satisfaction.

Servant Leadership

Servant leadership was an essential theoretical constituent in the study. Robert Greenleaf first developed and explained the concept of servant leadership in the 1970s as an emerging theory that had a significant religious component. Greenleaf (1977) proposed servant leadership as a theory that could be utilized in diverse organizations including social services, health, government, business, and academics. Servant

Leadership can be used as an instrument for creating values within these different institutions.

Transforming organizational culture within educational settings begins with the capabilities of leaders in education. Creating an ethical and caring organizational culture is one of the purposes of the servant leadership model (Greenleaf, 1977). In contrast with traditional power models of leadership, the servant leadership model incorporates and invites interdependence and cooperation. According to Howatson-Jones (2004), service, empowerment, mutual trust, and authenticity are the basic elements of servant leadership.

The four primary aspects of servant leadership are applicable to the education environment and are based on compassion, understanding, and relational connectivity (Baxter, 2008). Carrington, Tymms, and Merrell (2008) and Haughey (2007) asserted that teachers are role models for the rising generation and can greatly influence students based on ethical and moral behaviors. Sun (2004) identified authenticity as a fundamental characteristic to leadership in education.

Emotional Intelligence in Leadership

Since 1990, emotional intelligence, which has been identified as the degree of interpersonal and intrapersonal awareness a leader exhibits, is recognized as an important factor regarding effective leadership and creating adaptive organizations. Emotional intelligence correlates with the principles found in servant leadership (Flores & Tovar, 2008). According to Williams (2008), even the overall health in educational settings can improve when leaders exhibit high levels of emotional intelligence which can lead to increased trust and employee job satisfaction. Within the past several years, Goleman,

Boyatzis, and McKee (2003) have provided information that demonstrates that leaders' emotions and their level of effectiveness with others are related.

Studies have demonstrated that leaders who possess positive leadership traits are more satisfied with themselves and demonstrate a significant influence with those they work with (Scott-Halsell, Shumate, & Blum, 2008; Stefano & Wasylshyn, 2005). Educators who possess positive leadership behaviors are more likely to create organizational cultures where teachers exhibit higher levels of job satisfaction, work better together in teams, and have higher retention rates (Greenlee & Brown, 2009; Schoo, 2008).

Providing leaders in education with the opportunity to learn how to utilize emotional intelligence could benefit teachers and educational institutions as a whole (Abraham, 2006; Eren, Ergun, & Altintas, 2009; Nielsen, Randall, Yarker, & Brenner, 2008; Rafferty, 2008). Teachers who are able to examine their own level of awareness will be able to increase the amount of job satisfaction that exists in the work-place (Stringer, 2006). According to Smith and Penney (2010) and Tucci (2008) leadership training must be ongoing in order to develop successful leadership competencies over time which could increase job satisfaction and staff retention.

Whitmore (2004) asserted that being an effective leader “will be the key for successful future leaders and managers regardless of their line of business” (p. 5). A principal's demonstration of leadership skills such as self-awareness, self-management, social awareness, and relationship management can lead to an improved organizational atmosphere (Kelly, 2007; Tiuraniemi, 2008). Emotional intelligence is also directly related to performance which increases job satisfaction and retention (Crump, 2008;

Hawkins & Dulewicz, 2007). The emotionally intelligent leader as described by Goleman is synonymous with the servant leader. Emotional intelligence, which integrates many aspects of servant leadership, could be a significant leadership model for the educational environment.

Job Satisfaction

A significant amount of teachers working in educational settings report being dissatisfied with their employment (Scheib, 2006). Ingersoll (2001a) reported inadequate pay, inadequate administrative support, and student discipline challenges as reasons for teacher job dissatisfaction. A significant amount of educational literature regarding the topic of teacher job satisfaction refers to principal leadership as an important influencing factor. According to Carr and Evans (2006), principals who provide an environment of support and compassion can make a positive difference for teachers regarding their work experience. When teachers perceive an environment of support from principals, their level of job satisfaction increases (Otto & Arnold, 2005). Other variables influence job satisfaction among teachers; however, servant leadership positively correlated with job satisfaction among educators (Anderson, 2005; Miers, 2004; Thompson, 2002) and among employees in other lines of employment (Amadeo, 2008; Arfsten, 2006; Kell, 2010). Applicable studies regarding job satisfaction among teachers and the significant role of principal leadership characteristics, including servant leadership behaviors, were examined in the literature review.

Definition of Terms

According to Creswell (2002), operational definitions identify how variables are defined, measured, or assessed in a study or the defining of terms that may be unfamiliar

to the general audience. Definitions explain common terms used in the study that are familiar to the research being presented. The subsequent terms will have operational use in the study and will assist in the process of data evaluation.

Leadership: A process in which an individual has a vision, inspires others, and builds relationships based on interpersonal skills bringing about organizational achievement (Bolman & Deal, 2003). Northhouse (2004) described leadership as a significant relational process that influences. Leadership also occurs in a group context, and involves attaining a specific goal.

Leadership behavior: The discovery and self-examination of individual values and ethics, effective communication, recognition and willingness to change, motivating and inspiring others, and self-reflection (Kouzes & Posner, 2002).

Organizational Leadership Assessment (OLA): The OLA is a validated survey instrument developed by Laub (1999) and is used to identify servant leadership characteristics and job satisfaction.

Self-awareness: The ability to understand one's strengths and weaknesses, recognize capabilities, and have the insight to invite self-worth, and engage in self-reflection (Goleman, Boyatzis, & McKee, 2003).

Servant leadership: A leadership model that involves: increased service to others, a systemic approach to organizations, inviting a sense of community within the organization as well as without, sharing of power and collaborative decision making (Spears, 1995). Spears identified servant leadership as "a long-term, transformational approach to life and work, in essence, a way of being that has the potential for creating positive change throughout our society" (p. 4).

Assumptions

When research is conducted, the least amount of assumptions is the most favorable approach (Locke, 2003). The assumption in this study was participants will respond to the questions in the Likert-type survey with the highest level of honesty. The completion of the OLA instrument required self-assessment and self-reporting before data was retrieved. The assurance that confidentiality was maintained was a significant factor regarding the participant's accuracy on the survey (Laub, 1999). All completed surveys were self-administered by participants and excluded third party involvement of any personnel within the organization. This process ensured participant's confidence of privacy.

Scope and Limitations

The intention of the quantitative correlational research study was to determine the degree of servant leadership behaviors in an educational organization. A second purpose involved evaluating the relationship between the perceived presence of servant leadership characteristics in the educational environment and job satisfaction among full-time teachers. The methodological process of the study gathered survey data from randomly selected teachers employed at nine secondary education institutions within one public school district in the Rocky Mountain Region of the United States. The study assessed the behaviors characteristic of servant leadership not connected with other leadership theories outside the scope of the study. External factors regarding servant leadership characteristics that could be associated to job satisfaction among teachers were not taken into account in the study. The information gathered from the sample was generalized to the full-time teacher population at nine public secondary schools. The results of the study

may be pertinent to other populations of teachers in educational settings with similar characteristics.

The sample surveyed in the research study involved full-time teachers employed in one of nine public high schools within School District X in the Rocky Mountain Region of the United States. The sample size, setting, and population are limitations of the study. Because the sample included full-time teachers, relating the outcomes to other populations within the realm of education was not appropriate. Generalizing the findings to teachers employed in private institutions, nonprofit organizations, or different regions of the United States was not acceptable because of cultural and demographic factors. Because the majority of the sample was female, the study was limited by the gender distribution of the sample which is consistent with the demographics of females employed as teachers, of which is 76% (U.S. Department of Education).

Since limitations exist regarding survey and correlational research, the nonexperimental correlational study was subject to associated limitations. The following are limitations associated with the study: the number of voluntary participants who agreed to participate in the study, the number of participants who completed the survey in its entirety, and the level of honest responses provided by the participants in the study. The request for subjects to take the survey was also a limitation based on the random selection of teachers assigned by the research department of the school district. Although studies by Laub (1999), Miers (2004), and Thompson (2002) determined that the OLA survey tool has a high level of reliability, the OLA was a potential limitation.

Delimitations

Sample size limits the ability to generalize research findings to settings and populations that are different from settings and populations in the research study. Such limits are imposed on the research design. The primary focus of the study is perceptions of full-time teachers regarding characteristics associated with servant leadership in secondary educational settings. The self-reported job satisfaction of full-time teachers is the significant organizational outcome of interest within the study. The participants were randomly selected from nine public high schools within School District X in the Rocky Mountain Region of the United States.

Summary

Chapter 1 presented the problem of the shortage of teachers in the United States, associated contributing factors, and potential concerns for the future. One of the major components contributing to the level of teacher attrition was identified as job satisfaction (Baker, 2007; Huysman, 2008). The proposed leadership model for principals and teachers is servant leadership. Servant leadership behaviors such as values people, develops people, builds community, displays authenticity, provides leadership and shares leadership (Laub, 1999), may demonstrate a relationship to increased job satisfaction among full-time teachers. A priority of the study will be to evaluate the direction and degree of the correlation between perceptions of servant leadership in educational institutions and job satisfaction among full-time teachers.

A nonexperimental, quantitative correlational design facilitated the relationship between perceived servant leadership behaviors and job satisfaction with full-time teachers. The primary objective of this study was to provide valid, empirical data that will

produce original knowledge applicable to the field of leadership specifically to high school principals. The study determined that a relationship exists between specific leadership characteristics and job satisfaction. Principals could incorporate the information into practice by creating a new organizational culture. Enhancing communication, improving teacher job satisfaction, and positively increasing the level of organizational outcomes will improve the quality of education received by students. Chapter 2 offers an inclusive review of historical and peer-referenced research literature regarding servant leadership, emotional intelligence, and job satisfaction.

Chapter 2: Review of the Literature

An overview of the concerns regarding job satisfaction among full-time teachers in educational organizations as a contributing factor to teacher attrition was provided in Chapter 1. Servant leadership was recommended as a model of leadership wherein significant factors such as values people, develops people, builds community, displays authenticity, provides leadership, and shares leadership (Laub, 1999) could correlate with job satisfaction among teachers. The extent of the relationship between perceptions of principal servant leadership behaviors in an educational organization and job satisfaction among full-time teachers in a public school district in the Rocky Mountain Region of the United States was determined by the quantitative correlational study.

An examination of the pertinent literature relating to important areas of educational leadership, the teaching profession, and job satisfaction were included in Chapter 2. Observations regarding leadership will be evaluated from the perspective of educational leadership followed by a general overview of major leadership theories. Important factors of servant leadership and the applicability of servant leadership in educational settings will then be evaluated. Emotional intelligence and self-awareness regarding leadership as it relates to educational settings, including information regarding the research site, will follow. The concluding area of focus will be an investigation of job satisfaction in educational settings in relation to certain leadership behaviors. Current findings related to the areas of servant leadership, leadership in educational organizations, and job satisfaction among teachers will be included in the discussion.

Title Searches, Articles, Research Documents, and Journals

Peer-reviewed journal articles and dissertations on the topics researched in the study were obtained through multiple electronic databases including ProQuest, EBSCOhost, InfoTrac, ERIC, and UMI ProQuest Digital database. Scholarly books, peer reviewed journal articles, and research documents provided additional sources. Other valuable resources included the libraries at Brigham Young University and Utah Valley University as well as other local libraries. Evidence recently exists regarding the connection between self-awareness, emotional intelligence and leadership contained in multiple articles, research papers and books. Research regarding teacher job satisfaction and principal servant leadership behavior is a current topic of interest within the scholarly and philosophical body of literature and is relevant to educational settings. Teacher retention, job satisfaction, transformational leadership, servant leadership, emotional intelligence, principal, and teacher job satisfaction were several key words and phrases that were most productive regarding online queries.

Values-based Leadership

The impact of leadership within any educational setting is significant. Principals and administrators have a responsibility to be agents of positive change in their organizations, increasing innovation and inviting improved organizational outcomes. Several researchers and scholars assert that leaders in a postmodern society require a values-based foundation to their leadership style to be successful. Covey (1999) contented that effective leadership involves a significant values-based orientation in order to create and sustain effective organizations. Marques (2008) noted that leaders who create an organizational framework of personal growth and interdependence foster an

environment based on cultural and organizational values. Marques' comprehension of values development involves a spiritual component anchored by a leader's ethical mindset. Whitmore (2004) proposed effective leadership entails continued vigilance regarding the creation and sustainability of a shared vision, higher values, and increased corporate social responsibility with subordinates. Dhiman (2008) noted educational leadership is driven by organizational outcomes based on core foundational values. Avolio and Gardner (2005) posited the immense challenges confronting organizations necessitate effective leadership driven by values.

Values are indispensable characteristics of the educational leadership process and are required to educate followers for life (Dhiman, 2008; Northouse, 2004). Lennick and Kiel (2006) regard effective leadership as the ability to increase an understanding of how values are applicable to organizational culture which defines moral intelligence. Dhiman (2007) describes values as providing the highest development of humanistic achievement creating an atmosphere of self-actualization. Values and leadership are entwined. Decision making processes, relational connectivity, and problem solving behaviors are all influenced by the leader's values (Wallace & Rijamampianina, 2005).

Developing a values-based organizational culture requires the utilization of effective leadership behaviors which creates a high level of accountability and responsibility within the organization (Walsh, 2006). Promoting organizational values is impacted by the influence of leaders. According to Northouse (2004), achieving organizational goals, creating a positive organizational culture, and promoting moral intelligence are created in an organization through the example established by leaders. Lennick and Kiel (2006) assert the example of leaders encourage followers to live

according to behaviors modeled by leaders increasing followers' mental ability to evaluate how humanistic principles could be applied to personal values, goals and actions. Tucci (2008) asserted, "The skills and competencies required to manage efficiently and to lead effectively must be developed, fostered, modeled and enabled over time" (p. 31).

Examining the importance of values in leadership is becoming a critical topic in current literature. Leaders who have strong values are seen as protectors of the organization (Reid, 2008; Zhu, 2007). Okpara (2007) determined that employees' productivity is determined by an organizational culture that fosters humanistic values. However, the literature is sparse regarding the application of values in organizations and leadership. Gardner (1990) promoted leaders "keep alive values that are not so easy to embed in laws - our caring for others, about honor and integrity, about tolerance and mutual respect, and about human fulfillment with a framework of values" (p. 77). Marinescu (2007) considered the importance of educational leaders who lead by the heart and who take into consideration every individual with a values-based approach. Rost (1991) asserted the importance of a leader's ability to consider followers' values when developing organizational goals and objectives.

Four values-based leadership theories are transformational, authentic, spiritual, and servant leadership. The four contemporary theories are significant because each include substantive components of morality, ethics, and values (Pierce & Newstrom, 2006). All four theories of leadership integrate service as a foundation for developing effective relationships between leaders and followers (Pierce & Newstrom, 2006).

According to Avolio and Gardner (2005), the four leadership theories are closely related

regarding the paradigm wherein each theory is founded. A brief overview of the values-based theories is examined, evaluating each leadership theory, spiritual, transformational, and authentic within the confines of servant leadership. Based on the literature, a significant relationship exists among the theories with several theoretical interrelated components. An historical overview of Greenleaf's servant leadership theory follows.

Transformational Leadership. The integration of values is also integrated within the modality of transformational leadership (Pierce & Newstrom, 2006). According to Walumbwa, Lawler, and Avolio (2007), transformation leadership involves humanistic values as the central feature in the leadership process. Emery and Barker (2007b) believed transformational leadership produces positive outcomes by increasing follower job satisfaction and organizational commitment. Ruddell (2008) concluded transformational leader behaviors assist organizations in creating a unified conceptualization regarding decisions by creating an organizational mindset based on values within the culture. Smith, Montagno, and Kuzmenko (2004) posited the qualities of servant leadership coincide with transformational leadership theory. Butler (2005) discovered a distinct relationship between transformational leadership theory and empathy in the workplace as also evident in servant leadership theory.

According to Avolio and Gardner (2005), the self-actualization of followers, including developing their own leadership abilities, are developed through both servant leadership and transformational leadership theories. Both servant and transformational leadership theories involve principles of morality (Smith et al., 2004). Barbuto and Wheeler (2006) posited transformational and servant leadership are both efficacious theories involving service. While transformational leadership theory is recognized as an

effective leadership model, servant leadership is in its infancy and is in the process of being proven, heretofore, as a theory.

Though many similarities exist between the two theories, transformational leaders may use conflict as a means whereby followers examine their own values and beliefs versus using collaborative measures to seek consensus (Ciulla, 2003). Although the transformational leadership approach utilizes simplistic measures of decision making, values are the foundational approach to inspire conclusions and are used overtly (Giampetro-Meyer, Brown, Browne, & Kubasek, 1998). Kerfoot (2007) identified pride as a significant concern for any leadership theory. Transformational leaders often display narcissistic traits, skewing the intentions of the leader regarding decision making processes (Giampetro-Meyer et al., 1998). Conversely, the priority of followers are the priority of servant leaders who model empathetic traits regarding decisions making (Greenleaf, 1977) significantly improving organizational culture driven by values (Newman, Guy, & Mastracci, 2009).

Authentic Leadership. Authentic leadership is a concept proposed in recent literature (Avolio & Gardner, 2005). Dhiman (2007) identified authenticity as a critical factor regarding leadership. Authentic leadership is a methodological practice that is demonstrated through ethics and values (Terry, 1993). Krosigk (2007) described authentic leadership as flexible, agreeable, and peaceful. Integrity and self-determination are two characteristics described by Covey (1991) that identify authentic leadership. Authentic communication and action is the foundation of the theory and involves the concept of the “higher self” (Dhiman, 2007, p. 25).

The emerging theory of authentic leadership is identified as having conflicting constructs (Avolio & Gardner, 2005). According to Avolio and Gardner (2005), organizational effectiveness is often achieved through increased authenticity in leaders and followers through the process of self-awareness, self regulation, and modeling. George (2007) identified authentic leadership as a consistent practice of values. Zhu (2006) identified authentic leadership as a significant factor in creating productive work environments for teachers. Avolio and Gardner (2005) postulated servant leadership theory as the only theory that involves authentic characteristics and behaviors. The characteristics of individual positive regard, altruism, and trust are elements of both servant leadership and authentic leadership theories.

Avolio and Gardner (2005) identified authentic leadership as simplistic with aspects of the theory as unclear and generic. Several scholars identify authentic leadership as a moral and ethical theory (Driscoll & McKee, 2007; Shirey, 2006; Zhu, 2006), whereas other researchers differ in their opinion (Sparrowe, 2005). Avolio and Gardner (2005) identified a contrasting principle between servant leadership and authentic leadership wherein authentic leaders do not exhibit a primary objective regarding the growth and development of employees. Followers may experience development and improvement through authentic leadership; however, employee growth and development come not as a persistent focus as differentiated by transformational leadership and servant leadership (Avolio & Gardner, 2005).

Spiritual Leadership. Intrinsic motivation coupled with organizational effectiveness and spiritual aspects of leadership is described as spiritual leadership theory (Fry, Vitucci, & Cedillo, 2005). Boorum (2009) portrayed spiritual leadership theory as a

leadership paradigm that incorporates characteristics of transformational leadership theory intertwined with ethical principles. Marques (2008) examined the importance of spiritual leadership theory purporting the importance of organizational values which directly affect “employees experience of transcendence through the work process” (p. 24). Fry, Vitucci, and Cedillo (2005) identified behaviors such as compassion and interpersonal positive regard as spiritual constructs which are at the center of spiritual leadership theory.

Taylor (1947) espoused the importance of values and ethics regarding scientific management and the importance of fairness in the workplace. Fry, Vitucci, and Cedillo (2005) labeled humanistic values within organizations as an innovative conceptualization of Taylor’s earlier research. The use of punishment and reward was originally utilized in Taylor’s development of scientific management to motivate employees and increase productivity (Taylor, 1947). Increasing efficiency through the introduction of improved processes and better work environment was the central focus of scientific management. Lennick and Kiel (2006) contended morality as the foundation wherein success in organizations is connected. Stefano and Wasylyshyn (2005) identified integrity, courage, and empathy as characteristics used by leaders to increase moral behavior within organizations. Amoral systems within organizations are created from a lack of moral underpinnings leaving a spiritual vacancy within the culture. Humble leaders, according to Covey (1991), interact with followers through fairness, justice and benevolence.

Principles of service are what connect spiritual leadership theory with servant leadership. Intrapersonal and interpersonal interactions are significant concerns for the spiritual leader, whereas servant leaders provide for others while subjugating their own

desires and needs. Fry, Vitucci, and Cedillo (2005) noted the significant action of spiritual leaders involves pursuing a purpose or vision in service to stakeholders providing self-actualizing beliefs through “calling and membership” (p. 839). The explicit nature of spirituality is more evident in the spiritual leadership model than in servant leadership. Religiosity may be avoided regarding the demonstration of spiritual leadership principles implying the importance of a humanistic perspective regarding leadership.

Servant Leadership. A leadership theory with a strong ethical foundation grounded in values was proposed by Greenleaf (1970, 1977). Servant leadership, inspired by the leadership characteristics of Jesus, was introduced by Greenleaf as a new model of leadership. Servant leadership purports service as a catalyst for successful leader-follower exchange (Sendjaya & Sarros, 2002). The emphasis of servant leadership is similar to transformational leadership regarding many aspects (Waterman, 2011), although servant leadership identifies service as the main catalyst emphasizing spirituality in leadership (Greenleaf, 1977). Internal and external needs of individuals are described by Greenleaf (1977) as being at the heart of servant leadership identifying those served as the greatest priority. Greenleaf (1977) conceptualized the foremost ideas regarding servant leadership by addressing the following:

Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And what is the effect on the least privileged in society; will he benefit, or, at least, will he not be further deprived? (pp. 13-14)

The influence of power may potentially corrupt a leader. According to Vaughan (1986), servant leadership helps protect leaders against the destructive influence of power.

As organizations transform, servant leadership exemplifies the model of leadership required to address the changing innate needs of employees (Khan, 2010). According to Pawar (2009), employees are seeking greater processes, such as empowerment and spirituality, which invite greater satisfaction in the workplace. Servant leadership addresses affirmative processes employees desire through open communication, relational understanding, and participation (Avolio & Gardner, 2005). Coaching and mentoring processes are enhanced by servant leaders as they recognize the talents and abilities of employees. Servant leaders seek to enhance subordinate's abilities not only for the benefit of the organization, but for the improvement of the employee (Avolio & Gardner, 2005). Servant leaders not only seek to improve individual processes and abilities, but share power with followers and empower those within the servant leader's circle of influence (Cerit, 2009).

Peete (2005) asserts that servant leaders are supportive and nurturing and provide employees with resources necessary to improve performance. Servant leaders create opportunities for positive individual and organizational outcomes in an increasingly complex work environment. The full influence of servant leadership not only impacts employees, but is extended toward stakeholders (Savage-Austin & Honeycutt, 2011). According to Kouzes and Posner (2010), challenges confronted within the realms of the workforce are addressed through internal processes versus external perspectives. Personal accountability displayed by servant leaders demonstrates leader transformation.

Individual responsibility is paramount with servant leaders. Positive changes with individuals, organizations, and communities are developed as the servant leader invites positive outcomes through service. The spiritual foundation of servant leaders invites increased stability, greater productivity, stress reduction, and balance (Sendjaya & Sarros, 2002).

Northouse (2004) considered servant leadership to be a leadership model based on altruism whereby leaders are aware of the needs of their followers and genuinely empathize with them. According to DePree (1995), the focus of servant leadership is the pursuit of ethical outcomes. Servant leadership is described by Bass (1990) as setting aside self-interests in order to advocate the best interests of employees, the organization, and society. Greenleaf's theory of leadership is considered unique as the objective of the leader involves service as a prime internal motivating factor (Smith et al., 2004). The self-interests of the servant leader diminish, in contrast to the needs of the follower, increasing the opportunity to serve. The introspective characteristic of servant leadership demonstrates Greenleaf's leadership ideas as an ethically propitious approach for organizations (Giampetro-Meyer et al., 1998).

Historical Overview of Servant Leadership

Robert Greenleaf's germinal work, *Servant Leadership: A Journey Into the Nature of Legitimate Power and Greatness*, was first produced in 1977 and was based on his foundational essay *The Servant as Leader* (1970). The premises of Greenleaf's work "is the desire to serve one another and to serve something beyond ourselves" (p. 59). Greenleaf proposed the greatest effect that can take place with individuals and society come from leaders who serve. Greenleaf reported the story *The Journey to the East* by

Herman Hesse (1956) as the premise for developing his work regarding servant leadership. The most significant character in this story is a character named Leo, who is a servant to a group of individuals embarking on a spiritual journey to the East. The humble servant strengthens others on their expedition and assists in making the trek possible through his compassion and strength (Greenleaf, 1977). When the humble servant Leo departs from the group, they fail to achieve their goals and objectives. Greenleaf (1970) stated that “Leo... known first as *servant*, was in fact the titular head of the Order, its guiding spirit, a great and noble *leader*” (p. 1). According to Spears (1995), service and caring are the foundation of a healthy society. Exemplary leadership is evident when the main objective of the leader is to serve others while improving the community. Greenleaf (1970) acknowledged effective leaders serve others which factor is the key to their greatness.

Greenleaf (1995) noted that his creation of the servant leadership model was influenced by other individuals. Greenleaf’s father, and one of Greenleaf’s professors, exemplified the founding principles of servant leadership and encouraged others to make changes from within the organization. Greenleaf (1995) proposed that servant leaders heal not only themselves but those they associate with. In describing the different attributes of servant leaders, Greenleaf (1970) states that a servant leader proposes initiative and “takes the risk of failure along with the chance of success” (p. 8). Nurturing aspects of servant leadership are also necessary traits in preparing individuals for leadership opportunities (Greenleaf, 1995). A leader’s vulnerability of being corrupted by power is assuaged by Greenleaf’s (1995) belief regarding ethical principles derived from his Judeo-Christian perspective. Servant leaders are courageous in the pursuit of

environments that support and encourage a culture where values of love and compassion are evident whether religious affiliation is associated or not. Greenleaf (1970) contended the servant leader fosters the attribute of trust stating that “a leader does not elicit trust unless one has confidence in his values and his competence and unless he has a sustaining spirit that will support the tenacious pursuit of a goal” (p. 9).

The terminology “servant leadership” is likely to be misunderstood primarily because many scholars and researchers may associate negative meanings derived from the combination of the two terms (Greenleaf, 1977). Criticism of the term servant leadership is evident; however, Greenleaf contended that leaders who are servants create an efficient and successful leader. The servant leader is one who aspires to become a servant before becoming a leader and who is naturally inclined to listen and understand others before reaching unsolicited conclusions (Greenleaf, 1970). Values and ethical consideration are significant to servant leaders as the servant leader is concerned with the priorities of the followers with whom he or she serves. In contrast, Greenleaf (1977) described a leader who is controlling, prideful, authoritarian, and manipulative, as a leader who would diminish others eventually leading to their destruction.

The principles of servant leadership are not new concepts derived primarily from Greenleaf. The general concepts of servant leadership have existed for centuries. Greenleaf (1997) understood his ideas to be based on past wisdom regarding how people best relate with one another as human beings. Biblical references support the concept of servant leadership as illustrated by the example of prophets and apostles in both the Old and New Testaments with Jesus Christ being the central figure (Tan, 2006). Jesus is professed by many authors as one who exemplified the principals of a servant leader

(Blanchard & Hodges, 2005; Dyck & Schroeder, 2005; Harrington, 2006; Phillipy, 2010). Other scriptural texts, such as *The Book of Mormon: Another Testament of Jesus Christ* solidify the principles of servant leadership “I tell you these things that you may learn wisdom; that ye may learn that when ye are in the service of your fellow beings ye are only in the service of your God” (Mosiah 2:17). Greenleaf (1977) accredited Judeo-Christian theological principles as influencing the development of servant leadership theory. Thompson (2002) identified the principles of servant leadership can be found in many cultures throughout the world. Servant leadership is a leadership theory which is connected by many cultures and crosses international boundaries (Hannay, 2009; Thompson, 2002).

Buddhism, which is based on the teachings of Siddhattha Gotama sometime between the 6th and 4th centuries BCE, also incorporates many aspects of servant leadership. According to Bhikkhu (2000), Siddhattha Gotama became an effective servant leader only when he overcame his own desires and attachments and was able to serve others. Buddhism incorporates humility, loving kindness, and mindfulness as part of the leadership process. Nhat Hanh (2008) posited “You can evaluate the quality of your authority by looking deeply to see if compassion is the foundation of your leadership” (p. 34). Greenleaf identified servant leaders as individuals who change from within and who identify compassion as the process to personal transformation (Hawkins & Wright, 2009).

Within the realm of servant leadership, the relationship between leader and follower is the most significant principle. A leader who understands the critical concepts of service, as well as the human condition becomes a servant who can create positive

outcomes through an increased understanding of those served (Vecchio, 1997). Singh and Manser (2008) recognized that an environment “that nurtures effective communication, healthy relationships, and trust” is the responsibility of effective leadership (p. 109).

Servant Leadership in Educational Institutions. Poor leadership is described by Greenleaf (1977) as being a significant factor regarding the dysfunctional and mediocre performance of organizations. Considering the resources and literature available to achieve optimal levels of performance, the outcomes are unacceptable. Placing organizations in category of mediocrity fittingly describes educational institutions (Shaw, 2010). While the cost of education is increasing and student population is growing, the needs of teachers are being diminished. Blasé and Blasé (2006) indicated educational leadership often utilizes inappropriate styles of leadership, which negatively affect the organization, employees, and students.

According to Greenleaf (1977), creating effective institutions, which exemplify organizational excellence, is initiated by employees from inside the organization who have the courage and aptitude to make significant positive change. Young-Ritchie, Laschinger, and Wong (2007) described strong interpersonal relationships as the key to accomplishing meaningful work where the leader-follower interchange is a critical element to a humanistic leadership approach. When compassion and services are characteristics employed by a leader, innovation expands, employees improve, and the organization benefits as a whole (Greenleaf, 1977). Educational institutions must utilize all the available resources, especially personnel, in order to achieve its highest objectives excelling beyond original goals and expectations (Greenleaf, 1977). Greenleaf (1977) enumerated how the process of work benefits the individual as much as the individual

benefits the work and how institutions, which succeed in becoming serving organizations, benefit the entire system. The overall results of meaningful collaboration in a serving organization would provide the existence of work for the individual just as much as products or services are provided to the consumer. Rafferty (2008) contends “that effective leaders, who aim to build a service business, must have the knowledge of uniting the firm's human assets and must focus on the future state of the business” (p. 19).

According to Goonan (2007), several different organizations qualify, and are rewarded, for the benefits provided by the servant leadership model. The assumption regarding differentiations between nonprofit and for-profit organizations, based on altruistic versus selfish intentions, contradict the overall premise of servant leadership. Opportunities and benefits for both types of organizations are the same (Greenleaf, 1977). Walumbwa, Hartnell, and Oke (2010) indicated the main implication of service in organizations is the positive impact service has on employee attitude and organizational climate increasing overall organizational commitment. Serving both the individual and the community is the responsibility of large organizations (Greenleaf, 1977). Greenleaf (1977) claimed institutional improvement will be evident if leaders exhibit caring and compassion for people.

Greenleaf (1977) asserted morality in communities and in society will be increased when caring for others becomes an organizational priority. Taylor (2002) stated that, “an effective servant leader must be willing to stop, listen intently, and truly care about people” (p. 46). Greenleaf (1977) identified caring as an indispensable characteristic of servant leaders. Caring is not only applicable regarding an interpersonal perspective, but is significantly relevant to institutions as well. Greenleaf (1977)

described leaders who exhibit caring as compassionate, concerned, self-sacrificing, insightful, tough-minded, and disciplined. The philosophical foundation of caring invites excellence and submits itself as servant (Greenleaf, 1977). Dhiman (2008) evaluated the importance of compassion in education by reporting “We cannot afford to leave character to chance. Our vision is to educate the whole person, to teach our youth for life” (p. 7).

Servant Leadership and School Administration. The earlier writings of Greenleaf (1980) were developed mainly within the realm of business environments. The implementation of servant leadership in relation to students in academics was later explored by Greenleaf. Yoo (2005) purported the benefits of utilizing servant leadership in educational settings with students. Greenleaf intimated youth, who have developed servant leadership characteristics, develop a caring society and strive for a more compassionate world. Researchers have examined servant leadership as a significant leadership theory of leadership in education (Anderson, 2005; Cerit, 2009; Thompson, 2002). Based on the Greenleaf Center for Servant Leadership several universities have enlisted servant leadership theory as an integral part of their educational leadership programs.

Superintendents have also been evaluated in public school systems by researchers in order to investigate servant leadership characteristics (Johnson, 2004; Thompson, 2005; Walker, 2003). Johnson (2004) demonstrated how the leadership qualities of superintendants create a positive organizational culture within school districts.

Superintendants who adopt servant leadership attributes are more likely to foster a school climate where compassion and service is evident (Black, 2007; Johnson, 2004).

The primary role of leaders within educational settings is to create a clear vision, increase positive student outcomes, encourage collaboration, manage resources, and build leadership (Harris et al., 2004). Greenleaf's description of servant leaders is comparable regarding the importance of interpersonal relationships and providing opportunities for followers to become servant leaders. According to Hoyle (2002), servant leaders understand the significance of leadership in developing functional schools. Servant leaders involve faculty and students in the practice of decision making and team collaboration (Hoyle, 2002).

The professional development of faculty and the responsibility of sustainable growth of youth is the primary role of principals. Cunningham and Cordeiro (2003) report educational leaders promote the success of education environments by developing a positive school climate. This positive educational culture is evident through the growth of students and sustained faculty development. School leaders who exemplify servant leadership characteristics at every level of leadership fulfill their responsibilities by making student and staff development a priority (Anderson, 2005; Cerit, 2009; Herbst, 2003; Jennings, 2002; Lambert, 2004; Mears, 2004; Taylor, 2002). Service and Fekula (2008) contended caring and nurturing leaders must develop a heightened sense of awareness of those around them and their environment in order to respond appropriately. Culver (2008) strongly emphasized the application and implementation of servant leadership as a process providing greater positive outcomes for educational organizations.

Creating a positive, service oriented atmosphere requires the effective leadership of principals through a process of mindfulness regarding their surroundings. A Principal's leadership behaviors influence students' academic performance (Uline & Tschannen-

Moran, 2008). As positive interpersonal relationships with students are modeled, principals are able to influence the school climate affecting student achievement (Uline & Tschannen-Moran, 2008). Jalongo and Heider (2006) purported that principals have a definitive influence on the decisions of teachers as “attracting and keeping good teachers is an ‘inside out’ operation” (p. 380). The empirical data regarding the direct influence of principal servant leaders at public education institutions was limited.

Cerit (2009) examined the servant leadership behaviors of principals and their effect on teacher job satisfaction. As part of Cerit’s study, data were collected from 595 teachers within 29 schools. Information collected from the findings was used to identify perceptions of servant leadership characteristics in correlation with teacher job satisfaction. Cerit utilized the servant leadership scale developed by Laub (1999) and the job satisfaction scale developed by Mohrman et al. (1977) to identify the findings. The study performed by Cerit (2009) revealed a significant positive relationship between principal servant leadership behaviors and teacher job satisfaction building on the results of previous research regarding servant leadership in educational settings.

Anderson (2005) identified the significance of the relationship between leader and follower perceptions of servant leadership principles experienced in a religious educational organization and their effect on job satisfaction. Teachers working with high school students (9-12), principals, higher education religion instructors, and upper management were participants in the study (Anderson, 2005). Anderson (2005) revealed a positive correlation between servant leadership characteristics and job satisfaction extending the research among educational settings.

Lambert (2004) performed a similar study regarding servant leadership behaviors and attitudes of secondary school principals, as reported and observed by leaders themselves and faculty members. A systematic analysis of data, collected from the Organizational Leadership Assessment, revealed a significant correlation between perceived servant leadership behaviors and organizational climate. Educational servant leaders promote emotional and intellectual congruence within their organizations inviting sustained positive institutional outcomes. Lambert (2004) reported “the servant leader principal creates a more positive organizational climate, resulting in teachers feeling more positive about their work and work environment” (p. 72). Mears (2004) revealed a similar analysis regarding the correlation between servant leadership characteristics and job satisfaction in a public school institution noting a positive relationship between the two.

The advancement of employees’ performance is required in an increasingly complex work environment and can be provided through the support and nurturing of effective servant leaders (Peete, 2005). Leaders who are nurturing in their style of leadership increase employee job satisfaction (Lavoie-Tremblay, Paquet, Duchesne & Santo, 2010). According to Savage-Austin and Honeycutt (2011), the influence of servant leadership is found within the proximal working environment of the leader and with stakeholders as well. The inward process of reflection and evaluation versus an external process of blame is how problems are addressed by the servant leader in the workplace (Branson, 2007). According to Furst and Cable (2008), the relationship between the servant leader and the follower is of significant importance in the process of inviting sustainable change. Through the process of service, servant leaders assist individuals with

making positive changes, which affects communities and society as a whole. Servant leaders invite stability within organizations, focus on a more useful vision, minimize stress, and have balance in their lives. A spiritual foundation coupled with moral principles is how servant leadership correlates with the educational environment.

Interdependence is a critical characteristic incorporated with the servant leadership model whereas traditional models of leadership encourage independence. Interdependence is a characteristic of the teaching practice which requires collaboration. Collaborative practices require positive interpersonal relationships and communication in order to succeed (Scott-Halsell, Shumate, & Blum, 2008). The foundation of servant leadership is service, authenticity, trust, and empowerment (Cashman, 2008; Howatson-Jones, 2004), which are unequivocally relevant to the education environment. Krosigk (2007) identified authenticity as an imperative characteristic of effective leaders. Servant leadership incorporates spirituality with leadership which is relevant and applicable to the education environment. Servant leadership could be the most favorable leadership model for private and public educational organizations. A proposed hypothesis of the study is perceived servant leadership characteristics in the educational environment will positively influence the job satisfaction of full-time teachers.

Components of Servant Leadership

Many businesses function with the assumption that fiscal outcomes are the prime objective followed by customer service. Greenleaf (1977) proposed the development and improvement of personnel who work in the organization as the primary goal. Establishing the growth of employees as the most important objective would ensure successful customer service outcomes naturally influencing profitability (Greenleaf, 1977). Laub

(1999) established six significant components of servant leadership in an effort to clarify and reinforce the primary focus of servant leadership which is the growth and development of employees in organizations. Laub (1999) identified shares leadership, provides leadership, displays authenticity, builds community, develops people, and values people as the six components of servant leadership. Improvements are made within servant organizations through the understanding and use of the six components of servant leadership. Through this process, personnel have a definite purpose, and are supported by servant leaders. Subordinates are able to extend their efforts without losing their uniqueness and are able to increase the strength of the entire institution through collaboration (Laub, 1999).

Displays Authenticity. Authentic leadership is described by George (2007) as “being true to who you are and what you believe in, understanding the purpose of leadership, and practicing values consistently. Leadership is not just about having good values, but actually applying them, especially under pressure” (p. 4). Zhu (2006) identified authentic leadership as a leadership behavior that leads to an institution’s sustainable development. Servant leaders who are able to listen effectively, empathize with others, and accept others within a framework of accountability are definitive elements of authenticity (Rieser, 1995). Greenleaf (1977) explained listening as an authentic desire to understand what others are communicating while remaining sincere and open. Kerfoot (2007) identifies the inability or unwillingness to listen effectively as a probable cause of leadership failure. Greenleaf (1977) identified an authentic desire to understand others and a willingness to remain open to the individual as needed requirements to effective listening.

An organizational culture based on ethical caring and humanistic values is advanced through the servant leader who displays authenticity, builds community, provides leadership, shares leadership, develops people, and values people. Employees, who effectively communicate, build relationships based on collaborative efforts, are ethically minded, have a shared vision, and endeavor to attain goals, are able to demonstrate the significance of servant leadership (Smith et al., 2004). Marques (2008) contended developing a spiritual climate invites acceptance, understanding, consciousness, and peace among members of an organization.

Builds Community. A community is described as a group of individuals who have an unambiguous association with each other (Peck, 1995). Trust is a process that members of a group embrace before successful communities can be developed. Concerning leadership, Krosigk (2007) concluded that communities are well served through “grounded theories which are free from practical impossibilities” (p. 25). Effective communities are described by Tiuraniemi (2008) as having a distinct correlation between the members of that community and the behaviors of leaders. Regarding education, Greenleaf (1977) noted that any service that requires love cannot be executed by any programs or institutions that take significant problems away from the community.

Provides Leadership. Newman, Guy, and Mastracci (2009), affirmed that leadership is expressed most effectively through behaviors that are humane and caring. The servant leader exemplifies leadership through strength, a willingness to be open to creativity and knowledge, foresight, and compassion (Greenleaf, 1977), which characteristics Nielsen et al. (2008) describe as the driving force “that inspires employees

to broaden their interest in their work and to be innovative and creative” (p. 16). Tucci (2008) noted that foresight is a critical characteristic of leadership because “leaders help shape and foster a shared vision by engaging and educating employees on the importance and value of that end point and the value of the role employees need to play in getting there” (p. 31). Servant leaders must appropriately verbalize their intentions so followers may understand the leader’s sense of conviction. Servant leaders create an organizational climate where a sense of purpose and direction emanate from every aspect of the institution.

According to Greenleaf, the desired outcome of servant leadership is to create an organization filled with leaders who are capable of making significant changes within organizations and throughout society (Fraker, 1995). The primary motivation of the servant leader is service versus control (Cashman, 2008). Fraker (1995) noted positive persuasion and example as principles through which a servant leader inspires and motivates others. According to Covey, the leader strives for personal mastery developing the “highest self” and is able to develop vision, values, and meaning (as cited in Dhiman, 2007). Greenleaf (1977) identified the servant leader as distinctly different from leaders who have good intentions through their willingness to behave in accordance with their beliefs.

Shares Leadership. Walumbwa, Hartnell, and Oke (2010) recognized servant leadership theory as a factor in improving employee attitude and creating an organizational climate of service and self-efficacy. During the 1920s, Taylor (1947) initiated the concept of shared leadership within institutions. Furthermore, Singh (2008) emphasized the development of organizational environments that are “identified by

collaborative teamwork..., shared decision-making, shared core values, a shared vision, shared leadership opportunities and meaningful empowerment opportunities” (p. 73).

Tucci (2008) identified the necessity of modern day organizations participating in practices that invite collaborative decision making and through shared accountability and responsibility the vision of organizations can be realized. When individuals are involved in decision making processes, an increased level of commitment and dedication to the organization is realized (Young-Ritchie, Laschinger, & Wong, 2007). The objective to share power with people is derived from servant leadership theory. Keerfoot (2007) recognized listening as a primary leadership skill in the process of problem solving. Greenleaf (1977) acknowledged servant leaders as those who listen in order to help increase the organizational commitment of followers.

Develops People. The servant leadership model dictates the importance of independent thinking. Servant leaders model the processes of independent thinking and encourage followers to promote their own ideas through collaborative idea sharing and participative organizational governance (Pierce & Newstrom, 2006). The development and growth of followers was expressed by Greenleaf as being a significant role of the servant leader and extended the values of the individual demonstrated by their behavior (Fraker, 1995).

Brearley (2006) affirmed the importance of developing the follower and recognized the principle of service as a process that increases organizational effectiveness. The importance of training and development has been recognized as a process that increases positive individual levels of productivity and should be a high priority for leaders (Ferguson & Czaplewski, 2008; Taylor, 1947). Servant leaders are

committed to assisting followers in maximizing their talents and attaining their full potential (Spears, 1995). Greenleaf (1977) captured the essence of developing followers through the process of servant leadership: “Anyone could lead perfect people, if there were any. The real challenge is to learn and develop the imperfect people who we all are” (p. 21). Servant leaders extend their level of influence to others with the belief that people are much more than what they seem to be (Greenleaf, 1977). Motivational is increased when individuals are supported and persuaded to achieve their full potential. Greenleaf (1977) identified helping others become more efficient as a primary objective of servant leadership.

Values People. Examples of individuals who were representative of servant leadership were identified by Greenleaf (1977). The model of servant leadership was described by Greenleaf (1977) as offering explanations rather than applicable suggestions or ideas regarding the employment and use of servant leadership. Love for others was identified by Greenleaf (1977) as one of the most significant behaviors exhibited by individuals who implement the servant leadership model.

Service is the most significant keystone of the servant leadership theory providing support for all the other principles within the model. The innate desire of the servant leader is to serve others providing leadership as a service to those who follow. The servant leader cultivates trust in the relationship between the leader and the followers by valuing the abilities, concerns, and desires of the followers. Covey (1991) identified trust as a major component to the leader-follower exchange relating both individual integrity and competence as factors which develop trust in institutions. Douglas and Zivnuska (2008) proposed that trust between leaders and followers is developed through the

process of healthy interpersonal interactions. Covey (1991) evaluates trust as a process that includes authentic communication, increased understanding between participants, and efficacious mutual dependency. Several studies connect trust with the altruistic nature of the leader inviting greater cooperation among employees (Pierce & Newstrom, 2006). Covey (1991) examines how a lack of trust invites poor communication, ineffective problem-solving and corrupted collaboration processes which lead to organizational disintegration.

Valuing others includes not only behaving altruistically, but caring for others in the manner they want to be cared for (Covey, 1991). Goleman, Boyatzis, and McKee (2002) identified happy relationships, teamwork, learning, recognition, staff retention, and health and wellbeing as outcomes derived from effective leadership. Improving and developing individual's potential for self-actualization is an essential element of scientific management (Taylor, 1947). Believing in individuals with the promise of increased efficacy despite neurotic or negative behaviors is a process of faith in others regardless of personal limitations (Covey, 1991).

Criticisms of Servant Leadership

Servant leadership is a leadership theory praised for the successful outcomes produced by the six dimensions of servant leaders. Although many scholars promote servant leadership as a legitimate paradigm of leadership, critical evaluations have been posited. Pfeffer (1997) explained that research studies regarding servant leadership and organizational performance is unclear. Whetstone (2001) reported the ambiguity associated with the moral language used in servant leadership theory and specified the importance of continued empirical research to delineate the characteristics and language

involved. Smith et al. (2004) concluded perceptions of servant leadership by various authors overemphasizes the emotional considerations of employees without legitimately addressing other significant factors of organizational development. Servant leadership has been reported as being an idealistic theory and the principles associated with the model as impractical (Quay, 1997; Reinke, 2004).

Dyck and Schroeder (2005) indicated the individual internal processes of servant leadership may be compromised when fiscal attainment is not immediately realized. Individuals may apply the principles of servant leadership; however, without moral or ethical direction the leader's actions will be hollow and meaningless. Servant leadership may be more effective within a slow moving milieu versus a fast-paced organization where decisions must be made quickly without a high level of involvement from employees (Smith et al., 2004). Bridges (1996) critiqued servant leadership by indicating that "the literature on the subject takes a moralistic tone and leaves people with the impression that participation is next to godliness, when in fact it is simply a different tool for a different task" (p. 17). Hannay (2009) offered a critical evaluation of servant leadership by stating the model does not apply to all international organizations because of cultural differences. Russell and Stone (2002) identify servant leadership as a popular concept in leadership styles but the model "is systematically undefined and not yet supported by empirical research" (p. 145). Establishing reliability of the servant leadership model in diverse settings requires further research and evaluation.

Emotional Intelligence: A Primary Element of Servant Leadership

Goleman et al. (2003) asserted the ultimate success of leaders is founded on the understanding and utilization of emotional intelligence which correspond with the

principles of servant leadership. According to Groves, McEnrue, and Shen (2008), there is a significant need within large organizations to explore the relationship between leaders and subordinates. Identifying what makes relationships positive and productive is crucial to enhancing organizational performance. Changing organizational environments, globalization, and competition within the market-place add even more challenges to the emotional demands of leaders (Heames & Harvey, 2006). Even small organizations benefit from improved leader characteristics and heightened emotional understanding in order to handle the many challenges they confront (Muse et al., 2005). Many researchers investigate the importance of practical managerial skills such as time management, leader's style, and motivational abilities (Chen, 2006; Cardenas & Crabtree, 2009; Hawkins & Dulewicz, 2007). Emotional intelligence, however, has been identified as a significant key to leader success (Rego, Sousa, Cunha, Correia, & Saur-Amaral, 2007; Singh, 2008).

Emotional intelligence was conceptualized by Mayer and Salovey in the 1990s (as cited in Groves et al., 2008). Goleman et al. (2003) later expanded the theory of emotional intelligence into the workplace. Goleman described emotional intelligence as “the ability to understand how others' emotions work, and it also includes such competencies as optimism, conscientiousness, motivation, empathy and social competence” (as cited in Singh, 2008, p. 292). Several authors have identified emotional intelligence as the ability to regulate one's emotions (Barbuto & Burbach, 2006; Chan, 2007). Leaders who are able to manage their emotions create an environment of self-awareness and are more effective at improving their organizational atmosphere (Reid, 2008; Studer, 2008; Tiuraniemi, 2008). Emotional intelligence is a mind-set that

increases a leader's ability to understand others and increases leader effectiveness (Newman, Guy, & Mastracci, 2009; Madlock, 2008). Efficient leaders promote emotional intelligence which increases innovation and creativity increasing employee overall work experience (Bencsik, & Bognar, 2007; Rego et al., 2007; Suliman & Al-Shaikh, 2007). In addition, Fazzi (2008) argues that effective emotional intelligent leadership traits are not necessarily innate and can be learned. Excessive arrogance can arise from leaders who are not aware of their behavior and emotions (Kerfoot, 2007).

For many years effective leadership studies have been conducted in order to examine the intricacies of human relations and leader-member exchange (Furst & Cable, 2008). Leaders who utilize traits such as emotional intelligence, especially in a global economy, have the ability to influence others positively (Yifeng, Tjosvold, & Wu Peiguan, 2008). Leaders who demonstrate skills associated with emotional intelligence are perceived as more successful leaders. Emotionally intelligent leaders allow personal improvement to occur more rapidly amidst change (Amish, Cayes, & Lipsky, 2006; Anand & UdayaSuriyan, 2010).

Through the process of emotional intelligence, leaders are able to invite followers to discover their personal strengths inviting followers to execute their responsibilities more effectively (Amish et al., 2006). Individuals who are willing to receive feedback become more self-aware and receive the assistance needed to maintain behavioral improvement (Caldwell, 2009; Wasylyshyn, Gronsky, & Haas, 2004). In the early 1990s, the idea of self-awareness became popular and leaders were invited to become more aware of how they lead and who they are versus whom they lead and why employees do not change (Covey, 1990). The concept of "knowing oneself" is crucial to the

understanding of effective leadership and self-awareness which can lead to individuals becoming more content with their employment (Chiva & Joaquin, 2008; Dong & Howard, 2006).

Flores and Tovar (2008) ascertained leaders who demonstrate increased levels of emotional intelligence also have high levels of self-awareness. Emotionally intelligent leaders have the ability to build greater organizational cohesiveness and create higher functioning teams (Blattner & Bacigalupo, 2007). Emotionally aware leaders have developed a holistic approach to leadership, have a greater understanding of the interactions between cognitive and physiological interactions, and are seen by others as being authentic (Krosigk, 2007).

Palethorpe (2006) noted that the use of emotional intelligence becomes increasingly important as individuals advance throughout their careers. The link between leaders who are emotionally aware and organizational performance is significant (Rahim, & Malik, 2010). Millick (2008) suggested positive emotional behaviors exhibited by leaders increases the amount of motivation prevalent within organizations. Managing emotions lead to increased positive leader-follower interactions, decreased levels of stress, and increased job satisfaction (Bono et al., 2007).

MacCann and Roberts (2008) discovered that leaders who practice the elements of emotional intelligence use a different verbal language to convey ideas increasing the level of positive interactions with peers and followers. Crump (2008) indicated self-awareness, emotional awareness, accurate self-assessment, and self-regulation are all critical factors that relate to leader success. Rode, Mooney, Arthaud-Day, Near, Baldwin, Rubin, & Bommer, (2007) studied the importance of emotional intelligence and noted

“that the effects of emotional intelligence on performance are more indirect than direct in nature. Individuals must not only have emotional intelligence, but also must be motivated to use it” (p. 399). The overall benefits of including emotional intelligence as a viable leadership model is self-aware leaders trust their own intuition and invite relationships of trust with their peers (Singh & Manser, 2008).

Increasing Self-Awareness. The development of a leader’s level of self-awareness cannot be improved through the process of leadership training or an experiential workshop. Self-awareness involves an honest evaluation of one’s personal issues through definitive personal assessment in order to resolve obstacles preventing individual success (Hultman, 2006). Robak, Ward, and Ostolaza (2006) noted the experience of perceiving oneself is discovered in the process of self-definition and is initiated through self-awareness, involving the process of heightened self-observation. Handy (2000) identified a leader’s ability to observe what is already known with clarity, considering what other’s perceptions may be, and eventually discovering what is unknown to the leader, as principles that increase self-awareness.

Through the process of coming to a knowledge of individuality and personality, leaders improve their level of self-awareness (McCallin & Bamford, 2007). As leaders become more self-aware, the motivation that drives personal strengths and weaknesses, and why significant personal interactions take place, become more evident (Schoo, 2008). Ginsberg (2008) posited leaders who value the importance of practicing the principles of self-awareness will become emotionally mature and communicate more effectively. Tiuraniemi (2008) described personal self-reflection as a leadership practice that can

increase the level of self-awareness, positive interpersonal communication, and improve organizational performance.

Leaders who are aware of how their leadership qualities affect others have an increased ability to understand their personal strengths and weaknesses (Sidle, 2007). Understanding the human self is a critical factor regarding self-analysis (Hultman, 2006). Gentry and Kuhnert (2007) indicated that self-awareness provides leaders with increased understanding “that they are never not communicating. As a result, their awareness and use of nonverbal communication may be a key factor in improving their leadership abilities” (p. 3). The employee’s perception of a leader’s level of awareness and authenticity invites greater feelings of emotional safety which increases levels of creativity within the institution (Detert & Burris, 2007). Leaders who are not self-aware and do not communicate authentically are perceived by others as lacking integrity (Becker, 2009).

Leaders either inspire organizations through positive behaviors such as open communication, flexibility, and compassion, or through their negative influence can invite detrimental outcomes to take place (Schoo, 2008). The overall emotional health of leaders can transfer to followers through the development of self-awareness. Increasing a leader’s level of personal awareness can increase leader effectiveness and significantly improve transformational goals and business objectives while demonstrating a genuine regard for others (Stefano & Wasylyshyn, 2005).

Educational Leadership and Self-Awareness. Manahan (2009) indicated the importance of self-awareness with school administrators. Labo (2005) proposed that leaders in public school systems who have increased levels of self-awareness are more

inclined to have better relationships with others increasing educational outcomes. Principals who have heightened levels of awareness relate with others more effectively and have a significant effect on the climate of the educational organization. Brearley (2006) asserted the core of a leader in education is increased levels of emotional intelligence which increases personal insight influencing not only the individual leader, but models appropriate behavior for teachers and students. Goleman, Boyatzis, and McKee (2003) discovered leaders who have high levels of emotional self-regulation increase the amount of knowledge sharing within organizations. Sharing information engenders trust among leaders and followers and invites sustainable learning.

Singh and Manser (2008) posited “Teachers strongly believe that they would feel satisfied at school if their principals created the opportunity to develop their skills in a... environment that nurtures effective communication, healthy relationships, empathy and trust” (p. 109). Singh and Manser also indicated that teachers have increased levels of job satisfaction when working with self-aware principals. Goleman et al. (2003) contended that leaders provide a nurturing atmosphere through the process of personal mood stabilization and behavioral consistency. According to Kerfoot (2007), it is imperative for leaders to embrace the concept of continuous feedback in order to evaluate not only organizational performance, but individual performance, increasing the potential of self-awareness.

Dhiman (2007) contended introducing self-mastery as an approach to effective leadership increasing a leader’s level of fulfillment in the professional and personal realm. Barbuto and Burbach (2006) indicate that leaders who possess high self-awareness produce increased organizational outcomes. Followers sensing a lack of self-awareness

and emotional control from a leader are less creative and productive (Nielsen et al. 2008; Wang & Casimir, 2007). Singh and Manser (2008) state “that teachers wish to be led by school principals who are confident in their...leadership role and who maintain self-control, are adaptable and flexible, and who face the future with optimism” (p. 109).

Research Setting

According to Pattengale (2009) one of the significant purposes of professional education is to examine students’ internal motivation for learning and connect beliefs and life endeavors with the learning process. The purpose is apparent in the organization goals, values, and mission, and will be provided as an element regarding the research site for the study. The specific setting for the study was nine high schools affiliated with one public school district located in the Rocky Mountain Region of the United States. The overall mission of the educational organization is to provide the highest quality education to students ensuring the future of democracy in the community and nation. Professional teachers provide quality instruction to students to inspire a love for learning so students may successfully contribute to the culture of freedom in the United States.

The focus of the organization is to ensure continuous improvement in public education through the process of collaborative and rational decision making. Decision making within the organization utilizes extensive feedback processes that involve all stakeholders including parents, students, community members, employees, legislators, businesses, and city officials. The goal is to promote freedom through a commitment to student learning through the process of community interaction in order to support student achievement and overall success. Developing high standards in public education creates effective work environments, increases job satisfaction for teachers, and allows teachers

to provide excellent education for students (Singh & Manser, 2008). Such a milieu is supportive of full-time teachers in education and provides opportunities for increased student outcomes. Administrative leadership envisions students, teachers, and other stakeholders as significant to the success of the educational institution.

The values and principles guiding the educational organization include equality, respect, excellence in education, caring, individual and collective accountability, and community. Providing each student with quality education, through the process of respect and compassion, contribute to the high level of instruction. Marinescu (2007) identified concern for others as a significant factor regarding the success of educational organizations. Providing a safe environment for teachers, offering opportunities for continued growth and professional development, and retaining qualified employees is a primary objective of school administration within School District X.

Effective communication, positive relationships and integrity are the foundation of the organization inviting a culture of honesty and openness (Singh & Manser, 2008). Excellent student education and social responsibility provide a foundation based on the values of the institution. Employees within School District X value their community and are determined to foster effective learning through successful leadership practices, increased emotional intelligence, and collaborative efforts in order to improve the overall quality of public education. Walumbwa, Hartnell, and Oke (2010) averred commitment, self-efficacy, service, and positive organizational behavior as principles that contribute to an organizational culture identified by excellence and satisfaction.

Sargent and Hannum (2005) asserted job satisfaction among teachers derives from a combination of characteristics such as motivation, commitment to supervisor, teacher

involvement, and work performance. Madlock (2008) posited leader's mindfulness regarding effective communication and emotional awareness toward followers increases levels of job satisfaction. Reid (2008) confirmed, "good communication that helps engage the entire organization; a strong set of values where you are seen as the keeper and protector of those values, and the ability to deliver what you set out to do" are leadership characteristics that increase followers level of job satisfaction and increase retention (p. 3).

Job Satisfaction

Elton Mayo has been credited with developing the idea of job satisfaction in the earlier part of the 20th century with his Hawthorne experiments (Smith, 1998). Post-modernism outlines the importance of job satisfaction and how the satisfaction of employees increases productivity (Okpara, 2007; Singh & Manser, 2008). Several factors have been identified as influencing overall job satisfaction, namely, the attitude one has toward his or her job which include emotions, beliefs, and behaviors affecting one's overall appraisal of employment (Weiss, 2002). The various elements, which influence job satisfaction in education, will be reviewed in this section of the literature review. The correlation between job satisfaction and servant leadership will be examined through evidence provided by empirical research.

Teachers and Job Satisfaction. Educational institutions operate in a changing environment. Downsizing, changes in technology, increased diversity, fiscal restraints, and interpersonal understanding affect the success of public education. In spite of organizational challenges, leaders must continue to focus on quality education and improved educational environments (Wang & Casimir, 2007). Teacher retention poses a

significant challenge to educational organizations. Leaders in education are concerned about teacher shortages, quality of education, increased teacher responsibility, and sustainable school climates.

According to Emery and Barker (2007a), dissatisfied employees lead to unhappy customer relations. Methods employed by public education organizations include effective teacher recruitment and retention and processes that enable leaders to stabilize the teaching workforce (Girard, 2000; Mierars, 2004; Thompson, 2002). Quinn and Andrews (2004) confirmed teacher retention as a significant factor regarding educational leaders and meaningful training efforts need to be executed. Teacher satisfaction is a critical component to productive and successful organizations, specifically in public education. Educational leaders are aware that a decrease in teacher job satisfaction increases the probability of teachers leaving their place of employment (Johnson, 2006).

According to Spector (1997), the level of which individuals enjoy different aspects of their employment is called job satisfaction. Teacher's commitment, job motivation, and involvement are factors associated with job satisfaction in education (Sargent & Hannum, 2005). Teachers experience satisfaction when their level of meaningfulness in employment interactions seem worthwhile and correspond to their individual values and beliefs. Teachers evaluate their level of satisfaction based on the perceived results of their efforts. Crump (2008) verified job satisfaction for employees is often based on experiences with others versus opportunities for promotion and pay. Thompson (2002) reported advancement and pay as significant factors to job satisfaction. Job satisfaction is demonstrated through research as relating to many different factors depending on the values and perceptions of individuals (Korkmaz, 2007).

According to Grose (2006), job dissatisfaction is a significant factor relating to the loss of qualified teachers. Marston, Courtney, and Brunetti (2006) identified poor relationships with leaders, deficient resources, class size, and organizational policy changes as aspects leading to teacher dissatisfaction. Poor student motivation, lack of teacher influence, and discipline problems also contribute to teacher job dissatisfaction (Ingersoll, 2001b). Job dissatisfaction has also been identified as a leading cause of stress and burnout with educators (Justice & Espinoza, 2007).

Although many teachers have ongoing challenges and obstacles, they continue in their chosen occupation. Marston et al. (2006) identified several challenges public school teachers contend with such as a lack of community recognition and respect, poor wages, changing organizational expectations, and inadequate work environments. Job satisfaction among full-time teachers also varies depending on years of experience within the organization. New teachers need mentoring, coaching, and nurturing in order to remain satisfied with their jobs. Teachers who have longer lengths of employment within the public school system need less motivational processes to keep them employed (Justice & Espinoza, 2007; Marston et al., 2006). Okpara (2007) contends core values of an organization and the consistency to maintain core values helps to sustain high levels of career satisfaction.

According to Barmby (2006), a teacher's workload along with pupil behavior are two significant factors relating to job satisfaction. Certain studies identified a relationship between job satisfaction among teachers and their level of trust within the organization (Van Houtte, 2006). Klassen (2010) discovered teachers are most satisfied when they experience feelings of self-worth and feel they have contributed to the organization.

Marston, Courtney, and Brunetti (2006) identified that teachers are least satisfied with parent-teacher relationships which demonstrated the greatest level of concern among participants. Teacher job satisfaction has many different constructs that correlate with a teacher's personality and perceptions of a teacher's relationships with others.

Modernization and remodeling are external factors considered to be one of the most effective means of improving teacher satisfaction (Duyar, 2010). Although, the level of a teacher's power to participate in decision making processes is considered a significant internal factor affecting job satisfaction (Zembylas & Papanastasiou, 2005). Watson (2009) examined the importance of interpersonal relationships and revealed the leader-follower relationship to be the most significant factor in relation to job satisfaction. Poor relationships with supervisors were identified as being a considerable source of dissatisfaction among teachers (Marston et al., 2006). Ferguson and Czaplewski (2008) reported that job satisfaction correlates with increased productivity in service oriented careers.

Principal Leadership and Job Satisfaction. The success of educational organizations is based on the leadership characteristics of leaders who focus on improving teacher effectiveness and who demonstrates the skills necessary to maintain a positive school climate (Singh & Manser, 2008). Providing nurturing environments, which invite collaboration and creativity, is a critical responsibility of principals (Rego et al., 2007; Schroder, 2008). Goleman, Boyatzis, and McKee (2003) noted that emotionally intelligent leaders provide help followers to focus on organizational goals and remain committed to the institution. Principals also have the responsibility of managing shared knowledge through the process of administration which builds teachers and demonstrates

loyalty to followers (Chieh-Peng, 2007). Moos, Krejsler, and Kofod (2008) linked a principal's process of inviting teachers to consider organizational changes versus demanding that teachers change as an effective approach to improving teacher job satisfaction.

Problematic concerns between teacher job satisfaction and principal behavior include lack of involvement, harried personalities, and lack of humor (Connolly, 2007; Hurren, 2006). According to Higgs (2009) personality disorders among leaders, especially narcissism, negatively affects the perceived relationship followers have with leaders resulting in poor employee satisfaction. Gardner (2010) reported poor administrative support as a factor contributing to teacher attrition. A dysfunctional relationship between educational leaders and teachers invite a negative school climate and propagates negative emotions. Poor school climates increase teacher burnout, produce emotionally destructive thoughts, and create a lack of personal significance (Brown, 2004; Pines, 2002).

Productive educational leadership in public school districts should provide principals who demonstrate a high level of emotional intelligence and who exhibit servant leadership characteristics which invite organizational success. Moreover, the principal's level of awareness contributes to overall job satisfaction of teachers and promotes a positive school climate. Principals continue to experience challenges in educational institutions; however, developing a positive regard for others can lead to successful organizational outcomes and increased teacher job satisfaction (Schoo, 2008).

Servant Leadership and Job Satisfaction. The significance of servant leadership and job satisfaction has been empirically tested and scrutinized over the last

few decades. Cerit (2009) noted teachers who work in educational organizations where principals are servant leaders who endorse the philosophy of servant leadership experience high levels of job satisfaction. Studies by Amadeo (2008) and Inbarasu (2008) also concluded a positive correlation exists between job satisfaction and servant leadership. Anderson (2005), Cerit (2009), Miers, (2004), and Thompson (2002) reported a significant positive relationship between servant leadership and job satisfaction in educational settings. Hays (2008) noted “Applying the principles, values, and practices of *Servant Leadership* to teaching can make a profound difference on the impact of learning and in the learning experience of both students and *teachers*” (p. 113).

Jackson and McDermott (2009) determined servant leadership requires fearless leadership with a strong resolve to “engaged in confident, innovative pedagogy” (p. 34). Herman and Marlowe (2005) noted that students who observe adults who model principles of servant leadership learn caring and respectful behavior, which in turn affects teacher job satisfaction. The characteristics needed in education include the principles of servant leadership as explained by Laub (1999) and associate with teacher job satisfaction and improved educational outcomes (Culver, 2008). The current study will evaluate the degree to which teachers perceive principal leadership behaviors in a public school district in the Rocky Mountain Region of the United States. The relationship between servant leadership and teacher job satisfaction will also be evaluated.

Conclusions

Educational administrators and leaders are assigned the responsibility of improving the levels of recruitment and retention among teachers. Leaders who provide teachers with opportunities to increase their level of job satisfaction will also increase

teacher retention (Johnson, 2006). A significant model of leadership that relates with job satisfaction and is suitable for educational environments is servant leadership. By utilizing the principles of servant leadership, leaders influence interpersonal interactions and assist in the creation of positive work environments increasing satisfaction among teachers (Greenleaf, 1977). Job satisfaction and individual motivation increase when teachers perceive their principal to demonstrate genuine concern for them and for their professional development (Stefano & Wasylshyn, 2005; Taylor et al., 2007). Kouzes and Posner (2010) asserted,

Leadership is an affair of the heart. Leaders are in love with their constituents, their customers and clients, and the mission that they are serving. Leaders make others feel great themselves and are gracious in showing their appreciation. Love is the motivation that energizes leaders to give so much for others. You just won't work hard enough to become great if you aren't doing what you love. (p. 15)

Job satisfaction is most likely to transpire when teachers perceive the benefits of personal growth, professional development, and unconditional positive regard from leaders.

The literature review provided significant empirical support regarding servant leadership characteristics and job satisfaction within education institutions (Anderson, 2005; Cerit; 2009; Miers, 2004; Thompson, 2002). Amadeo (2008), Swearingen (2004), and Ledbetter (2003) provide evidence regarding the relationship of job satisfaction and servant leadership outside educational organizations. Servant leadership, and its associated principles, may be an acceptable leadership approach to public education based on empirical evidence related to the values of education and the teaching

profession. The current study considers servant leadership behaviors demonstrated by high school principals in a public school district located in the Rocky Mountain Region of the United States as perceived by full-time teachers and established the existence of relationships with teacher job satisfaction.

Summary

Chapter 2 comprises a historical and contemporary overview detailing significant factors regarding servant leadership and teacher job satisfaction. The ability to provide individuals with effective leadership which invites intrinsic motivating factors for improvement and change is essential (Justice & Espinoza, 2007). Values-based leadership models were evaluated as applicable to the educational environment. Of the several leadership theories considered, servant leadership was recognized as a productive and effective leadership model for the teaching profession. Servant leadership was evaluated as a model of leadership which focuses on commitment to community, compassion for employees, and service to stakeholders (Culver, 2008; Greenleaf, 1977). Improving teacher job satisfaction and increasing teacher retention was also evaluated in connection with servant leadership. The six dimensions of servant leadership were discovered to be viable leadership behaviors which motivate and encourage followers toward greater productivity and positive organizational outcomes (Laub, 1999; Muse et al., 2005). Leaders who display high levels of authenticity create sustainable development with the organization (Zhu, 2006).

The importance of emotional intelligence and self-awareness among leaders was the second significant theme presented in the literature review. A presentation of the history of emotional intelligence was examined. The importance of self-awareness was

included in the discussion as evidence of the critical nature of principal leader behavior. Compassion and caring was evaluated as a significant construct of leadership (Newman, Guy, & Mastracci, 2009), and signifies the basic tenet for effective leadership in the education profession (Herman & Marlowe, 2005; Jackson & McDermott, 2009). A public school district was the specific setting for the research study consisting of nine high schools (10-12) located in the Rocky Mountain Region of the United States. Information regarding the mission and values of the educational organization was provided.

The topic job satisfaction was discussed in the third and final section of the literature review. Major concepts regarding the importance of job satisfaction were presented which included an evaluation of contemporary research among full-time teachers. The significant consequences of leadership in relation to teacher job satisfaction were provided. Principal's leadership behaviors were identified as significant determinants in overall job satisfaction among teachers (Cerit, 2009; Jackson & McDermott, 2009). The correlation between job satisfaction and servant leadership was presented. Not only does empirical evidence exist within the realm of education, but research outside of education also exists solidifying the relationship of servant leadership and job satisfaction. The literature review provided information regarding the gap related to servant leadership in public education. The gap consisted of perceptions of teachers, principals, and educational administration regarding servant leadership behaviors in educational organizations relative to job satisfaction.

The methodology used to examine the research questions will be reviewed in Chapter 3. The use of a quantitative correlational design is substantiated with information giving purposeful application of the design provided. Chapter 3 also includes information

regarding the research design, population used in the sample, procedural explanation regarding the collection of data, instrumentation, validity and reliability, appropriateness of the study, and an analysis of the data.

Chapter 3: Method

The purpose of the quantitative research study was to identify the extent that servant leadership characteristics are perceived by full-time high school teachers in a public education institution and to measure correlations between servant leadership behaviors and full-time teachers' job satisfaction. A theoretical overview of past and present literature regarding the critical nature of job satisfaction in educational organizations, leadership factors in education, and the theoretical construct concerning the dynamics and implications of servant leadership was presented in Chapter 2. Empirical evidence supporting the relationship between teacher job satisfaction and principal servant leadership behaviors was provided identifying servant leadership as a viable leadership paradigm applicable in educational settings. Chapter 3 comprises the selected methodology used to investigate the research questions and includes an examination of the research approach. An explanation of the research design, sample population, data collection, instrumentation, validity and reliability of the research, appropriateness of the design, and data analysis will be presented in the chapter.

Research Method

The optimal method selected to address the research questions was a quantitative, nonexperimental correlational research design. The research questions pertain to the degree of servant leadership behaviors perceived by full-time teachers in a public education organization and whether the perceptions of servant leadership characteristics correlate with job satisfaction. The independent variable in the study is represented by servant leadership characteristics perceived by full-time high school teachers within School District X. The dependant variable is represented by job satisfaction among full-

time teachers. Demographic factors, such as length of employment within the educational organization, are moderating variables. Age and gender are also moderating variables as a teacher's age and gender may influence perceptions of servant leadership behaviors and job satisfaction.

The Organizational Leadership Assessment (OLA, educational version) designed by Laub (1998) was the validated survey instrument utilized to collect data as part of the research design. The independent variable of servant leadership behaviors as perceived by full-time teachers and the level of job satisfaction as reported by the same participants was measured by the OLA instrument. The direction and degree of the relationship between variables was revealed by utilizing a quantitative, correlational research design (Gall, Gall, & Borg, 2003). The research design also evaluated teachers' length of employment and how this variable influenced teachers' perceptions of servant leadership behaviors. The voluntary participants targeted in the study were a random sample of full-time high school teachers from a public school district consisting of nine high schools in the Rocky Mountain Region of the United States.

Appropriateness of Design

Hart (2007) identified research design as a process that leads to the eventual destination or end result for the research study. Quantitative descriptive research explores the possible relationship "among two or more phenomena" (Leedy & Ormrod, 2001, p. 191). The quantitative, correlational research study was comprised of empirical data regarding the perceptions of servant leadership in a public education institution. An evaluation regarding any correlations between servant leadership behaviors and teachers' job satisfaction ensued. Correlational research, according to Creswell (2005), is the

application of correlation between two or more variables. Understanding and recognizing the best predictors that influence an outcome is best identified through the process of correlational research (Creswell, 2005).

Gall, Gall, and Borg (2003) posited quantitative methods are characterized through the use of standardized instruments and through a critical deduction of the hypotheses being tested. Quantitative methodology involving observable data can be measured and analyzed numerically and is appropriate regarding a study of servant leadership characteristics which can be effectively measured. The OLA (Laub, 1999) survey was originally developed to evaluate servant leadership behaviors. The OLA (Laub, 1999) was the standardized instrument used to evaluate and measure the perceptions of servant leadership behaviors and is well suited to gather data used in the study.

According to Salkind (2003), correlational research is an effective technique which delineates a relationship between variables indicating the co-relation of the two variables involved in the study. A quantitative correlational research method was selected for the study in order to best evaluate and analyze the hypotheses. The first hypothesis necessitates an evaluation regarding the presence of servant leadership in a public education institution. Providing a significant analysis of the data in a large public education organization would be impractical utilizing qualitative methodology. Considering time constraints, and the practical focus to generalize results to the high schools within the school district, quantitative methodology is preferred. Acquiring a deeper understanding of the teachers' psyche and of the hypothesis under investigation requires significantly more time and is best suited for qualitative research methodology

(Berg, 2004). Combining quantitative and qualitative research into a mixed method approach requires a significant amount of time to finalize the study.

The potential correlation between servant leadership behaviors and full-time teacher job satisfaction along with teachers' length of employment and perceptions of servant leadership and job satisfaction are variables considered in the second and third hypotheses. Berg (2004) stated "the statistical testing of empirical hypothesis" is best provided through the analysis of large amounts of data and is most effectively utilized within the realm of quantitative research (p. 11). Correlational studies, which identify causal relationships, are best used when data is collected using a quantifiable configuration (Gall et al., 2003). Creswell (2005) corroborated the purpose of quantitative research as an empirical process that statistically measures the association of variables.

Creswell (2005) identified correlational research design as quantitative research. Data collected from quantitative research allows themes to be identified from participants' responses (Neuman, 2003). Creswell (2005) stated a correlational design allows the researcher to examine the "direction of the correlation of scores, a plot of the distribution of scores to see if they are normally or non-normally distributed, the degree of association between scores, and the strength of the association of the scores" (p. 343). Although causation is not implied through correlational research, associations may exist between variables if a relationship is ascertained. Neuman (2003) purported the complexity of human interaction as a significant challenge to correlational research as people often add personal interpretations to solicited questions. A relationship between two variables may be indicated through correlational research through the process of two phenomena or events that vary together (Zikmund, 1997). The direction and degree of the

relationship between servant leadership behaviors in School District X and full-time teachers' job satisfaction was determined.

The OLA research instrument (Laub, 1998) measured both the servant leadership variable and the job satisfaction variable and determined the degree of relationship between the two. Measuring the degree of servant leadership in the education institution while concomitantly measuring teacher job satisfaction will take place utilizing the OLA. The OLA is a reliable and efficient tool used to identify the relationship between variables (Anderson, 2005; Cerit, 2009; Laub, 1999, Miers, 2004; Thompson, 2002). The simultaneous evaluation of variables in order to search for and identify relationship is appropriate in quantitative correlational research (Neuman, 2003).

Obtaining significant data regarding the association between variables is best obtained through the utilization of a correlational research design and will be employed in the research study (Gall, Gall, & Borg, 2003). A relationship between servant leadership characteristics and teacher job satisfaction was provided through correlational analysis and comprised an explanation regarding the proposed research questions. Creswell (2005) indicated quantitative research involves an unbiased and an intentional approach to research while discovering trends, analyzing groups, and connecting variables. The appropriateness of a quantitative research method with a correlational design was significant to the study. The collection of data generated through the research process was suitable for the investigation of a social milieu and provided data allowing the researcher to ascertain probable causation (Creswell, 2005). The quantitative, correlational research design assisted in the evaluation of the relationships between servant leadership behaviors and job satisfaction among a populace of full-time teachers

employed at a public school district located in the Rocky Mountain Region of the United States.

Research Questions

According to Creswell (2005), the purpose of research questions is to increase the amount of focus in the study and provide answers to the research being performed. The study will involve an assessment of the influence of servant leadership in a public educational setting as perceived by full-time teachers. Six primary factors of servant leadership, as described by Laub (1999), will be considered: (a) shares leadership, (b) provides leadership, (c) displays authenticity, (d) builds community, (e) develops people, and (f) values people. Job satisfaction among full-time teachers will also be measured. The subsequent research questions will give direction to the study:

1. To what extent do full-time teachers employed within nine secondary education organizations of School District X, a public education organization located in the Rocky Mountain Region of the United States, implement specific principles of servant leadership, as measured by the educational version of the Organizational Leadership Assessment (Laub, 1999), in their occupation?
2. To what extent does full-time teacher's perception of their superior's implementation of the principles of servant leadership affect the full-time teacher's level of job satisfaction?
3. Are there differences in the perceptions of servant leadership based on the length of employment of full-time teachers in the organization (e.g., teachers with less than one year, one to five years, six to ten years, eleven to fifteen years, sixteen to twenty years, and twenty years or above of full-time employment)? Do demographic factors such

as age, gender, and length of employment within School District X, have an effect on the relationship between perceptions of servant leadership and job satisfaction?

Although demographic factors such as age and gender will be evaluated in relation to the concepts of servant leadership theory and teacher job satisfaction, they will not be of significant interest in the research study.

Research Hypotheses

The three hypotheses included in the study have analogous research questions developed for the purpose of defining the study and extracting significant results.

Teachers' perceptions of servant leadership behaviors in an educational organization are addressed by the first hypothesis. Servant leadership in educational settings has growing empirical support although a top-down hierarchical approach to leadership has been the traditional leadership style common in public education organizations (Cerit, 2009; Lambert, 2004; Miers, 2004). Servant leadership behaviors are measured by the OLA instrument which was created to identify perceived levels of servant leadership within organizations (Laub, 1999). The study will extend the investigation of servant leadership characteristics to a public education organization located in the Rocky Mountain Region of the United States.

H1₀: Teacher's implementation of servant leadership behaviors are not perceived at a public education organization by full-time teachers.

H1_A: Teacher's implementation of servant leadership behaviors are perceived at a public education organization by full-time teachers.

According to previous empirical studies, a relationship between servant leadership behaviors and job satisfaction exists (Amadeo, 2008; Anderson, 2005; Cerit, 2009;

Inbarasu, 2008; Lambert, 2004), although in the United States empirical research in public school district settings is scant. Only two studies specifically regarding principal servant leadership behaviors and teacher job satisfaction have been conducted (Anderson, 2005; Cerit, 2009). Anderson's results revealed a positive relationship between servant leadership and teacher job satisfaction; however, the study was limited to a religious education organization. Although the outcome of Cerit's research was similar to results demonstrated by Anderson, Cerit's research was limited to a country outside the United States. The current study will expand the investigation of perceived servant leadership behaviors and teacher job satisfaction to a different population and setting than previously studied.

H2₀: No significant correlation exists between perceived superior's implementation of servant leadership and the level of job satisfaction among full-time teachers at nine high schools within School District X in the Rocky Mountain Region of the United States.

H2_A: A significant correlation exists between perceived superior's implementation of servant leadership and level of job satisfaction among full-time teachers at nine high schools within School District X in the Rocky Mountain Region of the United States.

The perceptions of servant leadership may differ based on the length of employment and an employees' level of job classification. Laub (1999) anticipated variations in perceptions made by respondents and included the factor of employment level into the OLA survey. Greiner and Smith (2006) determined perceptions of leadership and job satisfaction may vary depending on the length of employment among

full-time teachers. Carr and Evans (2006) identified the impact of principal leadership behaviors on all levels of employment among teachers. According to Johnson (2006), new teachers benefit most from the impact of principal leadership (Johnson, 2006).

H3₀: No significant differences exist regarding perceptions of superior's implementation of servant leadership behaviors based on the length of full-time employment for teachers (e.g., teachers with less than one year, one to five years, six to ten years, eleven to fifteen years, sixteen to twenty years, and twenty years or above of full-time employment).

H3_A: Significant differences exist regarding perceptions of superior's implementation of servant leadership behaviors based on the length of full-time employment for teachers (e.g., teachers with less than one year, one to five years, six to ten years, eleven to fifteen years, sixteen to twenty years, and twenty years or above of full-time employment).

Population

The general population for the study included the total population of full-time high school teachers employed by School District X located in the Rocky Mountain Region of the United States. The public school district consists of nine high schools (10-12) in the Rocky Mountain Region of the United States which was investigated as part of the study. The target population included the total population of full-time teachers employed at one of the nine high schools (10-12) affiliated with School District X. Approximately 575 full-time teachers who teach a variety of high school topics are employed with School District X and were included in the total population under investigation. The general population was narrowed to include only full-time teachers

working at the high schools (10-12) within School District X. Part-time teachers, volunteers, custodians, and administrative staff were not included in the study as the delineation of accountability may differ.

Sampling Frame

Approval was received from senior administration within School District X before data collection procedures ensued among randomly selected participants from the total target population within the high schools of the public school district. Approximately 575 full-time teachers who work with high school-aged youth (10-12) were included in the total target population and are employed at one of nine high schools associated with the public education organization located in the Rocky Mountain Region of the United States. Only full-time teachers employed by the education institution were included in the target population as availability, similarities among teachers, and experience with educational leadership is imperative.

Probability sampling was utilized relevant to sample selection processes before implementation of the study will be conducted. Probability sampling is “the most rigorous form of sampling in quantitative research because the investigator can claim that the sample is representative of the population and, as such, can make generalizations to the population” (Creswell, 2005, p. 146). Data was collected from a random sample of full-time teachers through the coordinated efforts between the researcher and the principals of each of the nine high schools within School District X. The principals from each of the nine high schools were instructed regarding the preparation and administration of the instrument. A random sample size of 360 full-time teachers, more than 20% of the target population, was adequately robust to ensure data representative of

the total target population (Marona et al., 2006). Participation was encouraged through the random selection of 360 full-time teachers, employed in one of nine high schools, inviting voluntary involvement in the completion of the OLA survey instrument. A response return rate of 50% is indicated by Creswell (2005) as being sufficient in “generalizing results from the sample to the population” (p. 367).

Informed Consent

An agreement of participation was presented to each individual involved in the study explaining the purpose of the research, what is required of participants, an explanation of participants’ rights, and information explaining the voluntary nature of the research (Neuman, 2003). Informed consent was provided to each participant before data collection begins (see Appendix A). Each participant was asked to read and sign the informed consent form prior to participation in the study.

Confidentiality

Confidentiality of participants is a critical responsibility of the researcher who is accountable to ensure the privacy of each individual involved in the study (Berg, 2004). Individuals who choose to participate in the study were informed regarding the assurance of privacy and confidentiality. Anonymity was maintained for each participant as explained in the confidentiality statement included on the informed consent form (see Appendix A). Each participant had the opportunity to review and sign the form prior to involvement in the study. The informed consent form communicated to subjects that their participation was completely voluntary, that they were free to withdraw from the study at any time, and that their confidentiality was guaranteed. To ensure confidentiality, codes were placed on each survey identifying the high school where the survey was

administered. Data retrieved from the study is maintained in a secure location utilized for the purpose of the study and was used exclusively by the researcher. The researcher collected the informed consent forms from each participant and stored them for research purposes.

Geographic Location

The research study was confined to full-time teachers employed in the Rocky Mountain Region of the United States. Nine high schools within one public school district served as research sites for the study. High school principals were communicated with personally by the researcher for the purpose of instructing individual participants regarding procedural instructions and for delivering the survey instrument.

Data Collection

Full-time high school teachers employed within School District X were notified regarding the survey, how to participate in the quantitative research study through the process of self-administration, and completion of the OLA research tool (Laub, 1999). According to Laub (2004), the average time needed to complete the OLA instrument is 15 minutes. Participants were instructed regarding the purpose of the study, expectations regarding participation, and withdrawal procedures. The completed surveys were organized and stored in order to maintain participant confidentiality and research integrity until the data was analyzed. The OLA survey instrument was self-administered by each participant and data was be compiled, organized, and evaluated by the researcher.

Data collected from the OLA survey instrument (see Appendix B) and the demographic data questionnaire (see Appendix C) was requested from the participants. Included with the information regarding the study is information which addresses

informed consent and confidentiality (see Appendix A). Information regarding how the study may benefit the teaching profession as well as the guarantee of confidentiality was included in the message. The OLA survey instrument used in the study is appropriate for the research design and for addressing the research questions and hypotheses.

Creswell (2005) noted specific procedures will assist the researcher and are associated with increasing participation in the study such as “proper notification, adequate follow-up procedures, respondent interest in the study, the quality of the instrument, and use of incentives” (p. 367). Prior to contacting the principals and employees of each high school within the public school district, approval was received from the Institutional Review Board from the University of Phoenix. Permission was also requested from School District X for participation in the study. Communication with each high school principal within the school district took place and an explanation of the details of the research study was delivered. Clarification regarding the purpose of the research was also introduced. Permission to use the OLA instrument was obtained prior to board approval.

Instrumentation

The purpose of the quantitative, nonexperimental correlational study is to evaluate the degree to which full-time teachers’ perceptions of servant leadership behaviors exhibited in an educational setting correlate with job satisfaction among teachers. Hart (2007) explained the importance of instrumentation as a means whereby data is collected and can be analyzed and interpreted by the researcher. The validated OLA instrument (Laub, 1999) was utilized in discovering relationships between variables. The OLA survey was developed to determine the relationship between servant leadership behaviors

and job satisfaction within organizations. Rensis Likert developed a dependable scale used to measure survey responses and is called the Likert-type scale (Neuman, 2003; Salkind, 2003). The OLA instrument utilizes a 5-point Likert-type scale, ranging from strongly disagree (1) to strongly agree (5), in order to collect data regarding the perceptions of servant leadership characteristics in the educational institution and job satisfaction among full-time teachers (Stramba, 2003).

The OLA (educational version) instrument developed by Laub (1999) was utilized in the study as a tool to measure the correlation between perceived servant leadership characteristics and job satisfaction among full-time high school teachers employed within a public school district located in the Rocky Mountain Region of the United States. The OLA tool has been identified as a dependable instrument used to measure perceptions of servant leadership in organizations (Amadeo, 2008; Anderson, 2005; Cerit, 2009).

According to Laub (2007), the OLA instrument is an ideal tool used to identify differences in perceptions among people employed in an organization and may be used to identify areas of improvement within the organization. Laub (1999) posited organizational productivity and predictors of successful outcomes may be correlated with OLA scores (as cited in Stramba, 2003). Permission will be obtained from Dr. Laub regarding utilization of the OLA tool before the research study commenced.

The OLA survey instrument utilizes 66 statements divided into three main sections relating to perceptions of participants. The three major sections address the entire organization, attitudes toward current leadership, and the participants' role in the institution. The final section of the OLA includes statements related to employees' job satisfaction. The OLA tool was validated regarding servant leadership research (Laub,

1999) after rigorous field testing involving 828 people from 41 different organizations throughout the United States and the Netherlands took place. The availability of the OLA tool as a valid and reliable instrument has increased the possibility of continued research regarding the topic of servant leadership (Laub, 1999). The content of the OLA tool is identified by the following:

The instrument uses six constructs or potential subscores: (a) values people (e.g., respect and receptive listening), (b) develops people (modeling appropriate behavior), (c) builds community (e.g., team and community building and allowing for individuality), (d) displays authenticity (e.g., honesty and high integrity), (e) provides leadership (e.g., vision of the future), and (f) shares leadership (e.g., shared power and vision). Six items have been incorporated to assess job satisfaction, addressing issues such as productivity, feelings regarding contributions to the organization, enjoyment of work, and opportunities for creativity. (Stramba, 2003, p. 3)

Laub (1999) identified the reliability of the OLA instrument, utilizing Cronbach-Alpha coefficient, as .98. An illustration of the subgroups or constructs integrated in the OLA instrument is demonstrated in Table 1 as tested by Miers (2004).

Table 1

Cronbach-Alpha Coefficients for Constructs of the OLA (Educational Version)

| | Cronbach's Alpha Coefficient |
|-----------------------|------------------------------|
| OLA Constructs | |
| Values People | .925 |
| Develops People | .936 |
| Builds Community | .919 |
| Displays Authenticity | .935 |
| Provides Leadership | .935 |
| Shares Leadership | .945 |
| OLA Instrument | .987 |

The OLA instrument, which was created to evaluate the level of servant leadership demonstrated within organizations, is an appropriate tool to administer to full-time teachers in an educational setting and was suitable for the study. The survey instrument was also used to measure the dependant variable, job satisfaction, among full-time teachers. The OLA tool was the most favorable instrument available for responding to the research questions and evaluating the hypotheses. The outcomes of the study were provided by the reliability and validity exhibited through the OLA and contributed to an intensive analysis of the data providing sustainable and meaningful conclusions.

Validity and Reliability

Neuman (2003) identified research validity as the rationale behind the experimental design utilized by the researcher, how results can be generalized, and the quality of the processes used to uncover the findings. An evaluation and discussion of

validity is a process necessary in order to complete research design considered for use in a study (Hart, 2007). The process of collecting data is best formulated after knowledge of validity is obtained and an understanding regarding the research design is described (Hart, 2007). Neuman (2003) described internal validity as a process where “there are no errors internal to the design of the research project. It is used primarily in experimental research to talk about possible errors or alternative explanations of results that arise despite attempts to institute controls” (p. 187).

The study utilized nine various subgroups of the entire population in order to strengthen external validity through the use of the OLA instrument. The sample population is representative of the population of full-time high school teachers within a public school district located in the Rocky Mountain Region of the United States. The methodological approach of the study and the proceeding outcomes may be extended to other public education institutions. The results of the study will assist researchers with diagnosing problematic organizational procedures, prevent job related stress, improve training, and increase positive outcomes leading to organizational success. An evaluation of diverse populations outside educational organizations could be accomplished by future researchers who replicate procedural features of the study and apply similar statistical analysis.

Internal validity. The internal validity of the current study was increased through evaluating the perceptions of full-time teachers regarding servant leadership behaviors and job satisfaction and through the process of utilizing established valid research measures. The OLA survey instrument was employed in the study as an exceptional tool in discovering the relationship between servant leadership and job satisfaction in an

educational institution. The validity and reliability of the instrument has already established by researchers (Laub, 1999). Laub (2007) also identified the OLA instrument as a tool used to diagnose the overall health and well-being of the organization being evaluated. The reliability of the OLA survey instrument were assessed through Cronbach's alpha and established a coefficient of .98 (Laub, 1999).

External validity. Cooper and Schindler (2003) identified external validity as the generalizable nature of data. Neuman (2003) posited external validity as “the ability to generalize findings from a specific setting and small group to a broad range of settings and people” (p. 187). The study incorporated sample participants which were randomly selected increasing the external validity of the study which may be generalized to several different settings and groups of people. According to Creswell (2005), an ideal situation involves a sample of individuals representative of the entire population being studied so the results of the study may be generalized. Hart (2007) identified problems with the sample or the milieu as being significant factors relating to threats of external validity. Utilizing thorough and accurate procedures regarding administration of the instrument provides higher return rates and fortifies the validity of the study (Creswell, 2005).

Reliability. Neuman (2003) identified reliability as “dependability and consistency” (p. 179). Unclear constructs, poor measurement procedures, and use of single indicators impact reliability (Neuman, 2003). Procedural analysis and research documentation must be meticulously reviewed in order for valid and reliable research outcomes to be demonstrated. Clearly defined research parameters and meticulous data analysis and documentation increase reliability. Previous studies by Amadeo (2008), Cerit (2009), Miers (2004), and others (Anderson, 2005; Thompson, 2002; Ledbetter,

2003) utilized the OLA survey and determined a high level of reliability in association with the instrument.

Data Analysis

In quantitative research, information is processed and outcomes are measured through the practice of data analysis which is an integral component of the research study (Creswell, 2005). Neuman (2003) described the general meaning of data analysis as “a search for patterns in data—recurrent behaviors, objects, or a body of knowledge” (p. 447). The scores derived from the OLA survey and the demographic form were calculated to evaluate if the level of servant leadership behaviors in the educational organization correlate with job satisfaction among full-time teachers. Chapter 4 will present the results of the statistical analysis and a complete description of identified patterns will be described.

A scale developed by Laub (2003) was used to analyze data obtained through the use of the OLA instrument. The degree of servant leadership was also evaluated through the use of six categories identified by Laub (1999) and pertaining to the perceptions of participants in the study (see Table 2). The overall mean of the total score retrieved from the OLA instrument was used to identify the level of servant leadership behaviors perceived by full-time teachers in a public education institution. The educational organization’s OLA mean score was represented by the calculation which took place in the process of analyzing the data. Teachers’ perceptions of servant leadership displayed in the organization were identified through the categories described by Laub (1999) and were an indication of the relationship between servant leadership and job satisfaction within the organization.

Once the mean OLA score is established, the correlation between servant leadership and the measure of job satisfaction among full-time teachers were identified. Bivariate correlational statistics were used in the process of data analysis and included Pearson's r to evaluate the hypothesis. Examination regarding the normality of the distributed population took place through the use of population mean and standard deviation and will precede inferential statistical analysis. The assumption of a normal distribution of population scores is critical for the use of Pearson's r in parametric statistics which was also used to evaluate the data (Creswell, 2005). An examination of other assumptions, such as internal data and independent responses, was included in the study. A one-way analysis of variance (ANOVA) was used to analyze the demographic data such as teachers' length of employment. Research data was also analyzed by using descriptive statistics.

Table 2

*Laub's Organizational Categories and Organizational Leadership Assessment (OLA)**Score Ranges*

| Organizational category | OLA score ranges |
|---|------------------|
| Absence of servant leadership characteristics | 060.0-119.4 |
| Autocratic organization | 119.5-179.4 |
| Negatively paternalistic organization | 179.5-209.4 |
| Positively paternalistic organization | 209.5-239.4 |
| Servant-leader organization | 239.5-269.4 |
| Servant-minded organization | 269.5-300.0 |

Statistical information was produced using the Statistical Analysis System (SAS version 9.2) program and utilized data acquired from the OLA (Laub, 1999) survey instruments which were completed by participants. Data obtained from each completed survey instrument was input into the SAS computer program in order to analyze data and receive results employed by the correlational coefficient statistical test. The correlation between servant leadership and teacher job satisfaction was produced using a template indentifying the relationship. Statistically meaningful results obtained from the data analysis will be addressed in Chapter 4.

Summary

Chapter 3 included a detailed explanation of the methodology employed in the research study. The research questions were effectively addressed by utilizing a survey-based instrument and by involving a quantitative, nonexperimental correlational design pertaining to the degree of servant leadership characteristics utilized in the public education institution. The existence of servant leadership behaviors in the public education organization was evaluated in order to discover relationships with job satisfaction among full-time teachers. The correlation between variables of teachers' perceptions of servant leadership and reported job satisfaction were evaluated through correlational research. Information regarding the direction and degree of association between variables were identified. The collection of data was provided through the use of the OLA survey instrument and was suitable for evaluating perceptions and attitudes generalizable to analogous educational organizations. The OLA tool will also facilitate future research studies regarding servant leadership and job satisfaction.

Chapter 3 comprised a detailed description of the research design, research questions, hypotheses, sample population, instrumentation, data collection, analysis of the data, and specific factors regarding research validity and reliability procedures. The contribution of empirical information will provide new knowledge relevant to the domain of educational leadership. The results obtained through survey instrumentation were evaluated and information regarding the research questions and hypotheses will be empirically analyzed in Chapter 4.

Chapter 4: Results

The purpose of the quantitative research study with a correlation design was to (a) evaluate the perceptions of full-time teachers relevant to the existence of servant leadership behaviors within nine high schools in a public school district and (b) verify the existence of any relationship between servant leadership and job satisfaction among full-time high school teachers employed within a public school district. Data were gathered from the OLA survey instrument by full-time teachers who willingly participated in the research study. Chapter 4 includes an evaluation of the analysis of the data formulated from the findings based on the research questions and hypothesis. The procedures of data collection and analysis will be explained as well as the demographic findings. An overview of the information discussed will be included in a summary of the chapter.

Data Collection

The research department of the public school district granted access to the research sites and approved communication with the principals of each high school. Principals were informed of the positive outcomes potentially derived from the organizational assessment instrument. The research department approved the research study and seven of the nine principals agreed to deliver the OLA surveys to full-time teachers in their respective high schools. One principal did not respond and one principal refused to participate. Direct mail to subjects was prohibited protecting the privacy of participants and preventing the use of addresses as personal identifiers.

Survey packets were delivered to each principal after the Institutional Review Board granted approval for the research study. Individual survey packets included an informed consent form describing the purpose of the study and requesting participation in

the study, the OLA survey instrument, and a demographic questionnaire. A stamped envelope addressed to the researcher was also included in the packet for the purpose of returning the OLA survey instrument, the informed consent form, and the demographic survey. The forms within each packet were attached to maintain order and increase completeness. Instructions were also included in the packet informing participants to mail the contents of the packet to the researcher through the postal service.

Verbal and written instructions regarding the delivery of the survey packets to full-time teachers were given to the nine principals within the public school district. Directions included delivering the surveys randomly to a certain number of full-time teachers within each high school were included. The number of surveys allotted to a particular high school was decided by the number of full-time teachers who could participate in the OLA survey. Seven out of nine principals agreed to participate and randomly selected only full-time teachers employed at their respective high school. Part-time teachers, volunteer teachers, custodians, administrative staff, and upper management were excluded from participating in the survey.

The principals of the nine selected high schools received the survey packets during the first week of October 2011. Participants returned the surveys through the postal service through the end of October. Two high schools chose not to participate after the sampling frame was created and surveys were distributed. One hundred eighteen surveys were returned to the researcher for a response rate of 32.8%. This percentage did not achieve the targeted response rate of 50%; however, Keeter et al. (2006) concluded that a response rate above 25% yields indistinguishable results. Three surveys were excluded from the study because there was no signature on the consent form, resulting in

115 surveys used for data. The adjusted response rate was 31.9% considering the eliminated surveys.

Data Analysis Procedures

An evaluation to check for incomplete or missing data was performed on receipt of individual surveys. Three surveys were returned without signatures on the informed consent form. Five surveys had one incomplete answer, one survey had two incomplete answers, and one survey had three incomplete answers. These seven surveys were used in the analysis and calculations were adjusted for the missing values.

Following the initial review of the survey instruments returned by the participants, the informed consent forms were removed from the packets and stored separately. No individual identifiers marked the survey packets or the survey instrument in any form. The association between the identity of the subject and the responses of the survey instrument were removed ensuring the confidentiality of the participants as guaranteed on the informed consent form.

An Excel spreadsheet file was used to enter data from the OLA instrument and from the demographic form. The OLA survey includes 60 questions requiring a response on a Likert-type scale ranging from 1 to 5. Seven surveys had missing values for particular questions. Five had one missing value, one survey had two missing values, and one survey had three missing values. The mean of the respective group item provided the replacement of missing data. The completed Excel file was imported to SAS (Version 9.2) in order to proceed with the statistical analysis.

Sample Demographics

A demographic questionnaire was included in the survey packet for participants to complete. Questions included the following categories: gender, age, level of education, number of years as a full-time teacher, and number of years employed at the current high school. Appendix G identifies the frequency counts for items included on the demographic form. Participant survey response rates were highest from high school A and B (60%), high school C (55.6%), high school D (46.7%), high school E (31.1%), high school F (27.5%), high school G (8.9%), and high school H and high school I (0%). Most (67%) of the full-time teachers were female and the median age range was 40-49 years old. The education level item for full-time teachers indicated that 100% of participants had a bachelor's degree and 47% had at least a master's degree. The median range of years as a full-time teacher was 1 to 5 years. The median range of years employed at the current high school was 1 to 5 years.

Results of Data Analysis

The study had three research questions with related hypotheses. The hypotheses were tested by data analysis. The OLA survey instrument was used to measure the independent variable of servant leadership characteristics and the dependent variable of job satisfaction. The reliability of the OLA instrument was 0.93 using Cronbach's alpha. The Cronbach alpha internal reliability coefficients for the eight scale scores are included in Table 3. The coefficients ranged from $r = 0.74$ to $r = 0.95$ signifying reliability and consistency of the entire OLA instrument according to the $r > .70$ research standard according to Nunnaly (1978).

Table 3

Psychometric Characteristics for Summated Scales (N = 115)

| Scale Score | Number of Items | M | SD | Alpha |
|------------------------------------|-----------------|--------|-------|-------|
| 1. OLA total score | 60 | 226.34 | 35.31 | 0.93 |
| 2. OLA values people score | 10 | 3.81 | 0.59 | 0.94 |
| 3. OLA develops people score | 9 | 3.74 | 0.69 | 0.95 |
| 4. OLA builds community score | 10 | 3.82 | 0.60 | 0.95 |
| 5. OLA displays authenticity score | 12 | 3.74 | 0.64 | 0.94 |
| 6. OLA provides leadership score | 9 | 3.66 | 0.70 | 0.84 |
| 7. OLA shares leadership score | 10 | 3.85 | 0.66 | 0.94 |
| 8. Job satisfaction | 6 | 4.40 | 0.49 | 0.74 |

Hypothesis 1. Hypothesis 1 indicates servant leadership behaviors are perceived within high schools in a public school district by full-time teachers. Table 4 identifies and categorizes the OLA total scores based on Laub's (1999) study. The OLA total scores for full-time teachers in the current sample ranged from 114 to 297 (Mean = 226.34, SD = 35.31) with the mean score being in the fourth organizational category. An organization in the fourth category is described by Laub (2008) as moderately healthy or positively paternal. Many full-time teachers perceived servant leadership behaviors within the organization. Most full-time teachers perceived their organization as not implementing servant leadership behaviors in many instances. Based on the findings, several key characteristics of servant leadership such as, develops people, displays authenticity, and provides leadership are perceived less within the education institution.

Table 4

Extent of Servant Leadership Behaviors Perceived by Full-time Teachers (N = 115)

| Category | Range of Scores ^a | n | % |
|-----------|------------------------------|----|-------|
| Toxic | 60.0 to 119.4 | 1 | 0.9% |
| Poor | 119.5 to 179.4 | 8 | 7.0% |
| Limited | 179.5 to 209.4 | 21 | 18.3% |
| Moderate | 209.5 to 239.4 | 44 | 38.3% |
| Excellent | 239.5 to 269.4 | 29 | 25.2% |
| Optimal | 269.5 to 300.0 | 12 | 10.4% |

^aMean = 226.34, SD = 35.31

Full-time teachers perceived the leaders of the education organization practice positive paternalism. Of all the participants included in the study, 41 teachers (36%) rated their high school as being either excellent or optimal, indicating a servant-minded institution. The overall mean for the sample reveals a score less than that of a servant oriented organization. The combination of results displayed insufficient support for Hypothesis 1 and does not provide evidence that servant leadership behaviors are implemented within high schools in a public school district as perceived by full-time teachers. Many full-time high school teachers perceived the organization as displaying positive paternalism; however, the education organization could increase the level of functioning by implementing servant leadership characteristics.

Hypothesis 2. Hypothesis 2 investigates if a significant correlation exists between perceived implementation of servant leadership and job satisfaction among full-time teachers within the education institution. The research setting included nine high schools

within a public education institution in the Rocky Mountain Region of the United States. The relationship between the total score of the OLA and each of the subscales with job satisfaction were assessed using Pearson's product moment correlation coefficient statistics. Table 5 presents the intercorrelations for the seven servant leadership scores as well as the job satisfaction measure.

Table 5

Intercorrelations for the Summated Scale Scores (N = 115)

| Scale Score | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|------------------------------|------|------|------|------|------|------|------|------|
| 1. OLA total | 1.00 | | | | | | | |
| 2. OLA values people | 0.92 | 1.00 | | | | | | |
| 3. OLA develops people | 0.93 | 0.87 | 1.00 | | | | | |
| 4. OLA builds community | 0.91 | 0.83 | 0.80 | 1.00 | | | | |
| 5. OLA displays authenticity | 0.95 | 0.87 | 0.86 | 0.81 | 1.00 | | | |
| 6. OLA provides leadership | 0.85 | 0.70 | 0.71 | 0.75 | 0.76 | 1.00 | | |
| 7. OLA shares leadership | 0.92 | 0.80 | 0.85 | 0.77 | 0.87 | 0.72 | 1.00 | |
| 8. Job satisfaction | 0.59 | 0.66 | 0.55 | 0.50 | 0.58 | 0.41 | 0.52 | 1.00 |

Note: All correlations were significant at the $p < 0.001$ level

Of the seven correlations for job satisfaction with each of the servant leadership scores, the sub score provides leadership had the smallest correlation of $r = .41$ ($p < 0.001$). The Pearson correlation for the OLA total score and job satisfaction was $r = 0.59$ ($p < 0.001$). The significant p-values and moderate positive correlations between job satisfaction and implementation of servant leadership provide evidence to reject the null hypothesis, that there is no relationship, and conclude that there is a significant

correlation between perceived implementation of servant leadership and job satisfaction among full-time teachers. This finding provides evidence that servant leadership behaviors have a significant relationship to job satisfaction among full-time teachers within in the public school district.

Hypothesis 3. Hypothesis 3 investigated if significant differences exist in perceptions of servant leadership behaviors based on length of employment of full-time teachers in the organization. To test the hypothesis, a series of one-way ANOVA tests were used to compare the length of employment with the seven OLA scores. Table 6 displays the results of the one-way ANOVA test results. A significant F-critical value will prove that the perceptions of servant leadership behaviors are affected by the length of employment of full-time teachers. The F-Critical values do not exceed a value of 2.3 that is required to have a critical p -value of less than 0.05. None of the tests resulted in a critical p -value of less than 0.05 indicating there are no significant differences between lengths of employment of full-time teachers in the organization and perceptions of servant leadership behaviors within the organization. This test shows that length of employment does not influence the perception of servant leadership behaviors.

Table 6

One-way ANOVA test results to compare length of employment and servant leadership behaviors

| Variable | F-Critical Value | P-Value |
|-----------------------|------------------|---------|
| Total OLA | 1.19 | 0.32 |
| Values People | 1.70 | 0.14 |
| Develops People | 0.99 | 0.43 |
| Builds Community | 1.25 | 0.29 |
| Displays Authenticity | 0.97 | 0.44 |
| Provides Leadership | 0.83 | 0.53 |
| Shares Leadership | 1.23 | 0.30 |
| Job Satisfaction | 2.21 | 0.58 |

Table 7 displays the Pearson product moment correlations for full-time teacher's length of employment with the seven OLA scores. None of the correlations were statistically significant at the $p < 0.05$ level. Since there were no significant one-way ANOVA tests and no significant correlations between the OLA leadership behaviors and length of employment, there is not sufficient evidence to conclude that significant differences exist in perceptions of servant leadership behaviors based on length of employment of full-time teachers in the organization.

Additional Findings

Added statistical analysis was conducted to discover if there were any significant differences in perceptions regarding servant leadership behaviors between the seven high

schools. The correlations between each high school with the seven OLA scores and job satisfaction are displayed in Table 7. The correlation of high school and OLA construct provides leadership was statistically significant with a p -value of 0.04 and demonstrates there is a relationship between a particular high school and the OLA provides leadership construct. All other OLA scores had non-significant correlations.

Table 7

Correlations for Scale Scores with Length of Employment and High School (N = 115)

| Variable | Length of Employment | p-value | High School | p-value |
|------------------------------|-------------------------|---------|-------------|---------|
| 1. OLA total | 0.07 | 0.47 | 0.13 | 0.17 |
| 2. OLA values people | 0.08 | 0.42 | 0.03 | 0.79 |
| 3. OLA develops people | 0.06 | 0.52 | 0.13 | 0.18 |
| 4. OLA builds community | 0.08 | 0.39 | 0.11 | 0.25 |
| 5. OLA displays authenticity | 0.09 | 0.36 | 0.13 | 0.17 |
| 6. OLA provides leadership | 0.05 | 0.63 | 0.20 | 0.04* |
| 7. OLA shares leadership | 0.03 | 0.78 | 0.12 | 0.21 |
| 8. Job satisfaction | 0.05 | 0.58 | -0.17 | 0.07 |

*Significant at the $p=0.05$ level

Table 8 displays the Pearson product moment correlations for the seven OLA scores plus job satisfaction with five selected variables (gender, age range, education, years as a full time teacher, and years at current school). For the resulting 40 correlations, three were significant. There were significant negative correlation between the gender of the full-time teacher and the OLA total, OLA displays authenticity and OLA shares

leadership scores. While the correlations with gender are significant, the correlation values are weak and indicate there is only a slight difference in perceptions between males and females.

Table 8

Pearson product moment correlations for OLA subscores, job satisfaction, and selected variables

| Variable | Gender | Age Range | Education | Years as FT Teacher | Years at School |
|------------------------------|---------|-----------|-----------|---------------------|-----------------|
| 1. OLA total | -0.23* | 0.15 | -0.06 | 0.07 | 0.01 |
| 2. OLA values people | -0.16 | 0.08 | -0.13 | 0.08 | 0.01 |
| 3. OLA develops people | -0.17 | 0.14 | -0.03 | 0.06 | 0.01 |
| 4. OLA builds community | -0.11 | 0.15 | -0.11 | 0.08 | 0.01 |
| 5. OLA displays authenticity | -0.31** | 0.16 | 0.00 | 0.09 | 0.03 |
| 6. OLA provides leadership | -0.18 | 0.16 | -0.08 | 0.05 | 0.00 |
| 7. OLA shares leadership | -0.28** | 0.12 | 0.03 | 0.03 | -0.03 |
| 8. Job satisfaction | -0.05 | 0.04 | -0.12 | 0.05 | -0.01 |

*Significant at the $p < 0.05$ level ** Significant at the $p < 0.001$ level

Table 9 displays the results of the multiple regression model that examined the association of job satisfaction with the OLA total score after controlling for five background characteristics. The overall model was statistically significant ($p < 0.001$) and accounted for 37% of the variance in job satisfaction. Examination of the predictors found none of the five background characteristics to be statistically significant except the OLA total score was positively related to job satisfaction ($p < 0.0001$). The results of the

multiple regression model remains consistent with outcomes of the OLA instrument found in other studies.

Table 9

Examination of the Relationship of Job Satisfaction with OLA Total Scores After Controlling for Background Characteristics (N=115)

| Source | B | SE | β | p |
|------------------------------|-------|------|---------|--------|
| Intercept | 2.44 | 0.36 | 0.00 | <.0001 |
| Gender | 0.09 | 0.08 | 0.08 | 0.30 |
| Age | -0.06 | 0.05 | -0.15 | 0.25 |
| Education | -0.09 | 0.09 | -0.09 | 0.32 |
| Years as full-time teacher | 0.06 | 0.05 | 0.21 | 0.18 |
| Years at current high school | -0.01 | 0.05 | -0.04 | 0.76 |
| OLA total score | 0.50 | 0.07 | 0.60 | <.0001 |

Note-Full Model: $F(6, 107) = 10.25, p < 0.001, r^2 = 0.37$.

Summary

The qualitative research study with a correlation design involved an assessment of the association between perceived evidence of servant leadership behaviors and job satisfaction among full-time teachers. The most significant finding of the study revealed evidence that perceptions of servant leadership behaviors in the public education institution are strongly associated with job satisfaction among full-time teachers ($r = 0.59, p < 0.001$). The second important finding of the research study was that length of employment was not a major factor in the relationship between perceptions of servant leadership and job satisfaction. Third, demographic characteristics were not found to

have any statistically significant effect other than the negative correlations of the gender of the teacher with the total OLA score, OLA displays authenticity and OLA shares leadership scores. Finally, from an educational leadership perspective, the full-time teachers perceived the education institution to be functioning as a positively paternalistic organization, rather than a servant-minded or servant-led organization ($M = 226.34$, $SD = 35.31$). The conclusions, implications, and recommendations of these research outcomes will be evaluated in Chapter 5.

Chapter 5: Conclusions and Recommendations

The primary focus of this study analyzes the problem that job dissatisfaction among teachers contributes to a lack of teacher retention and contributes to a high rate of turnover. Teacher job satisfaction and retention directly impacts the quality of education provided to students and is a significant concern for educational leaders. The purpose of the quantitative correlational research study is to ascertain correlations of the relationship between full-time teachers' perceptions of servant leadership behaviors exhibited by superiors in the workplace and to determine the impact of servant leadership behaviors on teacher job satisfaction. Chapter 2 included the literature review that provided support regarding servant leadership characteristics and how servant leadership behaviors would positively correlate with teachers' job satisfaction.

The data evaluated from the research study provided answers to the research questions and were retrieved by using a survey-based, quantitative, nonexperimental correlational design. Chapter 3 included a detailed discussion of the research method, the research procedures, and the statistical tests utilized for data analysis. The limitations associated with the study included the number of voluntary participants who agreed to participate in the study, the number of participants who completed the survey in its entirety, and the level of honest responses provided by the participants in the study. The request for subjects to take the survey was also a limitation based on the random selection of teachers assigned by the principals of each respective high school.

The sample for the present study consisted of 360 full-time teachers employed at nine high schools within a public school district located in the Rocky Mountain Region of the United States. The collection of data was made possible through the use of the OLA

survey (Laub, 1998) and a demographic survey. Chapter 4 included an analysis of the collected data and the results of the findings. Chapter 5 contains a discussion and interpretation of the findings from the research study of full-time high school teachers within the public school district. Conclusions regarding the research questions and associated hypothesis will be discussed followed by significant implications and recommendations with a final summary at the end of the chapter.

Conclusions

The final outcomes of the study were derived from three research questions and were expected to support corresponding hypotheses. Few studies have been conducted regarding servant leadership in public schools; however, growing evidence supports the presence of servant leadership in education institutions (Anderson, 2005; Cerit, 2009). The current research study extends the investigation of servant leadership characteristics to a new setting-nine high school within a public school district in the Rocky Mountain Region of the United States. The first hypothesis addressed the research question regarding perceptions of servant leadership principles in the education institution by full-time teachers. The level of perceived servant leadership in the organization was measured by the OLA instrument (Laub, 1998).

H₁₀: Teacher's implementation of servant leadership behaviors are not perceived at a public education organization by full-time teachers.

H_{1A}: Teacher's implementation of servant leadership behaviors are perceived at a public education organization by full-time teachers.

The second hypothesis addressed the second research question and pertains to whether a relationship is present between perceptions of servant leadership behaviors and

job satisfaction among full-time teachers. According to Amadeo (2008), Hill (2008), and Swearingen (2004), a correlation exists between servant leadership and job satisfaction; however, only three studies have established a positive connection between servant leadership and job satisfaction among teachers (Anderson, 2005; Miears, 2004; Thompson, 2002). The current research study expanded the investigation of servant leadership and job satisfaction to a different populace and location than previously examined, namely full-time teachers from nine high schools within a public school district in the Rocky Mountain Region of the United States.

H₂₀: No significant correlation exists between perceived superior's implementation of servant leadership and the level of job satisfaction among full-time teachers at nine high schools within School District X in the Rocky Mountain Region of the United States.

H_{2A}: A significant correlation exists between perceived superior's implementation of servant leadership and level of job satisfaction among full-time teachers at nine high schools within School District X in the Rocky Mountain Region of the United States.

Pearson's product moment correlation statistic was used to test hypothesis 2 in order to ascertain any correlation between perceived superior's implementation of servant leadership behaviors and job satisfaction among full-time teachers. The direction and degree of correlation between the two variables was determined by testing hypothesis 2. The OLA survey instrument (Laub, 1998) was used for measuring both variables.

The third hypothesis related to the third research question, which examined the variable of length of employment and the effect this variable has regarding perceived

servant leadership behaviors and job satisfaction. Greiner and Smith (2006) reported the perceptions of leadership differ depending on the length of employment among full-time teachers. A study by Carr and Evans (2006) discovered the importance of principal leadership as a factor affecting job satisfaction at all levels of employment among teachers.

H3₀: No significant differences exist regarding perceptions of superior's implementation of servant leadership behaviors based on the length of full-time employment for teachers (e.g., teachers with less than one year, one to five years, six to ten years, eleven to fifteen years, sixteen to twenty years, and twenty years or above of full-time employment).

H3_A: Significant differences exist regarding perceptions of superior's implementation of servant leadership behaviors based on the length of full-time employment for teachers (e.g., teachers with less than one year, one to five years, six to ten years, eleven to fifteen years, sixteen to twenty years, and twenty years or above of full-time employment).

A one-way analysis of variance was used to test hypothesis 3 to determine any significant differences among full-time teachers' perceptions of superior's implementation of servant leadership based on length of employment. Demographic variables such as gender, age, education, and length of employment were tested using a multiple regression model to determine significant effects upon perceptions of full-time teachers.

Research Findings

The results of Hypothesis 1 indicated the extent of perceived superior's implementation of servant leadership behaviors noted by full-time high school teachers in the education institution studied displayed a Level 4 organization, which equals a positively paternalistic organization (Laub, 2008). Based on the findings, the education institution is not a servant-minded institution as Luab (2008) described. The findings relative to Hypothesis 2 revealed a strong positive correlation between full-time high school teacher's perceptions of superior's implementation of servant leadership behaviors in the organization and teachers' job satisfaction. Relative to Hypothesis 3, the teacher's length of employment was not a statistically significant moderating variable for perceptions of superior's implementation of servant leadership and teacher job satisfaction. The results regarding the demographic moderating variables were negligible and not statistically significant.

Research Question 1 and Hypothesis 1. The first research question guiding the research study referred to the extent of perceived superiors' implementation of servant leadership behaviors by full-time teachers in nine high schools within one public school district. One hundred eighteen full-time teachers completed the OLA instrument. Three surveys were not included in the study because missing signatures. The OLA survey instrument measures perceptions of servant leadership behaviors. A total mean score of 226.34 was revealed through the use of descriptive statistics. Scores between 209.5 and 239.4 were classified by Laub (2008) as being moderately healthy organizations that are positively paternalistic.

Outcomes of previous studies utilizing the OLA instrument demonstrated most organizational do not meet the classification of a servant organizations (Amadeo, 2008; Drury, 2004; Klamon, 2006; Ledbetter, 2003; Miers, 2004; Ross, 2006; Van Tassell, 2006). Organizations that reach a servant-led level must have a mean OLA score equal to or greater than 240 out of a possible score of 300 or equal to or great than 4.0 on a scale that reaches 5.0. Out of 11 studies that evaluated servant leadership, six had organizations that classified as level 4 or positively paternalistic, and one of the organizations was classified as level 3 or negatively paternalistic. Three organizations in separate studies were identified as Level 5 organizations and were considered to be servant-led (Anderson, 2005; Kong, 2007; Witter, 2007).

Empirical evidence exists for the presence of servant leadership in education institutions (Anderson, 2005, Miers, 2004; Ross, 2006). The outcome that the public education institution in the present study did not reach the servant-led or servant-minded classification was expected. According to Laub (1999), education institutions along with business, religion, and government organizations reported lower perceptions of servant leadership than individuals from community service organizations. The vision and organizational values of the public school district are aligned with principles of servant leadership.

The vision of the education institution is to promote freedom through a commitment to student learning through the process of community interaction in order to support student achievement and overall success. The values and principles guiding the educational organization include equality, respect, excellence in education, caring, individual and collective accountability, and community. Providing each student with

quality education, through the process of respect and compassion, contribute to the high level of instruction. Providing a safe environment and offering teachers opportunities for continued growth and professional development assist in the process of retaining qualified and experienced employees and is a primary objective of school administration within the public school district and are conducive to behaviors associated with servant leadership; however, full-time teachers indicate that the organization does not meet the designation of a servant led institution.

According to Laub (2008), positive paternalistically led organizations, or Level 4 organizations, are the most common. Outcomes and results of the current study expanded the investigation of servant leadership to a broader population and setting than previously evaluated. The combined health of the nine high schools within the public school district in the Rocky Mountain Region of the United States were determined to be Level 4 or positively paternalistic based on perceptions of full-time teachers with varying degrees of experience, education level, and length of employment.

The overall evaluation of the public education institution as a positive paternalistic organization indicates increased awareness and training in the area of leadership growth. Introducing an innovative leadership model by increasing servant leadership behaviors may increase teacher retention by fostering an educational work climate that increases job satisfaction for teachers. The three aspects of servant leadership perceived the least by full-time teachers were (a) develops people, (b) displays authenticity, and (c) provides leadership. Improving education and training as well as enhancing communication and involvement with decision-making for teachers will promote leadership development at all levels of the organization. The requirement for

institutional change from a paternalistic climate could takes place when full-time teachers and principals implement principles of servant leadership creating a culture of servant-minded individuals.

Research Question 2 and Hypothesis 2. The second question of the current research study related to the relationship between perceptions of superior's implementation of servant leadership behaviors and job satisfaction among full-time teachers. Based on an analysis of the data the second hypothesis indicated a relationship exists between the two variables. Data analysis revealed on the OLA surveys a strong, positive correlation ($r = .59$) between full-time teachers' perceptions of superior's implementation of servant leadership principles in seven high schools within a public school district and teachers' job satisfaction.

Correlation was measured for each teacher's perceptions of superior's implementation of servant leadership principles and teacher's job satisfaction. The cumulative correlation of .59 indicates a strong association between servant leadership and job satisfaction. The overall score for the organization indicated a Level 4, or less than servant-led organization; however, 36% of the teachers considered the education institution to be servant led or servant minded. As teachers perceived their superior's implementation of servant leadership principles, job satisfaction increased. Teachers who indicated their perception of superior's implementation of servant leadership principles were less also reported less satisfaction with their employment.

The outcomes regarding the correlation between perceptions of servant leadership behaviors and job satisfaction in the current research study fall within the average range in comparison to corresponding correlations in previous studies within educational

institutions. Anderson (2005) reported a correlation of .52 for teachers in a religious education organization. Miears (2004) study regarding servant leadership and teacher job satisfaction revealed a .72 correlation. The correlation between job satisfaction and perceptions of servant leadership are statistically higher in settings such as health care. The correlation between job satisfaction and perceptions of servant leadership fall is in the average range in present study when compared with corresponding correlations reported in the literature.

Research Question 3 and Hypothesis 3. The concluding research question in the current study evaluated the moderating variable of length of employment for full-time teachers. The hypothesis indicated that perceptions of servant leadership behaviors and reported teacher job satisfaction would be affected by length of employment. Data analyses through a series of one-way ANOVA tests were used to compare the length of employment (e.g., teachers with less than one year, one to five years, six to ten years, eleven to fifteen years, sixteen to twenty years, and twenty years or above of full-time employment) with the seven OLA scores. None of the tests resulted in a critical p -value of less than 0.05. The correlation of high school and OLA construct provides leadership was statistically significant with a p -value of 0.04 and demonstrates there is a relationship between a particular high school and the OLA provides leadership construct. All other OLA scores had non-significant correlations.

Several investigators discovered different results with significant differences regarding length of employment for full-time teachers. Roth and Tobin (2005) reported that 50% of new teachers will leave the profession within 5 years of employment, and 33% of teachers will leave before completing their first year of teaching (Hill, Peltier, &

Thornton, 2005). New teachers need mentoring, coaching and nurturing in order to remain satisfied with their jobs, whereas teachers who experience longevity within the public school system need less motivational processes to keep them employed (Justice & Espinoza, 2007; Marston et al., 2006). Carr and Evans (2006) identified the impact of principal leadership behaviors on all levels of employment among teachers; however, new teachers benefit most from the impact of principal leadership (Johnson, 2006).

Outcomes from the current research study did not reveal significant correlations between full-time teacher's perceptions of servant leadership and demographic factors, with one exception. A significant negative correlation existed between the gender of the teacher and the servant leadership dimensions of displays authenticity and shares leadership as well as the overall OLA total score. The construct of displays authenticity is described by Laub (1999) as being open and real as well as taking an interest in responses made by others. Laub (1999) also described the construct of shares leadership as sharing the overall vision of the organization with a desire to share the power and privileges of leadership. The relationship with gender was unexpected and may explain that male and female teachers value certain leadership qualities over others.

The assumption in this study was that participants will respond to the questions in the Likert-type survey with the highest level of honesty. The completion of the OLA instrument will require self-assessment and self-reporting before data can be retrieved. The assurance that confidentiality will be maintained is a significant factor regarding the participant's accuracy on the survey (Laub, 1999). All completed surveys were self-administered by participants and excluded third party involvement of any personnel within the organization. This process may ensure participant's confidence of privacy.

The sample size, setting, and population are limitations of the study. Because the sample included full-time teachers, relating the outcomes to other populations within the realm of education were not appropriate. Generalizing the findings to teachers employed in private institutions, nonprofit organizations, or different regions of the United States may not be acceptable because of cultural and demographic factors. Because the majority of the sample was female, the study was limited by the gender distribution of the sample which is consistent with the demographics of females employed as teachers, of which is 76% (U.S. Department of Education).

Since limitations exist regarding survey and correlational research, the nonexperimental correlational study was subject to associated limitations. The following are the limitations associated with the study: the number of voluntary participants who agreed to participate in the study, the number of participants who completed the survey in its entirety, and the level of honest responses provided by the participants in the study. The request for subjects to take the survey was also a potential limitation based on the random selection of teachers assigned by the research department of the school district. Studies by Laub (1999), Miars (2004), and Thompson (2002) determined that the OLA survey tool has a high level of reliability; however, the OLA may be a potential limitation.

Sample size limits the ability to generalize research findings to settings and populations that are different from settings and populations in the research study. Such limits are imposed on the research design. The primary focus of the study is the perceptions of full-time teachers regarding principal characteristics associated with servant leadership in secondary educational settings. The self-reported job satisfaction of

full-time teachers is the significant organizational outcome of interest within the study. The participants were randomly selected from nine public high schools within School District X in the Rocky Mountain Region of the United States.

Implications

Leaders in education expect teacher shortages to increase as the population of students increases over the next several years (Ingersoll & Smith, 2003). With the increasing demands for quality education as well as No Child Left Behind policy, the challenge of retaining qualified teachers will become increasingly difficult. National demographics reveal an increasing number of new teachers are dominating the workforce; however, many leave within the first five years of employment. Government and public school system leaders must be mindful of the current and future trends of education in order to meet the growing needs of students and teachers.

If educational leaders are unwilling to adequately address attrition within public education and the growing concern of teacher retention, the ramifications include threats to the quality of education and institutional stability. As increased numbers of teachers leave employment within public education, education institutions may close facilities increasing the number of students in each classroom decreasing the quality of education for students. To prevent the threats to public education, leaders must be proactive to retain teachers, recruit quality teachers, and meet the needs of teachers who are at risk for leaving the education profession.

Leaders in education organizations must be increasingly committed to fostering a positive work climate in order to recruit and retain teachers (Eberhard, 2000). Several factors affect teacher job satisfaction including perceptions of servant leadership

behaviors within organizations (Amadeo, 2008; Anderson, 2005; Cerit, 2009; Miers, 2004). Outcomes from the current study indicate a similar correlation between the two variables ($r = .59$) in a public education institution compared with other organizations, including health-care, religious educational, law enforcement, and church institutions. The positive correlation between the variables indicates the perceptions of servant leadership practices have a significant connection to job satisfaction for full-time teachers.

Since teachers report an increase of job satisfaction when they perceive evidence of servant leadership behaviors in their work environment, the association of servant leadership is a factor associated with teacher job satisfaction in public school settings. The values associated with educators may be connected to servant leadership which provides greater job satisfaction. Many teachers are attracted to the field of education which provides a culture of interpersonal growth and service. Teachers with humanistic values seeking employment in a profession identified by a compassionate and nurturing environment will likely extend their tenure within the organization. Servant leadership behaviors provide an educational climate this is possibly associated to increased job satisfaction for teachers.

In the current research study, full-time high school teachers in a public school district were increasingly satisfied with their employment if they perceived their leaders to display caring, nurturing, and service oriented behaviors. If full-time teachers perceive servant leadership as an essential part of an educational climate, job satisfaction increases (Cerit, 2009). The outcomes from the current study support the conclusion that teachers are satisfied with their work environment if they perceive educational leaders to display

servant leadership characteristics. The implications of the findings of the current study for educational leaders provide a connection between the importance of job retention for teachers and servant leadership behaviors.

Leaders of public education institutions may market the organization as a compassionate, nurturing, servant minded organization which recruits teachers who support the organizational culture. As the field of education becomes more competitive, teachers may become increasingly selective regarding the philosophy of leadership in the desired workplace. Recruitment, as well as retention, could be a primary topic related to the findings of the current study providing leaders with the framework for building a positive, servant minded organization.

The potential for increasing perceptions of servant leadership behaviors in public school settings are derived from the present study associated with a public school district in the Rocky Mountain Region of the United States. Implications for educational leaders include integrating a new leadership model with servant leadership principles providing the foundation of the organization. Providing leaders and teachers with training opportunities fosters a level of servant mindedness throughout all levels of the organization increasing employment satisfaction and leadership development. Full-time teachers in the United States are well-educated professionals employed to benefit the future of our country through the nurturing of youth. Developing servant leadership qualities in educational settings will likely increase the quality of education and may result in increased job satisfaction for teachers and decreased educational attrition.

Recommendations

Providing a nurturing, satisfying climate for teachers must be a priority for educational leaders. Addressing the quality of education as well as retaining qualified teachers is a significant concern for public education. A workplace environment created with a foundation of servant leadership principles is recommended for public education institutions as teachers who perceived evidence of servant leadership behaviors reported greater levels of job satisfaction than teachers who did not perceive servant leadership behaviors. Recommendations for key stakeholders, including leaders of public education organizations and leadership scholars are presented, followed by recommendations for future research.

Public Education Leaders. Recommendations for public education administrators, board members, principals, and vice principals of the public education organization relate to the critical topics of teacher retention and quality education. A significant finding is the length of employment of full-time teachers is skewed toward greater levels of experience and increased age. The lengths of employment match the high ages of full-time teachers. Regarding the potential of up to 33% of full-time teachers leaving within the first year of employment (Hill, Peltier, & Thornton, 2005), the public education organization is likely to be challenged with insufficient number of experienced full-time teachers, decreasing the potential for quality education provided by experienced teachers.

Leaders of the public school district should cultivate a climate associated with servant leadership principles that are connected with job satisfaction in order to minimize attrition and increase teacher retention. The multiple regression analysis in the current

study exposed the total servant leadership score as a statistically significant predictor for teacher job satisfaction. Utilizing the servant leadership model and creating a servant-oriented organization requires the implementation of the components of servant leadership. A servant leadership training program should be created for the organization emphasizing the principles of servant leadership that were perceived by teachers to be lacking. In the public school district, emphasizing the lowest scoring constructs of (a) develops people, (b) displays authenticity, and (c) provides leadership should improve compassion, increase collaboration and teamwork, and empower teachers.

Another significant issue associated with the outcomes of the current study is the loss of effective leadership at the administrative level. Successful principals implement strategic processes and structure the educational institution providing goals including positive student outcomes. Principals are not only influential in creating a positive work environment, but their leadership style is significant regarding teacher retention and overall educational effectiveness. Principals who are mindful of servant leadership characteristics and utilize them are committed to improving the quality of education for students, providing opportunities for teachers to succeed, and achieving overall organizational goals. The service-minded principal is not only meeting the current needs of the public educational institution, but is preparing future educational leaders to continue successful trends.

The findings of the study indicate a perceived deficiency in servant leadership behaviors that develop teachers. Principals must increase awareness regarding how they are perceived by teachers and how their behaviors affect subordinates. Principals must also model effective servant leadership behaviors cultivating an environment where

prospective educational leaders are nurtured. Future educational leaders must be trained and developed and a high priority must be placed on building effective servant leadership skills. As experienced principals and educational leaders retire, the availability of new servant leaders who are adept and qualified to prepare the organization for change and continued improvement will be ready.

Academic Leaders. Academic leaders of educational training programs must have a greater connection with leaders of public educational institutions in order to align educational and organizational goals for full-time teachers. Developing and improving a collaborative relationship with educational leaders will improve the level of understanding regarding current expectations, relative issues regarding leadership and education, and the current needs of each public education institution. Meeting the needs of teachers within a nurturing environment are processes academic leaders should take in order to increase positive organizational outcomes. Helping teachers develop leadership characteristics in an early stage of their career should be accomplished during the teacher certification process.

Leaders in teacher education programs should integrate comprehensive leadership training for teachers beginning at an early stage of the educational process. Teachers who are trained to be leaders in the associate degree programs increase their understanding of successful leadership practices. As students move into the baccalaureate program, further leadership training should take place preparing teachers to become well rounded professionals with a comprehensive understanding of servant leadership. With effective academic leadership training, teachers who move to a graduate level program will not only be expected to assume leadership roles, but will also have a heightened level of

awareness regarding their own personality and how their behavior affects the satisfaction of those they lead.

Students in teacher education programs will benefit from programs in which servant leadership training is a significant part of the educational process. Students, who learn to become more self-aware, can communicate effectively with students and peers, and who can collaborate with others in decision making processes will be prepared to assume educational leadership roles in public education. An integration of servant leadership principles throughout the education of future teachers will increase their ability to apply servant leadership behaviors in all areas of their profession. As a teacher's core values become congruent with servant leadership principles such as caring, compassion, and respect, the involvement of servant leadership within pedagogic processes should strengthen not only core curriculum but the core values of the teacher increasing their ability to teach productively and lead effectively.

Other than providing opportunities for teachers to develop servant leadership skills in an academic setting, academic leaders must create a learning environment where servant leadership behaviors are modeled and a culture of authenticity is cultivated. Academic leaders can promote a nurturing environment through the utilization and practice of being servant-minded in an academic setting. Academic leaders can integrate servant leadership principles to the design of the teacher education programs promoting not only the intellectual understanding of servant leadership, but the development of servant leadership behaviors. A productive and satisfying academic culture will provide teachers with the foundation of educational leadership that will support them throughout

their career; however, further research regarding servant leadership and job satisfaction in academic settings is needed to justify the assertion.

Recommendations for Further Study. Future research is necessary to examine variables associated with teacher job dissatisfaction in order to reveal empirical evidence for realistic solutions to mitigate the teacher shortage. The outcomes of the present research study revealed a strong positive correlation between perceive servant leadership behaviors and teachers' job satisfaction. Significant differences in perceptions of servant leadership behaviors regarding gender were also revealed in the study. Several surveys were returned to the researcher with teacher's written comments explaining the teacher's feelings and position regarding certain responses. An indication of cause and effect between variables is not provided by correlational research; however, a qualitative research study may reveal pertinent information regarding how servant leadership characteristics affect teacher job satisfaction, and could provide additional insight regarding the lived experiences of teachers within education institutions in relation to job satisfaction.

Replication of the current study is recommended if improvement and change is to take place within public schools. Replication of the study could provide educational leaders with a new leadership model focused on creating an environment where servant leadership is implemented and exemplified. Training within public school district could provide all employees an opportunity to learn and practice the principles of successful servant leadership. The outcomes of replicated studies, in addition to the results of the current study, could allow leaders to focus on the weaknesses of each institution strengthening the values of the organization and increasing productivity by improving the

leadership functions of the entire organization. Replication of the study would provide greater evidence regarding servant leadership training and if servant leadership training results in positive organizational change.

Recommendations for future replication of the study include examining education settings outside the scope of the current study, including education organizations not characterized as public school districts. The outcomes of the current study may be limited regarding the context to full-time teachers of high schools within a public school district. Adding other education institutions, including private schools, charter schools, and religiously-based schools, will increase the level of knowledge regarding how servant leadership is perceived in related school organizations. Examining schools within other cultures or with different populations would also provide contextual knowledge regarding how servant leadership is perceived within different educational settings outside the United States and would increase the understanding of servant leadership on a global basis.

The current research study focused primarily on full-time teachers as the sample population. Future recommendations for research could include other participants in the study such as administrative personnel, part-time or volunteer teachers, custodians, cooks, and students. Expanding the parameters to include different populations would contribute to the knowledge of leadership theory and could expand the quality of education for students on many different levels and improve job satisfaction for populations outside the realm of full-time educators. Future research could also be conducted to assess perceptions of servant leadership in different settings such as elementary school or middle school institutions or from the primary perspective of public

school district upper management, human resource management or other departmental populations. Future recommendations for research may also include an evaluation of servant leadership as a spiritually-based theory and the impact of using the theory to evaluate leadership and job satisfaction in a public setting considering the conflicting ideology between religion and public education.

Summary

Teacher retention is not a new subject of concern; however, current shortages in teaching positions are of great concern throughout many parts of the United States. Difficulties surrounding quality teacher retention were seen as early as 1980 (Ingersol, 2001a). Overall, however, there is a persistent increase in attrition among teachers due to increasing teacher workloads and a lack of support from school administration (Kent, Feldman, & Hayes, 2009). Cruzeiro and Morgan (2006) acknowledged the increased demands placed on educators, expanding accountability, and increasing consumer expectations as indicators that could lead to teacher attrition. The shortage of quality full-time teachers is expected to become more evident over the next several years (Boe, Cook, & Sunderland, 2008).

Educational institutions operate in a changing environment involving downsizing, changes in technology, increasing diversity, fiscal restraints and interpersonal understanding. In spite of organizational challenges, leaders continue to focus on quality education and improved educational environments (Wang & Casimir, 2007). Teacher retention poses a significant challenge to educational organizations. Leaders in education are concerned regarding teacher shortages and the negative outcomes such as quality of education, increased teacher responsibility, and sustainable school climate. According to

Emery and Barker (2007a), dissatisfied employees lead to unhappy customer relations.

Methods employed by public education organizations include effective teacher recruitment and retention and processes that enable leaders to stabilize the teaching workforce (Girard, 2000; Mierars, 2004; Thompson, 2002). Quinn and Andrews (2004) confirmed teacher retention as a significant factor regarding educational leaders and meaningful training efforts need to be executed. Teacher satisfaction is a critical component to productive and successful organizations, specifically in public education. Educational leaders are aware that a decrease in teacher job satisfaction increases the probability of teachers leaving their place of employment (Johnson, 2006).

The purpose of the quantitative correlational study is to ascertain correlations of the relationship between full-time teachers' perceptions of servant leadership behaviors exhibited in the workplace and the impact of servant leadership behaviors on teacher job satisfaction within nine public high schools (10-12) of a public school district located in the Rocky Mountain Region of Utah. The Organizational Leadership Assessment (OLA, educational version) instrument was used to collect data regarding perceptions of servant leadership practices and job satisfaction among full-time teaches. A 5-point Likert-type format was used in the OLA and is designed to examine the level of servant leadership perceived within an organization in conjunction with employee job satisfaction. Six constructs of servant leadership were examined as part of the OLA survey: values people, develops people, builds community, displays authenticity, provides leadership, and shares leadership (Laub, 1999). Data from 115 full-time teachers were evaluated through descriptive statistics, Pearson correlations, and on-way ANOVA testing.

The findings of the study indicated a perceived deficiency in servant leadership behaviors regarding developing teachers, displaying authenticity, and providing leadership. Principals must increase awareness regarding how they are perceived by teachers and how their behaviors affect subordinates. Principals must also model effective servant leadership behaviors cultivating an environment where prospective educational leaders are nurtured. Future educational leaders must be trained and developed and a high priority must be placed on building effective servant leadership skills. As experienced principals and educational leaders retire, the availability of new servant leaders who are adept and qualified to prepare the organization for change and continued improvement will be ready. Teachers who are satisfied with their employment will improve retention and could prevent teachers from retiring prematurely or leaving the education profession.

Insights obtained from the study could assist teachers and public education leaders of the public education institution to determine successful strategies which promote a satisfying work environment for full-time teachers. Current recommendations involve improving leadership effectiveness through servant leadership training and producing a teaching model that promotes leadership behaviors and improves the organizational culture beyond a paternalistic leadership pattern. Replication of the current study by expanding the investigation to include different education populations, cultures, locations, and public school administration in future studies is also recommended. Increasing the veracity of the outcomes of the study such as quality of teaching through qualitative research methods is recommended. The need to improve educational

environments and advance the quality of public education in the United States demonstrates that proactive decisions through improved educational policy are necessary.

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Appendix A: Informed Consent

Dear Colleague,

My name is Roger McKenzie and I am a student at the University of Phoenix working on a doctoral degree in organizational management. I am conducting a research study entitled “A Correlational Study of Servant Leadership and Teacher Job Satisfaction in a Public Education Institution.” The purpose of this research study is to determine the relationship between teacher job satisfaction and certain leadership behaviors.

Your participation will involve completing a survey which will **only take 15 minutes to complete**. The survey includes 66 items regarding your perceptions about leadership within your organization. Other survey questions will address your level of job satisfaction.

Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, you can do so without penalty or loss of benefit to yourself. The results of the research study may be published but your identity will remain confidential and your name will not be disclosed to any outside party.

In this research, there are no foreseeable risks to you.

Although there will be no benefits to you directly, you will be contributing to knowledge about leadership and teacher job satisfaction and the potential outcomes certain leadership behaviors have in educational environments.

If you have any questions concerning the research study, please contact me at (801) 885-8662 or ramckenzie@email.phoenix.edu.

As a participant in this study, you should understand the following:

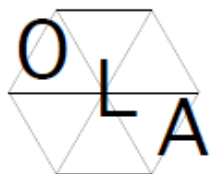
1. You may decline to participate or withdraw from participation at any time without consequences.
2. Your identity will be kept confidential.
3. Roger McKenzie, the researcher, has thoroughly explained the parameters of the research study and all of your questions and concerns have been addressed.
4. Data will be stored in a secure and locked area. The data will be held for a period of three years, and then destroyed.
5. The research results will be used for publication.

“By signing this form you acknowledge that you understand the nature of the study, the potential risks to you as a participant, and the means by which your identity will be kept confidential. Your signature on this form also indicates that you are 18 years old or older and that you give your permission to voluntarily serve as a participant in the study described.”

Signature of the interviewee _____ Date _____

Signature of the researcher _____ Date _____

Appendix B: Organizational Leadership Assessment Instrument



4243 North Sherry Drive
Marion, IN 46952
jlaub@indwes.edu
(765) 677-2520

Organizational Leadership Assessment

Educational Version

General Instructions

The purpose of this instrument is to allow schools to discover how their leadership practices and beliefs impact the different ways people function within the school. This instrument is designed to be taken by people at all levels of the organization including teachers/staff, managers and school leadership. As you respond to the different statements, please answer as to what you believe is generally true about your school or school unit. Please respond with your own personal feelings and beliefs and not those of others, or those that others would want you to have. Respond as to how things *are* ... not as they could be, or should be.

Feel free to use the full spectrum of answers (from Strongly Disagree to Strongly Agree). You will find that some of the statements will be easy to respond to while others may require more thought. If you are uncertain, you may want to answer with your first, intuitive response. Please be honest and candid. The response we seek is the one that most closely represents your feelings or beliefs about the statement that is being considered. There are three different sections to this instrument. Carefully read the brief instructions that are given prior to each section. Your involvement in this assessment is anonymous and confidential.

IMPORTANT please complete the following

School being assessed: _____

Name of your work unit: _____

Indicate your present role/position in the school. Please circle one.

- 1 = School Leadership (top level of leadership)
- 2 = Management (supervisor, manager)
- 3 = Teacher/Staff (member, worker)

© James Alan Laub, 1998

Please provide your response to each statement by placing an **X** in one of the five boxes

| 1 | 2 | 3 | 4 | 5 |
|-------------------|----------|-----------|-------|----------------|
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |

Section 1

In this section, please respond to each statement as you believe it applies to **the entire school** including teachers/staff, managers/supervisors and school leadership.

In general, people within this school

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1 Trust each other | | | | | |
| 2 Are clear on the key goals of the school | | | | | |
| 3 Are non-judgmental – they keep an open mind | | | | | |
| 4 Respect each other | | | | | |
| 5 Know where this school is headed in the future | | | | | |
| 6 Maintain high ethical standards | | | | | |
| 7 Work well together in teams | | | | | |
| 8 Value differences in culture, race & ethnicity | | | | | |
| 9 Are caring & compassionate towards each other | | | | | |
| 10 Demonstrate high integrity & honesty | | | | | |
| 11 Are trustworthy | | | | | |
| 12 Relate well to each other | | | | | |
| 13 Attempt to work with others more than working on their own | | | | | |
| 14 Are held accountable for reaching work goals | | | | | |
| 15 Are aware of the needs of others | | | | | |
| 16 Allow for individuality of style and expression | | | | | |
| 17 Are encouraged by supervisors to share in making <i>important</i> decisions | | | | | |
| 18 Work to maintain positive working relationships | | | | | |
| 19 Accept people as they are | | | | | |
| 20 View conflict as an opportunity to learn & grow | | | | | |
| 21 Know how to get along with people | | | | | |

Please provide your response to each statement by placing an X in one of the five boxes

| 1 | 2 | 3 | 4 | 5 |
|-------------------|----------|-----------|-------|----------------|
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |

Section 2

In this next section, please respond to each statement as you believe it applies to the leadership of the school including managers/supervisors and school leadership

| Managers/Supervisors and the School Leadership in this School | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 22 Communicate a clear vision of the future of the school | | | | | |
| 23 Are open to learning from those who are <i>below</i> them in the organization | | | | | |
| 24 Allow teachers/staff to help determine where this school is headed | | | | | |
| 25 Work in collaboration with teachers/staff, not separate from them | | | | | |
| 26 Use persuasion to influence others instead of coercion or force | | | | | |
| 27 Don't hesitate to provide the leadership that is needed | | | | | |
| 28 Promote open communication and sharing of information | | | | | |
| 29 Empower teachers/staff to make <i>important</i> decisions | | | | | |
| 30 Provide the support and resources needed to help teachers/staff meet their professional goals | | | | | |
| 31 Create an environment that encourages learning | | | | | |
| 32 Are open to receiving criticism & challenge from others | | | | | |
| 33 Say what they mean, and mean what they say | | | | | |
| 34 Encourage each person to exercise leadership | | | | | |
| 35 Admit personal limitations & mistakes | | | | | |
| 36 Encourage people to take risks even if they may fail | | | | | |
| 37 Practice the same behavior they expect from others | | | | | |
| 38 Facilitate the building of community & team collaboration | | | | | |
| 39 Do not demand special recognition for being leaders | | | | | |
| 40 Lead by example by modeling appropriate behavior | | | | | |
| 41 Seek to influence others from a positive relationship rather than from the authority of their position | | | | | |
| 42 Provide opportunities for all teachers/staff to develop to their full potential | | | | | |
| 43 Honestly evaluate themselves before seeking to evaluate others | | | | | |
| 44 Use their power and authority to benefit the teachers/staff | | | | | |
| 45 Take appropriate action when it is needed | | | | | |

Please provide your response to each statement by placing an **X** in one of the five boxes

| 1 | 2 | 3 | 4 | 5 |
|-------------------|----------|-----------|-------|----------------|
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |

| Managers/Supervisors and the School Leadership in this School | | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|---|
| 46 | Build people up through encouragement and affirmation | | | | | |
| 47 | Encourage teachers/staff to work <i>together</i> rather than competing <i>against each other</i> | | | | | |
| 48 | Are humble – they do not promote themselves | | | | | |
| 49 | Communicate clear plans & goals for the school | | | | | |
| 50 | Provide mentor relationships in order to help people grow professionally | | | | | |
| 51 | Are accountable & responsible to others | | | | | |
| 52 | Are receptive listeners | | | | | |
| 53 | Do not seek after special status or the “perks” of leadership | | | | | |
| 54 | Put the needs of the teachers/staff ahead of their own | | | | | |

Section 3

In this next section, please respond to each statement, as you believe it is true about you personally and your role in the school.

| In viewing my own role ... | | 1 | 2 | 3 | 4 | 5 |
|----------------------------|--|---|---|---|---|---|
| 55 | I feel appreciated by my principal for what I contribute | | | | | |
| 56 | I am working at a high level of productivity | | | | | |
| 57 | I am listened to by those <i>above</i> me in the school | | | | | |
| 58 | I feel good about my contribution to the school | | | | | |
| 59 | I receive encouragement and affirmation from those <i>above</i> me in the school | | | | | |
| 60 | My job is important to the success of this school | | | | | |
| 61 | I trust the leadership of this school | | | | | |
| 62 | I enjoy working in this school | | | | | |
| 63 | I am respected by those <i>above</i> me in the school | | | | | |
| 64 | I am able to be creative in my job | | | | | |
| 65 | In this school, a person's <i>work</i> is valued more than their <i>title</i> | | | | | |
| 66 | I am able to use my best gifts and abilities in my job | | | | | |

Appendix C: Demographic Information

In order to assist the current research study, please respond to the following demographic questions.

Your Gender: Male _____ Female _____

Your Age Range: 20 – 29 _____

30 – 39 _____

40 – 49 _____

50 – 59 _____

Over 59 _____

Highest Level of Education Completed:

Associates Degree _____

Baccalaureate Degree _____

Masters Degree _____

Doctoral Degree _____

Total Number of Years as a Full-time Teacher:

Less than 1 year _____

1 – 5 years _____

6 – 10 years _____

11 – 15 years _____

16 – 20 years _____

Over 20 _____

Total Number of Years Employed at Current High School

Less than 1 year _____

1 – 5 years _____

6 – 10 years _____

11 – 15 years _____

16 – 20 years _____

Over 20 _____

Appendix D: Permission to Use the Organizational Leadership Assessment

UNIVERSITY OF PHOENIX PERMISSION TO USE AN EXISTING SURVEY

Date 04/08/2011

TO: [REDACTED]
FROM: [REDACTED]
SUBJECT: [REDACTED]

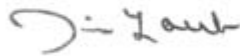
Thank you for your request for permission to use Organizational Leadership Assessment (OLA) in your research study. We are willing to allow you to use the online instrument as outlined in your letter at \$100.00 per organization with the following understanding:

- You will use this survey only for your research study and will not sell or use it with any compensated management/curriculum development activities.
- You will include the copyright statement on all copies of the instrument.
- You will send your research study and one copy of any publication (report or article) that makes use of survey data promptly to our attention.

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to us.

Best wishes with your study.

Sincerely,



Signature

I understand these conditions and agree to abide by these terms and conditions.

Signed _____ Date 04/08/2011



Expected date of completion 010/15/2011

Appendix E: Non-Disclosure Agreement



Non-Disclosure Agreement

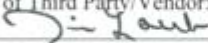
Dr. Jim Laub acknowledges that in order to provide the services to _____ (hereinafter "Researcher") who is a researcher in a confidential study with the University of Phoenix, Inc., Dr. Laub must agree to keep the information obtained as part of its services (as more fully described below) confidential. Therefore the parties agree as follows:

1. The information to be disclosed under this Non-disclosure Agreement ("Agreement") is described as follows and shall be considered "Confidential Information": Information obtained through use of the on-line Organizational Leadership Assessment. All information shall remain the property of Researcher.
2. Dr. Laub agrees to keep in confidence and to use the Confidential Information for technical evaluation, statistical analysis etc., only and for no other purposes.
3. Dr. Laub further agrees to keep in confidence and not disclose any Confidential Information to a third party or parties for a period of five (5) years from the date of such disclosure. All oral disclosures of Confidential Information as well as written disclosures of the Confidential Information are covered by this Agreement.
4. Dr. Laub shall upon Researcher's request either destroy or return the Confidential Information upon termination of this Agreement.
5. Any obligation of Dr. Laub under this Agreement shall not apply to Confidential Information that:
 - a) Is or becomes a part of the public knowledge through no fault of Dr. Laub;
 - b) Dr. Laub can demonstrate was rightfully in its possession before disclosure by Researcher/ research subjects; or
 - c) Dr. Laub can demonstrate was rightfully received from a third party who was not Researcher/research subjects and was not under confidentiality restriction on disclosure and without breach of any nondisclosure obligation.
6. Dr. Laub agrees to obligate its employees or agents, if any, who have access to any portion of Confidential Information to protect the confidential nature of the Confidential Information as set forth herein.
7. Dr. Laub shall defend, indemnify and hold the Researcher and the University of Phoenix harmless against any third party claims of damage or injury of any kind resulting from Dr. Laub's use of the Confidential Information, or any violation of by Dr. Laub of the terms of this Agreement.
8. In the event Dr. Laub receives a subpoena and believes it has a legal obligation to disclose Confidential Information, then Dr. Laub will notify Researcher as soon as possible, and in any event at least five (5) business days prior to the proposed release. If Researcher objects to the release of such Confidential Information, Dr. Laub will allow

Researcher to exercise any legal rights or remedies regarding the release and protection of the Confidential Information.

9. Dr. Laub expressly acknowledges and agrees that the breach, or threatened breach, by it through a disclosure of Confidential Information may cause irreparable harm and that Researcher may not have an adequate remedy at law. Therefore, Dr. Laub agrees that upon such breach, or threatened breach, Researcher will be entitled to seek injunctive relief to prevent Dr. Laub from commencing or continuing any action constituting such breach without showing or providing evidence of actual damage.
10. The interpretation and validity of this Agreement and the rights of the parties shall be governed by the laws of the State of Utah.
11. The parties to this Agreement agree that a copy of the original signature (including an electronic copy) may be used for any and all purposes for which the original signature may have been used. The parties further waive any right to challenge the admissibility or authenticity of this document in a court of law based solely on the absence of an original signature.

IN WITNESS WHEREOF, each of the undersigned has caused this Agreement to be duly executed in its name and on its behalf:

Printed Name of Third Party/Vendor: Jim Laub
 Signature: 
 Address: 5345 SE Jennings Lane, Stuart, FL, 34997
 Date: April 30, 2011

Printed Name of Researcher: _____
 Signature: 
 Address: _____
 Date: April 30, 2011

Appendix F: Frequency Counts for Demographic Variables

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Female | 77 | 67% |
| Male | 38 | 33% |
| Total | 115 | 100% |

| Age Range | Frequency | Percent |
|-----------|-----------|---------|
| 20-29 | 26 | 23% |
| 30-39 | 24 | 21% |
| 40-49 | 29 | 25% |
| 50-59 | 25 | 22% |
| >59 | 11 | 10% |
| Total | 115 | 100% |

| Education Level | Frequency | Percent |
|-----------------|-----------|---------|
| Bachelors | 61 | 53% |
| Doctorate | 1 | 1% |
| Masters | 53 | 46% |
| Total | 115 | 100% |

| Years as a full-time teacher | Frequency | Percent |
|------------------------------|-----------|---------|
| <1 | 5 | 4% |
| 1 to 5 | 30 | 26% |
| 6 to 10 | 23 | 20% |
| 11 to 15 | 15 | 13% |
| 16 to 20 | 13 | 11% |
| >20 | 29 | 25% |
| Total | 115 | 100% |

| Years Employed at Current High School | Frequency | Percent |
|---------------------------------------|-----------|---------|
| <1 | 7 | 6% |
| 1 to 5 | 41 | 36% |
| 6 to 10 | 26 | 23% |
| 11 to 15 | 21 | 18% |
| 16 to 20 | 8 | 7% |
| >20 | 12 | 10% |
| Total | 115 | 100% |