ORGANIZATIONAL SERVANT LEADERSHIP

AND ITS RELATIONSHIP TO

SECONDARY SCHOOL EFFECTIVENESS

by

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To my grandfather Max Philip Schweitzer.

I know you would have been proud.

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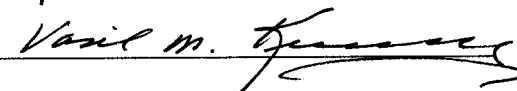
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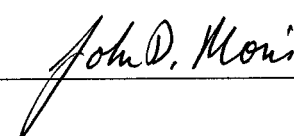
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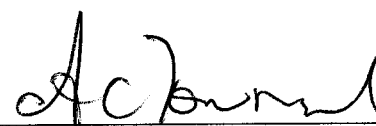
This dissertation was prepared under the direction of the candidate's dissertation advisor, Dr. John Pisapia, Department of Educational Leadership, and has been approved by the members of his supervisory committee. It was submitted to the faculty of the College of Education and was accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

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ACKNOWLEDGEMENTS

I earnestly appreciate the support and guidance from the members of my dissertation committee, Dr. John Pisapia, Dr. Dan Morris, and Dr. Vasil Kerensky. I owe a spec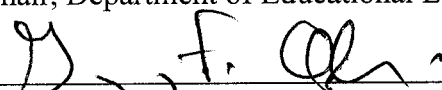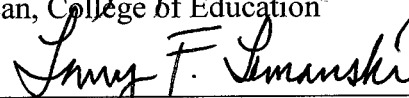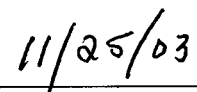ial debt of gratitude to Dr. John Pisapia my dissertation chairperson. He has served as my mentor both professionally and personally and provided me with academic and practical skills to impact the field of education.

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ABSTRACT

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The purpose of this study was to determine if schools where higher degrees of servant leadership were practiced performed better than schools that practiced lower degrees of servant leadership. Servant leadership is the understanding and practice of leadership that places the good of those led over the self-interest of the leader. The characteristics of servant leadership include valuing people, developing people, building community, displaying authenticity, providing leadership, and sharing leadership. Variables utilized to determine the relationship between servant leadership and school effectiveness included the Florida Comprehensive Assessment Test (FCAT) test scores in writing, reading, mathematics, annual learning gains in mathematics, annual learning gains in reading, annual learning gains made by the lowest 25th percentile of students, attendance, dropout rates, and critical incidents. Additionally, contextual variables were examined to determine their relationship between servant leadership and school

effectiveness. Contextual variables included principal tenure, socioeconomic status, ethnicity, and school size.

The primary means of data collection for this exploratory quantitative non-experimental study were obtained utilizing the Organizational Leadership Assessment (OLA) instrument developed by James Laub (1999). This study gathered data from 24 high schools (N=24) in Broward County, Florida. Each school was provided with 46 servant leadership surveys for completion by the school principal, 5 assistant principals, 12 department chairpersons, and 28 instructional staff members. A total of 1,104 servant leadership surveys were distributed and 884 were returned resulting in an 80 percent aggregate return rate.

The data were subjected to correctional analyses utilizing a .10 level of significance due to the exploratory nature of the study. The major find of this study was that positive relationships were found to exist between servant leadership and student achievement. The study also found a relationship of bipolarity between servant leadership and ethnicity. However, the study did not find any significant relationship between other contextual variables and servant leadership.

In general, in schools where greater degrees of servant leadership are being practiced, students are achieving at a higher rate than in schools were lower degrees of servant leadership are being practiced. The findings lend support to the conclusion that principals who embed the characteristics of servant leadership throughout their organizations may expect high levels of student achievement, particularly in mathematics, reading, and annual learning gains.

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Introduction

In 1983, a commission created by the Reagan Administration was established in

an effort to review the effectiveness of public education in the United States. The

commission released a report to the then Secretary of Education, Terrell Bell. In part the

report, *A Nation at Risk*, found:

> Our nation is at risk. Our once unchallenged preeminence in commerce,
> industry, science and technological innovation is being overtaken by
> competitors throughout the world. This report is concerned with only one
> of the many causes and dimensions of the problem, but it is the one that
> undergirds American prosperity, security, and civility. We report to the
> American people that while we can take justifiable pride in what our
> schools and colleges have historically accomplished and contributed to the
> United States and the well-being of its people, the educational foundations
> of our society are presently being eroded by a rising tide of mediocrity that
> threatens our very future as a Nation and a people. What was
> unimaginable a generation ago has begun to occur—others are matching
> and surpassing our educational attainments. (p. 1)

A Nation at Risk provided the first national concern with our nation's public

educational system since 1958 when the Soviet Union launched Sputnik. Other reports

followed *A Nation at Risk* as the national government continued to analyze the state of

our public education in our nation.

Public Law 102-62, The Education Council Act of 1991, created The National

Education Commission of Time and Learning (1994) in an effort to analyze the

educational institutions of Germany and Japan to discover if the educational institutions

of these countries were responsible for the economic superiority they enjoyed over the

United States. The Prisoners of Time, Report of the National Education on Time and Learning: 1991-1994, provided by the commission found that educational institutions in the United States need to provide greater emphasis on core curricula as well as critical thinking skills. The Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) 1991 supported these findings:

> All of our citizens, not just a few, must be able to think for a living. Indeed, our students should do more than meet the standard; they should set it. The stakes are very high. Our people not only have to survive amidst today's changes; they have to be able to create tomorrow's. (p.9)

In January 2002, President Bush with overwhelming bipartisan support signed into law the No Child Left Behind Act. This legislation was developed in part to address the inadequacies of the Elementary and Secondary Education Act (ESEA) of 1965. Since the implementation of the ESEA, the federal government has spent more than $321 billion dollars on public education yet the achievement gap between high socioeconomic and low socioeconomic students and minority and non-minority students still exists.

Andrew Lamar Alexander, Jr., a former governor of Tennessee, an education secretary, and more recently an elected senator of Tennessee declared, "The United States faces a clear and present danger to its existence because of . . . the failure of our schools" (Grossman, 2000, p. 243). Richard Wilson Riley, former governor of South Carolina and Lamar Alexander's predecessor as the secretary of education, concurred, "America does reasonably well on international comparisons when it comes to literacy. But far too many people are groping through school without having mastered the most essential and basic skills" (p. 245). Literature provides many examples regarding the inadequacies of the public education system in the United States.

Seymour B. Sarason (1998) submits that, "The number and gravity of the problems suggest that there is something very wrong with our educational system as a system" (p. 43). Sarason further focuses on the failure of the educational system by stating; "The administrative structure and ethos of schools and school districts are stiflingly bureaucratic, anti-change, and oppressive" (p.41). Sarason (2002) in his writings on the contexts of productive and unproductive learning provides that, "Generally speaking, our schools are disappointing in their educational outcomes; more than disappointing, they appear to have been intractable to change" (p.94). Sarason is convinced that the key to any meaningful improvement to educational outcomes must be the result of systemic change. Sarason (2002) provides this insight on improving the quality of outcomes:

> No reform effort, past or present, disguises its goal that changes have to take place if the quality of outcomes is to improve. That is a statement to which it is easy to nod assent but as the history of educational reform documents, changing a complicated institution like a school or school system is horrendously difficult and it is by no means clear why that is the case. (p. 94)

Sarason offers this insight into clarifying the enigma of changing educational organizations:

> The problem of change is the problem of power, and the problem of power is how to wield it in ways that allow others to identify with, to gain a sense of ownership of, the process and goals of change. That is no easy task; it is a frustrating, patience-demanding, time-consuming process. Change cannot be carried out by the calendar, a brute fact that those with power often cannot confront. (p. 335)

To compound the problem of change, Sarason speaks of the increase in retirements found in the teaching profession and the inordinate number of teachers who after two or three years leave the profession. The profession of educational leadership is

not immune from experiencing a diminishing work force. "For the first time ever the number of schools who can not find people to apply for openings for principals steadily grows" (p. 106). Henry Duval (2001) pointed out that the lack of stable leadership within our schools is a major obstacle in providing students with a world-class education. Carolyn McCreight (2001) submits that as a result of the demands of the position principals are getting more difficult to find and those that are often willing to accept the responsibilities of the position are often inexperienced. Additionally, Patricia Wasley (1992) in her article "When Leaders Leave," declares that organizational stability is compromised when the school has a change in the principalship. The identification of educational challenges and the constraints placed on the educational system especially that of the administrative structure and subsequent organizational leadership lends credence to the need for studying organizational leadership and school effectiveness.

Statement of the Problem

Educational organizations are bureaucratic, oppressive, compliance ridden and seem to be intractable to change. Furthermore, with the addition of state and national accountability measures the position of school leader has become unattractive and difficult to fill with experienced and knowledgeable candidates. Therefore, it has become essential for those involved in leadership development and the school improvement process to identify and replicate characteristics of successful educational organizations and leader behavior.

According to Boyett and Boyett (1998) the most popular topic of all business literature is leadership. Hundreds of books and thousands of articles have been written in an attempt to define leadership and its impact on organizations. As Max Depree (1989)

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says, the "concept of leadership, ideas about leadership, and leadership practices are the subject of much thought, discussion, writing, teaching, and learning" (p.11). Furthermore, Hersey, Blanchard and Johnson (1996) say that one theme runs clearly throughout the litany of leadership literature: that the successful organization has one major attribute that sets it apart from unsuccessful organizations and that is dynamic and effective leadership.

Many scholars also support the notion that leadership is the most important factor of organizational success. For example, Peter F. Drucker (1954) pointed out that the human capital of leadership is the scarcest resource of any business enterprise. However, as we move into the 21st century notions of the kind of leadership needed for organizational success are moving from the heroic leader to distributed forms of leadership. As John Kotter (1996) states, "The key to creating and sustaining a successful 21st century organization is leadership—not only at the top of the hierarchy, with a capital *L*, but also in a more modest sense (*l*) throughout the enterprise" (p.175). The shift in focus provided by Kotter, from individual leadership for organizational growth to organizational leadership for organizational growth and sustainability, is one garnering a great deal of fascination in business leadership. It is perhaps no accident that during a time of unprecedented economic fluctuations throughout the United States and the world that the concept of leadership and its impact on organizations would be the foci of study for the next century as well.

Many researchers have sought to codify leadership as an exact science capable of being understood and practiced by anyone within an organization. Bolman and Deal (1997) postulate, "That a widely accepted canon holds that leadership is a very good

thing that we need more of-at least, more of the right kind" (p. 294). Bolman and Deal contend that the right kind of leadership is that which views an organization as a living organism in need of elastic strategies and processes for an ever-changing fluid environment. This perspective of leadership shifts the notion of solitary leadership to organizational leadership through service.

One form of this new leadership focus is called servant leadership. The general notion of servant leadership is that the leader serves the followers not vice-versa. While servant leadership research has been recent, some scholars say it's the oldest form of leadership. For example, Strong's (1996) *Exhaustive Concordance of the Bible* offers over 200 citations of leader and leadership. Among these citations appear seven different Greek words with over 1,300 references used throughout the Bible to describe service and serving as leadership traits and attributes. In the book of Matthew, Jesus Christ provides an ethos of leadership:

> Jesus called them together and said, 'You know that the rulers of the Gentiles lord it over them, and their high officials exercise authority over them. Not so with you. Instead, whoever wants to become great among you must be your servant, and whoever wants to be first must be your slave-just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.' (Matthew 20:25-28, p. 1694)

In this portion of scripture, Walvoord and Zuck (1984) claim that Jesus renders the ethos of true leadership when he says that leadership is bound up in service to others and the community.

In a more secular vein, Robert Greenleaf in his 1972 essay, furnishes this rationale for the need for servant leadership:

> Caring for persons, the more able and the less able serving each other, is the rock upon which a good society is built. Whereas, until recently,

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caring was largely person to person, now most of it is mediated through institutions – often large, complex, powerful, impersonal; not always competent; sometimes corrupt. If a better society is to be built, one that is more just and more loving, one that provides greater creative opportunity for its people, then the most open course is to raise both the capacity to serve and the very performance as servant of existing major institutions by new regenerative forces operating within them. (p. 1)

Purpose of the Study

The general purpose of this study was to determine if schools where higher degrees of servant leadership were practiced performed better than schools, which practiced lower degrees of servant leadership.

Research Questions

The study was guided by the following questions:

1. What is the relationship between organizational servant leadership and effective school variables?

2. What is the relationship between organizational servant leadership and contextual variables?

3. Is there a relationship between organizational position, school effectiveness factors and contextual variables?

Significance of the Study

Robert Greenleaf the founder of servant leadership provides this rationale for studying organizational leadership:

Occasionally institutions of all categories rise to the exceptional under the long-term direction of an unusually able administrator. But, usually, when that administrator leaves, the institution lapses, in time, back to the ordinary. There are not enough of these exceptional administrators around to fill all top administrative posts of all institutions. (Greenleaf, 1980, p. 11)

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This study is also significant because there are few if any studies that have been conducted to test the validity of the servant leadership theory. Therefore, the results of this study may serve to help district school leaders imbed organizational servant leadership characteristics in their leadership frame as they continue to develop their organizations. This will provide the practitioner with the ability to seek out and build on existing processes and provide greater creativity in regenerating the forces of human capacity within their institutions. School districts will also have the opportunity to review the results of this study and seek to adopt these characteristics into their leadership development programs and interview procedures in an effort to both provide servant leadership training for their cadre of leaders and developing leaders as well as seek through the interview process those who have servant leadership characteristics for future leadership positions. Furthermore, colleges and universities will have the opportunity to review this study and determine the significance of the results and their subsequent impact if adopted into the curricular of leadership programs.

Conceptual Framework

The conceptual framework utilized to guide this study, assumed that school effectiveness was related to organizational servant leadership and contextual factors. Figure 1 graphically displays the conceptual framework guiding the study.

Servant Leadership. Servant leadership is a concept that is gaining a great deal of popularity. It is thought that this popularity is a result of a backlash from post modern workers who now makeup organizations that have been stifled and unable to respond to an ever changing economic environment, because their corporate leadership has

historically been narrow and isolated, suffering from convergence in thought and retrogression in creativity.


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┌─────────────────────────┐                        ┌─────────────────────────┐
│ Contextual Factors      │                        │ Organizational Member   │
│                         │          Q3            │ 1. Principal            │
│ 1. Principal Tenure     │   ◄── Q2               │ 2. Assistant Principal  │
│ 2. Socioeconomic Status │                        │ 3. Department           │
│ 3. Ethnicity            │                        │    Chairperson          │
│ 4. School Size          │                        │ 4. Instructional Staff  │
└─────────────────────────┘                        └─────────────────────────┘

                    Servant
                   Leadership
                     Q3

                        Q1

                ┌─────────────────────────┐
                │ School Effectiveness    │
                │ 1. FCAT Writes          │
                │ 2. FCAT Mathematics     │
                │ 3. FCAT Reading         │
                │ 4. FCAT Annual          │
                │    Learning Gains       │
                │ 5. Attendance           │
                │ 6. Dropout Rates        │
                │ 7. Critical Incidents   │
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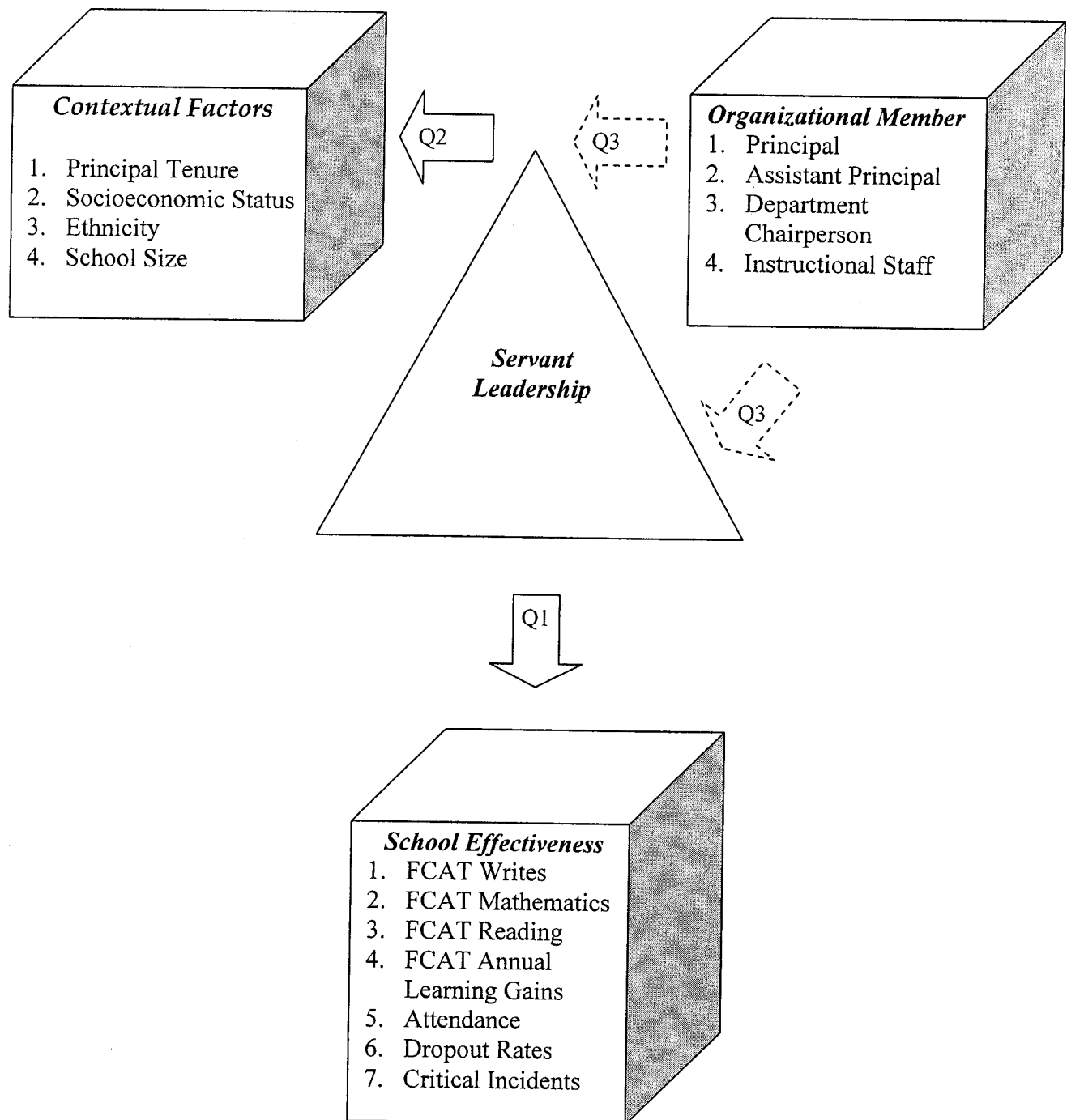
Figure 1. Conceptual Framework: servant leadership, school effectiveness and contextual factors.

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Robert K. Greenleaf coined the phrase and created the litmus test of a servant

leader in his text *Servant Leadership, A Journey into the Nature of Legitimate Power and*

Greatness (1977):

> The best test, and difficult to administer, is: 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 they benefit, or, at least, not be further deprived? (p. 13-14)

Greenleaf described the servant leader as one who creates an environment of

growth, creativity, caring, respect and ultimately a healthier, wiser, freer, more

autonomous culture structured on developing those within the organization to become

servant leaders themselves. Greenleaf (1977) directly points the need of a servant-leader

style in school settings:

> The *school*, on which we pinned so much of our hopes for a better society, has become too much a social-upgrading mechanism that destroys community. Now we have the beginnings of questioning of the school, as we know it, as a specialized, separate-from community institution. And much of the alienation and purposelessness of our times is laid at the door, *not of education*, but of the *school.* (p. 37-38)

In 1999 James Laub, interpreting Greenleaf and other servant leadership writers

such as Keith (1995) and Block (1998), moved the concept from individual leadership

characteristics to leadership found throughout the organization. He offered that

organizational servant leadership is an understanding and practice of leadership that

places the good of those led over the self-interest of the leader. Laub states that the level

of servant leadership characteristics practiced throughout the organization translates into

the level of organizational performance of the organization. In his 1999 dissertation, Laub

through a Delphi technique identified six characteristics of servant leaders. Servant

leaders (a) value people, (b) develop people, (c) build community, (d) display

authenticity, (e) provide leadership, and (f) share leadership. These behaviors are further

described in Table 1.

Table 1

The Characteristics Of Organizational Servant Leadership

Characteristics	Practice
Value People	Listening respectively, serving the needs of others first and believing in people
Develop People	Providing opportunities for learning, modeling appropriate behavior and building up others through encouragement
Build Community	Building strong relationships, working collaboratively and valuing individual differences
Display Authenticity	Integrity and trust, openness and accountability and a willingness to learn from others
Provide Leadership	Envisioning the future, taking initiative and clarifying goals
Share Leadership	Creating a shared vision, sharing decision making power and sharing status and privilege to all levels of the organization

Source: James Laub (1999)

While these behaviors can be practiced by the principal they can also be practiced

by all members of the school staff to gain a synergistic effect. James Laub (1999)

identified these behaviors and called them organizational servant leadership and

developed an instrument to measure them in an organization. He assumed that as total

organizational servant leadership increased in the organization so would organizational

performance. In his 1999 study, he developed the Servant Organizational Leadership

Assessment instrument but never tested this assumption. This study uses his instrument to investigate its research questions and test its hypotheses.

School Effectiveness. Theoretically, the power of relating the practice of organizational servant leadership to school effectiveness needs to be demonstrated. Therefore, for the purpose of this study, school effectiveness was determined by a number of quantitative measurements including (a) the annual learning gains and percentage of students passing the writing, reading and mathematics portions of the 2001-2002 Florida Comprehensive Assessment Test, (b) the number of students absent 21 or more days during the 2001-2002 school year, (c) the number of critical incidents occurring at each school during the 2001-2002 school year, and (d) the number of drop-outs during the 2001-2002 school year.

In May 1999, a new law (CS/HB 751, 753 and 755), also referred to as the A+ Plan, was passed by the state legislature to establish comprehensive reforms to the Florida School Code. The first accountability report implementing the A+ Plan legislation was released in June 1999 and, for the first time, Florida schools received letter grades on an "A through F" scale based on student performance in state developed Florida Comprehensive Assessment Test (FCAT) assessments. On December 18, 2001, Governor Jeb Bush and the Florida Cabinet amended (State Rule 6A-1.09981) the school grading rule, to measure school performance as well as annual student learning gains. The grading rule identifies schools as achieving one of the following five school performance grade categories: (a) "A," schools making excellent progress; (b) "B," schools making above average progress; (c) "C," schools making satisfactory progress; (d) "D," school making less than satisfactory progress; or (e) "F," schools failing to make

adequate progress. For the 2001-2002 academic year school performance grade categories were determined by: (a) the annual student learning gains on the FCAT Reading and Mathematics assessments in grades 9-10; (b) FCAT writing assessment in grade 10; (c) meeting high standards in reading, mathematics and writing; (d) adequate progress of students scoring in the lowest 25th percentile in reading; and (e) assessing at least 90 percent of all eligible students.

Student absenteeism as reported by the Florida Department of Education is the percent of students absent more than 21 days in an academic year. For the purpose of this study there was no differentiation between excused and unexcused absences. Therefore all absences were counted towards the aggregate 21 days in the academic year.

Critical incident is any reported offense that is against the law or represents a serious breach of the Student Code of Conduct and results in a consequence such as suspension, alternative to suspension, or expulsion. The Florida Department of Education implemented a statewide system of incident reporting in 1995. This state system, the School Environmental Safety Incident Reporting (SESIR) system, tracks important aspects of the incident, and allows for reporting the elements involved in the incident, such as the type of offense, its location, and whether it was reported to law enforcement. An incident is reported for any single event, regardless of the number of students involved or whether the event occurred at school, during school sponsored activities, or on school-sponsored transportation. Additionally, incidents are reported for the entire calendar year, 24 hours a day. Examples of critical incidents include homicide, sexual battery, robbery, battery, burglary/breaking and entering, larceny/theft, motor vehicle theft, kidnapping, arson, threat/intimidation, drugs, sexual harassment, sexual

offenses, vandalism, weapons possession, alcohol, tobacco, trespassing, fighting and disorderly conduct.

Dropout rate is reported by the Florida Department of Education and is defined by Florida Statute (Section 222.041 (29), (F.S.). Florida Statute provides that a student who is 16 years or older and meets any of the following five criteria is considered to be a dropout:

1. Has voluntarily removed him/herself from school before graduation for reasons including marriage, entrance into the military, failed HSCT or FCAT and did not receive any of the certificates of completion;

2. Did not meet relevant attendance requirements of State Board of Education rules or was expected to attend but did not attend;

3. Withdrew and did not transfer to any other school at any level or any other school in any other district either in or out of Florida;

4. Withdrew due to hardship, court actions, expulsion, or pregnancy;

5. Exceeded maximum age for a disabled student in accordance with the district's policy.

The number of students who were classified as dropouts divided by the total number of students determined a school's dropout rate.

Contextual Variables. Contextual variables were included in the framework to determine the relationship these variables have on organizational servant leadership and subsequently school effectiveness. For the purpose of this study, school size, socioeconomic status, ethnicity and principal tenure were identified as contextual variables.

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The number of students enrolled on the 20th day at each school site determined school size. The total number of students enrolled on the 20th day is significant as this number is utilized by the state for the purpose of funding schools through the Florida Education Finance Program (FEFP).

Socioeconomic status was calculated utilizing the percent of the total school population receiving free and reduced lunch as reported by the Florida Department of Education. In order to receive free or reduced lunch the student or parent must initiate the request for it through the completion of a request form.

Ethnicity as reported by the Florida Department of Education is determined by the percent of the total school population categorized as White, Black, Hispanic, Asian, Indian and Multiracial.

Principal tenure was determined by the number of years the principal has been assigned to a particular school. For the purpose of this study principal tenure was divided into three categories: 1-3 years, 4-6 years, and over 6 years.

Definition of Terms Used in this Study

Drawing from the conceptual framework, the following definitions were used in the study.

Annual Learning Gains – Schools earn one point for each percent of students who make learning gains in reading and one point for each percent of students who make learning gains in math. Students can demonstrate learning gains in any one of three ways:

1. Improve achievement levels from 1-2, 2-3, 3-4, or 4-5; or

2. Maintain within the relatively high levels of 3, 4, or 5; or

3. Demonstrate more than one year's growth within achievement levels 1 or 2. Special attention is given to the reading gains of students in the lowest 25th percentile in levels 1, 2, or 3 in each school. Schools earn one point for each percent of the lowest performing readers who make learning gains from the previous year. It takes at least 50% to make "adequate progress" for this group.

Critical Incidents – The total number of incidents categorized by the Florida Department of Education as a reported offense that is against the law or represents a serious breach of the Student Code of Conduct and results in consequence such as suspension, alternative to suspension, or expulsion. The Florida Department of Education (2002) reports the total number of critical incidents each academic year.

Dropout Rate – percent of students' age 16 or older who have left school. This number is reported as a percentage of total student population during an academic year and is reported by the Florida Department of Education (2002).

Ethnicity – percentage of students in each of the following categories White, Black, Hispanic, Asian, Indian, and Multiracial. The Florida Department of Education (2002) reports the percent.

Mathematics Score – Schools earn one point for each percent of students who score 3, 4, or 5 in math.

Organizational Leadership Assessment (OLA) instrument – a 66-question instrument developed to determine the level of servant leadership characteristics in an organization (Laub, 1999).

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Principal Tenure – number of years an individual holds the position of principal at a

school prior to June 30, 2002.

Reading Score – Schools earn one point for each percent of students who score in

achievement levels 3, 4, or 5 in reading.

Servant Leadership – the understanding and practice of leadership that places the good of

those led over the self-interest of the leader.

School Size – was determined by the total number of students enrolled who were in

attendance at least one day and did not withdraw from their school by the 20th

day of school.

Socioeconomic Status – percentage of students utilizing the federally funded free and

reduced lunch program. The Florida Department of Education (2002) reports this

percent.

Student Absenteeism – percentage of students absent 21 or more days during the

academic year as reported by the Florida Department of Education (2002).

Writing Score – the writing score is scored on a scale of 1 to 6. The percent of students

scoring "3" and above is averaged with the percent scoring "3.5" and above to

yield the percent meeting minimum and higher standards.

Methodology

This study utilized a quantitative non-experimental design. The sample of this

study was 24 public high schools in Broward County, Florida. Each of the 24 high

school organizations identified provided personnel to participate in completing the OLA

instrument. The principal, assistant principals and department chairpersons were

identified for the survey and a sample of the instructional staff was selected to participate

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in taking the OLA instrument. The total number of potential participants in the survey was 1,104. Each school was provided with 46 surveys distributed by organizational position including 1 principal, 5 assistant principals, 12 department chairperson and 28 instructional staff members. For the purpose of this study a 70% return of projected participants was utilized as the threshold of sufficient data collection for analysis.

School effectiveness was determined utilizing results of writing scores, reading scores, mathematics scores and annual learning gains on the Florida Comprehensive Assessment Test, as well as absenteeism, critical incidents and dropout rates.

Contextual variables including school size; socioeconomic status, ethnicity, and principal tenure were utilized to determine whether these factors had a mitigating relationship to school effectiveness.

Data Collection

The primary means of data collection for this study was obtained utilizing the OLA instrument. High Schools located in Broward County, Florida were identified utilizing the Florida Association of School Administrators School Guide 2001-2002. The survey data was conducted in May 2003. Each principal received a request for participation memorandum for study participation. This memorandum provided an outline of the dissertation study and commitment to provide results of the survey. Additionally, each principal received information on the nature of the study at a presentation provided at the High School Reform Council Meeting held in May 2003. Following memorandum distribution each principal received the OLA at the High School Reform Council Meeting (see Appendix A for survey). Member level in the school

organization, i.e., Top Leader (principal), Management (assistant principals and department chairpersons) and Workforce (teachers) were identified on each survey.

Secondary data collection provided information on contextual characteristics. This data was obtained through the Florida Department of Education and the School Board of Broward County office of Research and Development. Contextual variables included school size, socioeconomic status, ethnicity, and principal tenure.

Data Analysis

Data were analyzed utilizing the Statistical Package for the Social Sciences (SPSS) version 11.0. Correlation analysis was utilized to observe the relationship between organizational servant leadership, school effectiveness and contextual variables. A post hoc power analysis was conducted utilizing GPower and effective size (ES) was determined by squaring the correlations.

Chapter Summary

This chapter provided the rationale, research questions and conceptual framework guiding this inquiry into the relationship of organizational servant leadership and school effectiveness. It was assumed that if such a relationship could be demonstrated, it would encourage school leaders to adopt the characteristics of a servant leader. Chapter 2 provides a review of the literature as it relates to servant leadership, school effectiveness, dropout rate, socioeconomic status, student absenteeism, critical incidents, and principal tenure. Chapter 3 provides a description of the methodology of the study. Chapter 4 provides a presentation of the data and an analysis of the findings. Chapter 5 provides the summary, findings, limitations, conclusions and recommendations for further study.

Chapter 2

Review of the Literature

This review of literature provides: (a) a brief history of leadership and its

relationship to organizations, (b) Robert Greenleaf's role in codifying the contemporary

views of servant leadership, (c) a review of the current leadership writings focused on the

relationship of servant leadership to organizations in general, (d) an examination of the

relationship of servant leadership to educational institutions, (e) the influence of

contextual variables on educational institutions, and (f) the development of the

organizational servant leadership definition and research instrument created by James

Laub.

The development and sustainable strength of any organization is contingent upon

the depth of the leadership within the organization. Therefore, it is incumbent on the

leader to put processes in place to create an environment where leadership is the focus of

development throughout the organization. Hersey, Blanchard and Johnson (1996)

provide a longitudinal schematic of the development of significant motivation and

leadership theories and models (p. 99).

Table 2

Significant Motivational and Leadership Theories and Models

Contributor	Theory or Model	Year of Publication
Taylor	Scientific Management	1911
Mayo	Hawthorne Studies	1933
Barnard	Executive Function	1938
Coch-French	Michigan Studies	1948
Stogdill	Ohio State Studies	1948
Homans	Human Group	1950
Maslow	Hierarchy of Needs	1954
McGregor	Theory X- Theory Y	1957
Tannenbaum-Schmidt	Continuum of Leader Behavior	1957
Blake-Mouton	Managerial Grid	1964
McClelland	Achievement Theory	1965
Herzberg	Motivation-Hygiene	1966
Likert	Systems 1-4	1967
Fiedler	Contingency Model	1967
Argyris	Maturity-Immaturity	1964
Reddin	3-D Management Style	1967
Hersey-Blanchard	Situational Leadership	1969

(table continues)

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Table 2 *(continued)*

Contributor	Theory or Model	Year of Publication
Vroom-Yetten	Contingency Model	1973
House-Mitchell	Path-Goal	1974
Vroom	Expectancy Theory	1976
House	Charismatic Leadership	1977
Burns	Transformational Leadership	1978
Kerr-Jermier	Substitutes for Leadership	1978
McCall-Lombardo	Fatal Leadership Flaws	1983
Bennis-Nanus	Leadership Competencies	1985
Tichy-Devanna	Transformation Leadership	1986
Manz	Super Leadership	1989
Yukl	Integrating Model	1989
Covey	Principle-Centered Leadership	1991
Johnson	SOAR Model	1994
Pansegrouw	Transformational Model	1995
Gyllenpalm	Organizational Cone	1995

It is believed that what happens in the decades to come will be, in large part, the consequence of decisions influential leaders will make today within their organizations. John Kotter (1996) states, "The key to creating and sustaining a successful 21st century organization is leadership—not only at the top of the hierarchy, with a capital *L*, but also

in a more modest sense (*l*) throughout the enterprise" (p.175). The shift in focus provided by Kotter, from individual leadership for organizational growth to organizational leadership for organizational growth and sustainability, is one garnering a great deal of fascination in business leadership. It is perhaps no accident that during a time of unprecedented economic fluctuations throughout the United States and the world that the concept of leadership and its impact on organizations would be the foci of study for the next century as well. As Max Depree (1989) says the, "Concept of leadership, ideas about leadership, and leadership practices are the subject of much thought, discussion, writing, teaching, and learning" (p.11).

Many researchers have sought to codify leadership as an exact science capable of being understood and practiced by anyone within an organization [Fiedler, Blake & Mouton, McGregor Burns, Bass & Aoliva, Bennis & Nanus, Covey] through the last 5 decades the focus of leadership theory has moved from "heroic leaders" to "distributive models." As Bolman and Deal (1997) postulate, "That a widely accepted canon holds that leadership is a very good thing that we need more of-at least, more of the right kind" (p. 294). They contend that the right kind of leadership is that which views an organization as a living organism in need of strategies and processes for an ever-changing fluid environment. This perspective of leadership began to shift the notion of solitary leadership to organizational leadership through service.

Even though first introduced by Robert Greenleaf in 1970, organizational servant leadership is a concept that is gaining a great deal of attention. This popularity appears to be the result of a backlash from postmodern workers who have been stifled and unable to respond to an ever-changing economic environment, because their corporate leadership

has historically been narrow and isolated, suffering from convergence in thought and retrogression in creativity. Yet, modern organizations often struggle with creating and sustaining an environment of organizational leadership through service. This paradox of leadership through service is one that has been codified through the writings of Robert Greenleaf.

Robert Greenleaf

Robert K. Greenleaf developed the contemporary concept of servant leadership through his literary discovery of The Journey to the East, authored by Hermann Hesse (Hesse, 1956). The central character in this story is a man named Leo, a servant who accompanies a band of men on a mythical journey, which Greenleaf postulates, is Hesse's own journey. Leo serves two vital functions for the group first, as a servant who provides for the needs of these men and as one who nourishes the party through spirit and song. The journey proceeds well until Leo disappears leaving the men void of his exceptional presence. The group of men becomes disillusioned and disorganized resulting in the abandonment of the journey. After a long period of searching, the narrator finds Leo and is accepted by the Order that sponsored the journey. The narrator discovers that Leo who he knew only as the servant of the band of men on the journey was actually the leader of the Order. Greenleaf's interpretation is that, "A great leader is seen as servant first, and that simple fact is the key to his greatness" (Greenleaf, 1977, p. 2).

Greenleaf adopted this mantra as the Director of Management Research for AT&T. Viewed by academia as a lifelong student of organization, he lectured and held teaching positions at Massachusetts Institute of Technology's Sloan School of

Management, Harvard Business School, Dartmouth College and the University of

Virginia. Greenleaf provides a glimpse of his codification of servant leadership in his

seminal work *The Servant as Leader* published in 1970. In this work Greenleaf furnishes

the framework for identifying a servant leader:

> The best test, and difficult to administer, is 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 in the least privileged in society; will he benefit, or, at least, will
> he not be further deprived? (p.7)

This framework is structured on the individual leader and their relationship with

those within the organization in so much as the essence of leadership is the willingness to

go ahead developing those within the organization to create processes that show the way

when the way may be unclear. Greenleaf in a 1982 essay provides these requirements for

leadership:

> The leader needs three intellectual abilities that may not be assessed in an
> academic way: one needs to have a sense for the unknowable, to be
> prepared for the unexpected, and to be able to foresee the unforeseeable.
> The leader knows some things and foresees some things which those one
> is presuming to lead do not know or foresee as clearly. (p. 16)

It is the leader's inability to clearly conceptualize what lies ahead and perhaps his

inability to risk his role as leader on that conceptualization which causes leaders to rely

on outdated, stifling, bureaucratic systems. It is these systems that compromise the

development of those within the organization thus weakening and detracting from the

cycle of growth, so prevalent in an organization that embraces change as a process rather

than an activity. Greenleaf utilizes Machiavelli's *The Prince* to illustrate the need for

leadership through conceptualized thinking:

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> Thus it happens in matters of state; for knowing afar off (which it is only
> given a prudent man to do) the evils that are brewing, they are easily
> cured. But when, for want of such knowledge, they are allowed to grow
> so that everyone can recognize them, there is no longer any remedy to be
> found. (Machiavelli, 1999, p. 39)

The problem of paralyzed leadership is compounded by the fact that organizations are made up of imperfect people. According to Greenleaf, great leaders have empathy and accept those in the organization unconditionally. This unconditional acceptance requires an acceptance of the condition of human nature. Greenleaf asserts, "The secret to institution building is to be able to weld a team of such imperfect people by lifting them up to grow taller than they would otherwise be" (1970, p. 14). The ability to create an institution that places its ultimate value on human capital and its contribution must have a leader who seeks to involve all stakeholders. Greenleaf (1998) describes this critical aspect of leadership within institutions:

> Can the key leader accept that optimal performance rests, among other
> things, on the existence of a powerful-shared vision that evolves through
> wide participation to which the key leader contributes, but which the use
> of authority cannot shape? And can that key leader be persuasive enough
> that responsibility for generating and maintaining that vision is widely
> accepted as a serious obligation? (p. 79)

Other writers and researchers followed Greenleaf's lead. Boyett and Boyett (1998) provide a framework for servant leaders as adopted from Larry C. Spears work, *Reflection on Leadership* (1995). The servant leader constantly seeks to support the organization by asking probing questions that require divergent answers. These questions seek service from the leader including how they may support personally or through their resources the needs of the organization. The servant leader creates an environment that supports and generates individual voluntary action. Employees become empowered by

the servant leader and they take necessary actions without being instructed. The servant leader puts members of the organization first. The servant leader identifies and seeks to develop the leadership abilities of others within the organization. This broad-based leadership development flattens the traditional hierarchy of management and serves to create an environment of synergy where more members of the organization provide input and have ownership. The servant leader leads with the parameters of moral and ethical behavior. This social modeling provides the organization with boundaries in which to operate. The servant leader guides the organization through problem solving by guiding discovery through process utilizing critical questions. The servant leader's foci are people and the organizations in which they work. Greenleaf (1972) sets forth this thesis:

> Caring for persons, the more able and the less able serving each other, is the rock upon which a good society is built. Whereas, until recently, caring was largely person to person, now most of it is mediated through institutions – often large, complex, powerful, impersonal; not always competent; sometimes corrupt. If a better society is to be built, one that is more just and more loving, one that provides greater creative opportunity for its people, then the most open course is to raise both the capacity to serve and the very performance as servant of existing major institutions by new regenerative forces operating within them. (p. 1)

Furthermore, Greenleaf (1975) suggests that, "You shift your personal effort toward building an institution in which you become more the manager of a process that gets the job done and less the administrator of day-to-day operations" (p.5). In *The Nature of the Judicial Process* U.S. Supreme Court Justice Benjamin Cordozo lends his insight into process development. It reads in part,

> As the years have gone by, and I have reflected more and more upon the nature of the judicial process, I have become reconciled to the uncertainty . . . . I have grown to see that the process in its highest reaches is not discovery, but creation. (Greenleaf, 1996, p. 56).

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This concept of developing the institution or organization as one that is led through process provides for the opportunity to develop the creative divergent problem solving mechanisms that develop and sustain organizational change and achievement. The success of this premise is based on the capability of the organization to create and instill processes to solve current and more importantly conceptual problems. As this organizational process management develops, the organization must hold as a constant, as Greenleaf (1975) suggests, that the goal of the servant leader is to build much higher levels of public trust than now exists. It is clear that our society is bound by institutions and those who lead these institutions are secondary to the sustained strength of the institution. Greenleaf (1979) postulates that the key to our societal strength will be born of the reconstruction of our existing institutions. Furthermore, this reconstruction or evolution must come from within existing institutions. There is neither enough time nor the requisite resources to create new institutions to meet the same needs of our existing society.

Distinguished Authors, Researchers and Business Leaders

Kent M. Keith (1995) states, "I believe that we need a different focus. We need to focus on service, not power. And the leaders we need are servant leaders" (p. 92). Keith postulates that servant leadership is the only leadership that should be practiced in our postmodern society. The true leader must be focused on the needs of the organization and society. The servant leader asks, "What do people need? How can I help them get it? What does my organization need to do? How can I help my organization do it?" (1995, p. 5). The servant leader is not deemed successful based on power, prestige or fame but rather the ultimate measure of the successful servant leader lies in the

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betterment of those he has served. Peter Drucker (1967), the father of modern management, recognizes service as an organizational force. He writes:

> The effective executive focuses on contribution. He looks up from his work and outward toward goals. He asks: 'What can I contribute that will significantly affect the performance and the results of the institution I serve? The focus on contribution turns the executive's attention away from his own specialty, his own narrow skills, his own department, and toward the performance of the whole. It turns his attention to the outside, the only place where there are results. . . He therefore will also come to think in terms of the customer, the client, or the patient, who is the ultimate reason for whatever the organization produces, whether it be economic goods, governmental policies, or health services. (p. 52-53)

In *Real Change Leaders*, Jon R. Katzenbach (1996) speaks to Peter Drucker's notion of the need to "rediscover leadership" (p. 7). The concept of customer value and the utilization of democratic principles that seek to draw out the creative best of each member of the organization are structural principles in creating a critical mass within the organization that seeks high performance through service. Crainer (1998) observed in Key Management Ideas 3E, "That leaders habitually talk of 'we' rather than 'I' when describing organizational leadership" (p. 233). The need for the organization to embrace the vision and be willing to serve as the critical mass in organizational goal attainment is critical to organizational success.

Pollard (1996) in "The Leader of the Future," furnishes a more in-depth and symbolic view of the servant leader.

> The servant leader is one who seeks to support others in the organization to achieve optimum self-actualization. The servant leader is in touch with the workforce. He is out of his office and in the field seeking to understand each person's role within the organization and how he can support that individual and department. The servant leader seeks to learn as much as possible about every aspect of the organization through making himself available and listening to his constituents. The servant leader seeks to avoid the trap '. . . so many so-called successful leaders experience—the arrogance of ignorance.' (p. 245)

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Warren Bennis and Burt Nanus (1985) concluded that successful leaders lead organizations utilizing many skills all of which focused on people within the organization. This concept was further solidified in *Becoming a Leader* authored by Bennis in 1989. In this work, Bennis offers his basic ingredients of leadership. Of the six ingredients, two parallel servant leadership's tenets of trust and integrity. Through trust and integrity the servant leader develops and encourages members of the organization in the organization's guiding vision.

William B. Turner (2000) describes three types of leadership. The first type is transformational, one who is focused on purpose above all things. The second type of leadership is transactional, where the leader listens and translates the consensus of the group into a plan. The third type of leadership is servant leadership where the leader seeks to serve others to meet their needs and seeks to develop others as servant leaders. It is far better for the servant leader to cultivate a sense of ownership throughout the organization in problem solving and vision development. Rather than having the entire organization rely on the initiative of one leader. This process requires a greater investment in time but creates a value-added dimension that makes members of the organization feel empowered. An organization empowered by servant leadership reacts to change well as its structure creates the opportunity for those in proximity of the problem the liberty to solve the problem. The inverted structure of a servant leadership organization has the leader in Greenleaf's term, *pare inter pares* or, the first among equals. Turner says he, " . . . considers it to be one of the prime responsibilities of leadership to create an atmosphere of growth" (2000, p. 89).

Blanchard, Hodges, and Hybels (1999) believe that effective leadership and the key to changing the behavior of any organization must begin on the inside of the organization. This is what is referred to as the, " . . . internal heart aspect of leadership" (p. 39). They believe that historically, leaders naturally seek to control through their positional power. They resist feedback and view criticism as a threat to their positional power. In contrast, they say, servant leader views leadership as a mechanism to serve the organization, its goals, vision and mission. A servant leader requires criticism; he embraces it as a conduit to increased development of the organization. Criticism often will take the form of self-inflicted examinations of organizational practices. The culmination of these audit processes will provide invaluable information regarding organizational weaknesses in structure, process, or human capacity. Thus the received data will create an environment of critical reflection ripe for organizational restructuring or reengineering. Servant leaders seek to develop servant organizations capable of empowering and equipping the members of the organization. The leader who seeks to serve first establishes methodology to create and develop human capacity in an effort to build organizational synergy. The servant leader embraces the concept of organization synergy in an effort to multiply the human capacity of the organization. This concept provides that, "One plus one if properly developed could be greater than two" (p. 55). The exponential multiplicity of power is then focused on inverting the organization triangle; no longer is the leader served by the organization, now he serves the organization. The leader facilitates this organizational change by, " . . . modeling and encouraging the behaviors and values that are aligned with a shared vision" (p. 147).

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Blanchard (1998) says that too often managers and leaders have focused on controlling organizations through an established hierarchy. This traditional approach of direct control should be replaced with a model of facilitation emphasizing encouragement and support. The success met in the past by companies utilizing the command and control structure of governance was realized as these companies faced limited competition in the market. Blanchard states, "Servant-leadership is the way to manage people today and in the future" (p. 22).

The key to restructuring the organization into a servant organization begins with inverting the command and control pyramid. The people within the organization who directly deliver services to the consumer should replace the CEO typically at the top of the organizational structure. This inverted organizational structure provides the opportunity for those dealing directly with customers to have the necessary resources to meet the needs of the customer. Blanchard (1998) provides this personal example of service and servant leadership:

> My daughter Debbie worked at Nordstrom in San Diego when she was in college. After about a week on the job, I had dinner with her and asked, 'What was it like working for Nordstrom? Tom Peters and everyone is talking about Nordstrom and their tremendous customer service.' She said, 'It's very different.' I asked, 'What is so different about it?' She said, 'Well the first thing that is different is their orientation program. Every employee has to go through an orientation program before they can start work. The whole emphasis in the first part of the program is to teach everyone, all the employees, how to say 'No problem.' The number one thing they want coming out of your mouth is 'No problem.'" 'What else is different about working at Nordstrom?' She said, 'My boss. About three or four times a day he comes up to me and says, 'Debbie, is there anything I can do for you?' He acts like he works for me.' (p. 26)

The realignment of organizational power from the manager to the end user is critical in creating a fluid environment capable of reacting to the change that is often thrust upon it by market forces beyond the organization's control. Blanchard points out that the role of a successful manager is one of encouragement, support, coaching and facilitation.

Joe Batten (1998) has advised clients such as McDonald's, Xerox, Marriott and IBM. He gave the U.S. Army the phrase, "Be All You Can Be," and created "Values Manifesto for Tough-Minded Servant Leaders." The manifesto serves to guide the daily work of servant-leaders within their organization. The manifesto speaks to the need for servant leaders to be open, vulnerable, warm, consistent, caring, flexible, giving, open-minded, and to practice candor, to be accountable and to have a clear philosophy. Batten professes that work is love made visible and cites Ross Perot, who created Electrical Data Systems, as an example of this philosophy. When asked what his secret to success was, Ross Perot responded, "I don't just like the people at EDS, I love them." (p. 50).

Ken Melrose (1995) shares his servant leadership style as CEO of The Toro Company.

> Corporations of our country and those who work in them are changing rapidly. Corporate restructuring, mergers, reengineering and consolidating are just a few of the buzzwords utilized when speaking to the current evolution in organizational change. This change has been brought about by the gap in economic growth in the national economy that continues to plague corporations. This rapidly evolving fluid corporate environment requires leaders to examine the variables contributing to the economic gap found within their organization. Once recognized these variables can be combated with '. . . core beliefs, principals, and values in what we do and why we do it.' (p. 22)

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"The core beliefs, principles and values combine to create the corporate culture. It is the culture that will determine the company's attitudes, environment, and personality" (Melrose, 1995, p. 35). It is the role of the servant leader to develop this corporate culture by, " . . . facilitating healthy processes, invigorating the human spirit and promoting proactive collaboration" (p. 35). The servant leader accomplishes this development by empowering through proper leadership, the preparation of those in the organization that can exponentially create and innovate at a greater rate than can the single leader. These trained self-directed individuals focus on developing critical questions and creating the *process* of continuous improvement. It is the role of the servant leader to recognize the team as the most important asset of the organization. As Ken Melorse explains, "What they say and how they feel are key," to the continuous development of each other and the organization. "Their willingness to risk and their dedication to continuous improvement combine to make us successful" (p. 70).

James Autry (2001) suggests that the servant leader has several characteristics that include authenticity, vulnerability, acceptance and presence. The development of these characteristics and the transitional development of the servant leadership style, ". . . cannot be made overnight" (p. 50). The servant leader will utilize systems that are in place to create an avenue for change. Autry cautions that, "Systems can be used as a blunt instrument to beat people around the head and shoulders (the old corporate way) or as a tool to fine-tune understandings and provide assurance (the servant leadership way)" (p. 61).

It is the combination of servant leadership characteristics and the proper use of systems as a process that creates an environment to develop workers and strengthen the

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organization. "The servant leader understands that nothing positive can be accomplished in an organization without the support of those who are to do the hard work" (p. 117). The sustainability of the system and its support of the organization will require employees who are committed and leaders who are loyal to the committed employees.

> For the organization and its leaders, loyalty to employees means being honest and trusting, treating people as individuals and not as numbers, responding appropriately to special needs, providing resources, and, most important, acting with integrity. (p. 164)

Clavin Miller (1995) further provides insight into servant leadership. Miller offers that the leader must have inward substance, outward daring and magnetic motivation. These characteristics empower the leader to ". . . make people feel significant, teach all that learning and competence matter and inspire community" (p.123). These characteristics of leadership are accomplished through the servant leader's vision for the organization. According to Miller, vision unites, provides a call for focus, dominates all inner conversation and inspires greatness. Miller asserts that the servant leader's vision will manifest itself in the decision making of the organization. Miller contends that the servant leader ". . . will spend more time in creating satisfactions for people as individuals and will tend to destroy some of our present concepts of mass management" (p. 18).

Peter Block (1996) advocates replacing leadership with stewardship. "The governance system we have inherited and continue to create is based on sovereignty and a form of intimate colonialism" (p. 7). Stewardship is the mechanism that may breach the historical structure of leadership that is the rigid top down hierarchy that stifles the creativity of individuals and limits process development within the organization. The

development of stewardship begins with empowerment. "Empowerment embodies the belief that the answer to the latest crisis lies within each of us and therefore we all buckle up for adventure" (p. 9). Empowerment should be focused on principles which include creating process development, flattening the hierarchy, creating a participative culture, embrace critical questions, create pay systems that reward tangible outcomes and clearly define internal and external quality. It is the combination of stewardship and empowerment that provides the impetus to securing service and creative freedom throughout the organization. Block furnishes service that fully satisfies and transforms and the organization is created without expectation of return. It is freely chosen as a methodology of leadership and governance.

Ashley Cheshire (1987) states that the first step toward creating an atmosphere of servant leadership is to create opportunities for conversation. These conversations create an environment of mutual dialogue providing an avenue for members of the organization to voice their opinions and concerns. Dialogue is the conduit to creative thinking, which serves to solve problems as well as forecast the future of the organization. In order for true service and sacrifice to occur, there must be true ownership in the corporation. This thought process leads to Greenleaf's philosophy of *first among equals* in creating a corporate climate where all have the opportunity to take part in decision making with the final vote cast by the owner or CEO. When this concept of ownership is accomplished the organization would be, "One with a life of its own, and one that would have continuity after the 'first' was gone" (p. 134).

J.W. Marriott Jr. (1997) espouses the servant philosophy and its impact on the corporate sector. J.W. Marriott and J.W. Marriott Jr. built a $50-million-a-year enterprise

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into a $9 billion multinational company. The tenets of servant leadership guided this growth. J.W. Marriott Jr. shares, "The cornerstone of our corporate culture has always been: Take care of your employees, and they'll take care of your customer" (Marriott, p. 34). J.W. Marriott operated the company on a *people first* premise. He always took the opportunity to meet with members of his organization, to discuss their concerns. Communication with the workforce promotes a dialogue centered on the *employees-first* philosophy. Marriott sought to inspire his workforce with a passion for great quality and great service.

Neidert (1999) shares that the end result of acquiring knowledge should be that which " . . . leads to personal and community well being" (p. 119). One of the principles of service provided by Neidert is that of giving something extra. Neidert utilizes The Bible, Matthew 5:40, to illustrate his principle of the need to provide that which is beyond what is called for in leadership.

> And if someone wants to sue you and take your tunic, let him have your cloak as well. Likewise if a person in power calls you to go one mile with them, instead go two. (p. 1656)

Neidert further solidifies the notion of providing more than what is required when he shares the mantra of Nordstrom's, a $4.5 billion a year specialty retail store. Nordstrom's has one rule: "To take care of the customer to the best of your judgment" (1999, p. 205). The examples of giving something extra and customer-driven retail provided by Neidert are further emphasized as he provides a guide for leadership through service.

> Being a servant leader means putting the organization and its people first. Servant leadership is demonstrated through the stating of goals and vision, aggressively listening to others, telling the truth and being trustworthy,

assisting others in their development, caring for the well-being of all people, and in the end, sustaining the hope that both the organization and its people will reach their desired futures. (p. 223).

James Laub

James A. Laub (1998) in his dissertation, Assessing the Servant Organization: Development of the Servant Leadership Assessment (SOLA) Instrument, furnished an operational definition of servant leadership and the servant organization as well as a list of the characteristics of servant leadership, as determined by a panel of experts in the field of servant leadership. The instrument developed by Dr. Laub is a reliable tool for measuring servant leadership in organizations and is the instrument utilized for the purpose of this study. Dr. Laub proposed that servant leadership is a style of leading people contradictory to contemporary command and control models. The purposefulness of servant leadership is focused on those being led within the organization for the betterment of those outside the organization. The development of community within the organization as well as providing opportunities for those within the organization to grow is the foundation of leadership within an organization. As those within the organization realize the opportunities developed by the leader, they share in the development and accomplishment of the organizational mission. James Laub as well as distinguished authors and business leaders have further solidified the concept of servant leadership through an expository review of the bible. For example, Jack Lowe believed that Greenleaf, " . . . had incorporated religious ideals into management philosophy" (Cheshire, 1987, p. 127).

Table 3 represents a summary of servant leadership characteristics by author. The reader is encouraged to add to this list.

Table 3

Summary of Servant Leadership Characteristics by Author

Characteristics	Author
Values People	Heese (1956), Greenleaf (1970,1972,1977), Sergiovanni (1992), Adams & Baily (1992), Miller (1995), Spears (1995), Block (1996), Katzenbach (1996), Pollard (1996), Marriott (1997), Blanchard (1998), Batten (1998), Laub (1999), Neidert (1999), Autry (2001)
Develops People	Drucker (1967), Greenleaf (1970), Bennis & Nanus (1985), Miller (1995), Spears (1995), Block (1996), Katzenbach (1996), Pollard (1996), Marriott (1997), Batten (1998), Blanchard (1998), Crainer (1998), Laub (1999), Turner (2000)
Builds Community	Heese (1956), Drucker (1967), Greenleaf (1970,1972,1975,1977,1979), Walvoord & Zuck (1984), Bennis & Nanus (1985), Cheshire (1987), Bennis (1989), Sergiovanni (1993), Keith (1995), Spears (1995), Melrose (1995), Batten (1998), Crainer (1998), Laub (1999), Neidert (1999), Turner (2000)
Display Authenticity	Greenleaf (1970, 1972), Bennis (1989), Melorse (1995), Spears (1995), Pollard (1996), Marriott (1997), Batten (1998), Blanchard (1998), Laub (1999), Autry (2001)

(table continues)

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Table 3 *(continued)*

Characteristics	Author
Provides Leadership	Heese (1956), Greenleaf (1970,1972), Walvoord & Zuck (1984), Cheshire (1987), Melorse (1995), Spears (1995), Block (1996), Katzenbach (1996), Pollard (1996), Batten (1998), Blanchard (1998), Crainer (1998), Laub (1999)
Shares Leadership	Greenleaf (1970,1972,1977), Walvoord & Zuck (1984), Cheshire (1987), Bennis (1989), Kieth (1995), Miller (1995), Spears (1995), Block (1996), Kotter (1996), Pollard (1996), Bolman & Deal (1997), Batten (1998), Blanchard (1998), Boyett & Boyett (1998), Crainer (1998), Laub (1999), Turner (2000), Autry (2001)

Servant leadership has impacted post-secondary institutions for several years and has served to create the conversation and in some instances the subsequent condemnation of the current practices of these institutions. It is necessary to explore the impact of servant leadership on post secondary institutions as we seek to extrapolate its relationship to secondary educational institutions.

School Impact

Thomas Sergiovanni (1992) points out that the emphasis of leadership for educational institutions has not been properly focused. He contends that educational leadership should be focused on the ". . . heart of leadership, which involves intuition, emotion, values and personal dreams" (p. 5). Additionally, once the leader refocuses the emphasis of leadership he should focus his efforts on building community within the organization. In a true school community educational values are based on an authentic

concern for members of the organization. The educational leader exhibits this leadership through listening, understanding, and respecting the input of all members of the organization.

Sergiovanni (1993) expresses that servant leadership makes the critical difference in leadership as its foundation is that of moral authority and its structure is based on a set of core values that are institutionally driven on serving others and the community.

Sergiovanni (1996) perpetuates this concept of educational leadership in his work Leadership for the Schoolhouse where he points out that the ultimate purpose of school leadership is, "To transform the school into a moral community" (p. 45). Sergiovanni's concept of a moral community echoes the characteristics of servant leadership. Sergiovanni calls for a change in organizational structure of schools from ones that rely on, "external control measures," to those schools relying on, ". . . norms, purposes, values, professional socialization, collegiality and natural interdependence" (p. 48).

Adams and Bailey (1992) submit that the educational leader may choose a non-bureaucratic option to leadership. This option focuses the leader on promoting, supporting and creating opportunities for teachers to feel good about themselves. This self-efficacy creates an evolution in the educational organization, one of community and self-sacrifice. Teachers are now focused on serving a greater good.

Greenleaf (1970) directed a great deal of his theories toward post-secondary institutions both public and private as he viewed the institution of education as the last bastion of hope for our society.

> The school, on which we pinned so much of our hopes for a better society, has become too much a social-upgrading mechanism that destroys community. Now we have the beginnings of questioning the school, as we

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know it, as specialized, separate-from-community institution. And much of the alienation and purposelessness of our times is laid at the door, not of education, but of the school. (Greenleaf, p. 28)

Greenleaf believed that post-secondary institutions had the capability to be changed internally. It is impossible to believe that institutions of any kind can be closed in an effort to start anew. The key to institutional change is evolution from within.

Universities need to rethink their missions and produce new concepts of what they should do and how they should be governed. They have the internal capability to do this. In fact, the university of the future must be generated inside the university of the present, for that is where the expertise is. The universities must make their own revolution internally. (p. 23)

The process of internal change must occur through self-reflection and investigation with the true goal of the university to be that of service. Not trustee service, faculty service, government service or corporate service but genuine community service. An inscription on the entry gate to Harvard University serves to codify the goal of post secondary institutions, "To better serve thy country and thy kind."

What the typical university so desperately needs is leadership that will, in every nook and cranny, seek out, encourage, discriminately judge, and reward when successful all genuine initiatives that will make the university better serving; and penalize, to the point of drying up or radically reorganizing, those departments and schools that fail to maintain themselves by rigorous self-criticism. (Greenleaf, 1972, p.25)

Greenleaf's notion of self-criticism holds true for the secondary institution as well. The educational leader should seek to engage the educational community in an effort to recognize processes impacting the educational environment. These processes are often mitigated by contextual variables within the secondary institution.

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Contextual Variables

Contextual variables may have a significant relationship whether direct or mitigating to school effectiveness. Contextual variables including school size, socio-economic status, ethnicity and principal tenure were reviewed to determine their direct or mitigating relationship to school effectiveness.

Research provides that school size impacts the delivery of instruction in schools. William Fowler (1992) in his presentation to the American Educational Research Association states that, "There is a natural predilection in American education toward enormity, and it does not serve schools well."

Other researchers resonate the concerns of Fowler. Michael Klonsky (1995) reports that students attending large schools are subject to higher crime rates and report higher dropout rates, lower grade point averages and lower standardized-test scores. Klonsky contends that larger schools do not provide the sense of community so often needed by students who come from a multiplicity of backgrounds. Mary Ann Raywid (1996) supports smaller schools and offers that small schools have a greater ability to meet the needs of their students when structured to be separate, autonomous, distinctive entities with a well developed and defined culture. The literature regarding school size and socioeconomic status offers a small body of evidence that indicates that the effect of school size and socioeconomic status is an interactive one. According to Friedkin and Necocchea (1988), research suggests that the poverty or affluence of the community in which the school is located is a likely indicator of size-relevant variability. Therefore, it is posited that school sizes associated with high levels of student achievement are related to socioeconomic status. The studies regarding the interactive relationship between size

and socioeconomic status have found affluent students benefit from attending large schools, where lower socioeconomic students benefit from attending smaller schools.

Research provides that socioeconomic factors have a relationship to school effectiveness as well as student achievement. Ferguson (1998) found that low-achieving schools tend to be located in communities with high poverty rates and more low-income families. Jack Frymier (1992) cited socioeconomic status as a factor placing students at risk of school failure and delinquency. Phyllis Conway (1976) cites that middle socioeconomic whites indicated a significantly higher level of readiness for school instruction after a year of kindergarten than did their counterparts of low socioeconomic status. Margaret Brooks (1988) presented a paper entitled *An Analysis of Variables for Predicting the Student Achievement of Atlanta Public Schools* in which she utilized a stepwise regression to determine the best predictor variables for predicting the percentage of students in the 113 Atlanta Public Schools scoring at or above the national norm in reading and mathematics on the Iowa Basic Skills Test. The results of this study reveal that socioeconomic status is the best predictor for high school students in both reading and math as well as the best predictor of total school achievement levels.

Thelma Isaacs (2001) cited a regression analysis revealing that student body socioeconomic status was a statistically significant predictor of school achievement. Isaacs found as the number of students receiving reduced price meals in a West Virginia middle school increases the school achievement scores decrease.

Ethnicity and demographic factors provide another variable that has been researched to determine its relationship to student achievement. Richard Lawrence (1998) found that students from racial and ethnic minorities fail to complete high school

at higher rates than that of their white counterparts. Lawrence (1998) points to a study conducted in 1980 by the National Center for Educational Statistics entitled *High School and Beyond*, which surveyed 30,000 sophomores from more than 1,000 public and private high schools, representing 3.8 million sophomores enrolled throughout the United States. The study revealed that 12.2 percent of whites failed to complete high school as compared to 18.7 percent of Hispanics. This data was supported by findings of the National Assessment of Educational Progress ([NAEP]1996), which reported that Hispanic youths have the highest dropout rates, score among the lowest on achievement test and have low college enrollment rates. Scribner and Valverde (2001) further supported these findings in their article entitled, *Latino Students: Organizing Schools for Greater Achievement*. They found students of color who score lower than their white counterparts, attend schools with less-qualified teachers, have fewer expendable resources per student and have lower expectations for student achievement.

Katy Haycock (2002) provides similar data on ethnicity and educational performance citing a U.S. Department of Education, National Center for Educational Statistics (1999), Trends in Academic Progress report of NAEP Reading Scores, which shows that white 17-year-olds far out pace their African American and Latino peers when measuring average reading NAEP scores. This trend holds true for 13-year-olds as they far out pace their African American and Latino peers as measured by the average math NAEP Score. Additionally, Haycock (2002) reported that African American and Latino 17-year-olds do math and read at the same levels as their white 13-year-old peers.

The graduation rates may also be delineated along ethnic lines. Haycock (2002) citing the U.S. Bureau of Census, Current Population Reports, Educational Attainment in

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the United States: March 2000, reports that at age 24, 94 percent of Asians, 91 percent of whites, 87 percent of African Americans and 62 percent of Latinos obtained their high school diploma. Additionally, she reports that fewer African Americans and Latinos go to college immediately after high school as compared with their white counterparts. Unfortunately, this data does not improve when projected out to college graduation rates. Haycock (2002) citing statistics gathered by the National Collegiate Athletic Association Division I Graduation Rates found that 65 percent of Asian, 59 percent of white, 46 percent of Latino, 39 percent of African American and 37 percent of Native Americans graduate within six years of enrolling as freshmen at a National Collegiate Athletic Association Division I college or university.

Haycock (2002) states that students report that they can learn when given the opportunity. However, some teachers do not know their subject matter, counselors underestimate student potential, principals dismiss student concerns and curriculum and expectations are low. L. S. Miller (1995) provides a hypothesis for the social construction of minority student failure. According to Miller, the lack of community resources and the multiple social hardships plaguing students in the urban environment aggravates the urban school reality of low achievement among minority students. The lack of an adequate education is the most significant challenge facing African American males in our society. This inadequacy provides serious barriers including the stifling of their achievement as well as their future aspiration of educational attainment (Green & Wright 1991).

In 1988 the Committee to Study the Status of the Black Male in the New Orleans Public schools found that Black males represented 43 percent of the public school

population in that city. They accounted for 58 percent of the non-promotions, 65 percent of the suspensions, 80 percent of the expulsions, and 45 percent of the dropouts. This data supports the need to review ethnicity and demographics when seeking to understand servant leadership and the relationship of other educational factors on student achievement.

Bess Keller (1998) submits that 20 years of research strongly suggests that the principal is a key factor in shaping the instruction and effectiveness of a school. Keller refers to Ronald Edmonds and his findings that the school principal, ". . . is the single most important factor in schools that work" (p.26).

Lawrence Lezotte (1994) cites that, "All of the effective schools research on elementary, middle and secondary levels repeatedly have identified instructional leadership as critical" (p. 20). According to Carter and Klotz, "Effective and high-achieving schools, it has been found, depend most on capable instructional leadership from principals" (1990 p. 36). Multitudes of studies exist supporting the important role the school principal plays in school effectiveness. However research is limited on the time it takes for the principal to impact the school as measured by school effectiveness.

The tenure of a principal provides a frame of reference when determining the leadership impact on a school's environment. This frame may posit a relationship between principal tenure and school effectiveness. Macmillan (1998) found the educational leaders perception of their leadership was influenced by their length of service. Cushman (1992) provides that the principal is the "fulcrum of the change process" and must establish reform initiatives over their tenure to ensure that their systemic change initiatives "will outlast their tenure."

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According to David (1989) time is a significant factor in the ability of site leadership and the staff to acquire new knowledge and skills in seeking to improve schools. According to Schweiker-Marra (1995) a significant impact on the organization is realized after two years of the implementation of the change process. Michael Fullan (2001) proposes that experience is the key to attaining expertise in one's field. Couger and Benjamin (1999), ". . . suggest a ten-year rule of thumb as the threshold time for individuals to attain the status of expert" (p. 262). John Kotter (1996) in his states that leaders can ". . . target and then produce some unambiguous performance improvements in 6 to 18 months" (p. 120).

According to Blanchard, Hersey and Johnson (1996), "A manager may be doing very well to move a group from a level of low readiness to high readiness over a period of 18 months to 2 years" (p. 272). They caution that there is no way to determine the needed time in developing an individual, group or organization. "Time is a function of the complexity of the job being performed and the performance potential of the individual or group" (Blanchard et al., p. 272).

School Effectiveness

School grade, student absenteeism, critical incidents and dropout rate are measures of school effectiveness. In Florida, school grades are based on Florida Comprehensive Assessment Test (FCAT) results. The FCAT is the foundation of the statewide assessment and accountability program. The FCAT measures mathematics, reading and writing content selected to match the Benchmarks outlined in the Sunshine State Standards. The Standards articulate challenging content that Florida students are expected to know and be able to accomplish. Student scores in mathematics and reading

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are classified in one of five achievement levels, with 5 being the highest level of achievement. Writing scales are reported on a scale of 1 to 6 with 6 being the highest achievement level. The 2001-2002 grading formula awards points to schools in six areas, based on performance or learning gains. Schools can earn 100 points in each area for a total of 600 points. The point total is matched against the A-F scale provided by the Bush-Brogan A+ Plan, to determine a school's grade. Only standard curriculum students as well as speech-impaired, gifted, hospital/homebound and students with limited English proficiency who have spent more than two years in a remedial English program and enrolled in grades 9-10 who were enrolled in the same school in October and February are counted.

Research provides that school attendance has a relationship to school effectiveness. Katherine Blasik, Assistant Superintendent of Research and Evaluation for the school board of Broward County, provided data that summarized the relationship of school attendance to student achievement. Her June 2001 analysis revealed, " . . . that students with lower Grade Point Averages (GPAs) have lower attendance rates and students with higher GPAs have higher attendance rates" (p. 1). Additionally, average daily attendance for high school students disaggregated by ethnicity provided that Asians attended at higher rates as compared to Whites, Blacks, Hispanics and Native Americans.

The Minneapolis Public Schools system supported these findings in an August 2001 report which found that students who attended school between 85-100 percent of the time passed state tests in reading and mathematics at much higher rates than students who attended school less than 85 percent of the time. A similar study conducted by

Solomon, Park and Garcia (2001) found that high levels of school attendance increase test score gains of students.

Schools are a microcosm of society. As crime and violence increased in our communities we have realized a reflection of this increase in our nation's schools. The increase in crime and violence in our nation has gained much attention in the media. School shootings in Kentucky and Colorado have brought attention to issues pertaining to school safety and school effectiveness. Though research purports that school violence is more prevalent in inner city schools it certainly is not absent from suburban or rural schools. The impact of school crime on student achievement is detrimental. Disruptive student behavior interferes with the teaching and learning process. Carter (2002) reports that students who are fearful of violence at school can not focus on the task of learning. This fear factor has a direct impact on student achievement. Rita Thompson (2000) says that, "A direct correlation exists between the quality of education and student behavior" (p. 1). Thompson reports that, "It is widely agreed that school discipline problems have a negative impact on academic achievement" (p. 2). The National Center for Education Statistics, Executive Summary 2001, reports that school violence and crime continues to be a focal point of national concern as an environment of disruption reduces student performance. Crime and violence contributes to a disrupted school environment. Weapons, gangs, hate crimes, discipline problems all contribute to an environment in which students feel vulnerable, intimated and threatened thus reducing educational effectiveness. In 1999, students age 12 through 18 were victims of approximately 2.5 million acts of crime. Additionally, the report provides that there were 47 schools associated violent deaths in the United States during the time between July 1998 and June

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1999. In 1996-97, violence and crime as reported at public middle and high schools by principals showed that 10 percent of our country's schools reported one serious violent crime to a law enforcement agency. These violent crimes included murder, rape, sexual battery, suicide, and physical attack with and without a weapon or robbery.

The instructional staffs of schools are not immune from violence and crime at schools. From 1995 through 1999, teachers were victims of, on average, 79 crimes per every 1,000 teachers. These crimes included theft, rape, sexual assault, robbery, and aggravated and simple assault. A National Institute of Education study summarizes the influence schools can have on curbing violence through the implementation of policies and processes including, (a) increasing efforts in student governance and rule enforcement; (b) treating students fairly and equally; (c) improving the relevance of subject matter to suit students' interest and needs; and (d) having smaller classes, with teachers instructing a smaller number of students" (NIE, 1977: A13-A14). Schools can play a significant role in the reduction of violence and crime on campuses. School leadership should create processes in which school violence and crime are identified and subsequently reduced.

Research provides examples of the relationship of educational organizations have on dropout rates. Organizational factors that influence academic performance, behavior and attendance have been sited as factors influencing dropout rates. According to Lawrence (1998), more research should focus on school-factors such as school culture, policies and instructional quality as they can be addressed to improve schools. Fine (1986) contributes that many students choose to leave school because of the lack of resources and the poor teaching which led to increased frustration levels of the student

and the subsequent choice to drop-out. Wehlage (1986) provides this student's

experiences preceding her dropping out of school:

> I hated school. It was overcrowded; teachers did not care; students walked
> out and acted up and no one did anything to help the situation. I never
> knew who my counselor was, and he wasn't available to me. (p. 20)

Lawrence (1998) cites that a preponderance of educational research indicates that

the blame falls on school personnel who fail to provide the necessary time and attention

to students who are at risk of dropping out. This failure of the educational organization

leads to frustrated students who dropout of school. Mann (1987) supports the findings

that relate the educational organization to student dropout rates.

> The way young people experience school is the most frequently cited reason for
> quitting early. But what does that mean? Children who failed to learn? Or
> schools that failed to teach? (p. 5)

Chapter Summary

Schools are unlike other organizations in many different ways. According to

Greenfield (1995):

> The work of the school administrator involves extensive face-to-face
> communication, is action oriented, is reactive, the presented problems are
> unpredictable, decisions frequently are made without accurate or complete
> information, the work occurs in a setting of immediacy, the pace is rapid,
> there are frequent interruptions, work episodes themselves tend to be very
> brief in duration, responses often cannot be put off until later, resolution of
> problems often involves multiple actors, and the work is characterized by
> a pervasive pressure to maintain a peaceful and smoothly running school
> in the face of a great deal of ambiguity and uncertainty. (p. 62)

To meet the demands of this fluid environment, educational leaders must develop

their organizations and the process within them to create an environment that serves

children well. Servant leadership provides a medium to create an environment of staff empowerment, growth and service.

This literature review provided a historical perspective of the development of leadership as it relates to organizations. The contemporary development an adoption of servant leadership characteristics and principles was provided through an outline of the work of Greenleaf and other distinguished authors, researchers and business leaders. Their work provides a bridge from the realm of leadership in corporations and industries to universities, colleges and schools.

The review of literature regarding servant leadership and its impact on post secondary educational organizations is fairly limited and the evolution of literature from post secondary education to secondary schools is minute at best. Therefore the need to study the impact of servant leadership characteristics in secondary school organizations is extremely important as educational leaders seek to provide organizational conditions conducive to educational excellence. These conditions may often be mitigated by contextual variables, which are differentiated by individual schools and may or may not influence the relationship of servant leadership on school effectiveness.

Contextual variables provide insight into the effectiveness of the school. These issues maybe directly influenced by organizations that exhibited the characteristics of servant leadership. Therefore a codified study must be done to determine whether there exists a mitigating relationship between school size, socioeconomic status, ethnicity, principal tenure and servant leadership as they relate to school effectiveness.

Chapter 3

Methodology

The purpose of this study was to identify the relationship between organizational servant leadership and school effectiveness in 24 high schools located in Broward County, Florida, during the 2002 school year and whether contextual variables affect organizational servant leadership and subsequently school effectiveness. The study assumed that higher degrees of organizational servant leadership in an organization would lead to improved school performance.

Research Questions and Hypotheses

The study's research questions are operationalized through the following hypotheses:

Q 1: What is the relationship between organizational servant leadership and effective school variables?

$H_0$1 There is no significant relationship between the level of organizational servant leadership and writing scores.

$H_0$2 There is no significant relationship between the level of organizational servant leadership and ninth grade reading scores.

$H_0$3 There is no significant relationship between the level of organizational servant leadership and tenth grade reading scores.

H_04 There is no significant relationship between the level of organization servant leadership and ninth grade mathematics scores.

H_05 There is no significant relationship between the level of organization servant leadership and tenth grade mathematics scores.

H_06 There is no significant relationship between the level of organizational servant leadership and annual learning gains in reading.

H_07 There is no significant relationship between the level of organizational servant leadership and annual learning gains in mathematics.

H_08 There is no significant relationship between the level of organizational servant leadership and annual gains in the lowest 25th percentile of the student body on the FCAT NRT.

H_09 There is no significant relationship between the level of organizational servant leadership and student absenteeism.

H_010 There is no significant relationship between the level of organizational servant leadership and critical incidents.

H_011 There is no significant relationship between the level of organizational servant leadership and student drop out rates.

Q2: What is the relationship between organizational servant leadership and the contextual variables?

H_012 There is no significant relationship between school size and the level of organizational servant leadership.

H_013 There is no significant relationship between student socioeconomic status and the level of organizational servant leadership.

$H_0$14 There is no significant relationship between student ethnicity and the level of organizational servant leadership.

$H_0$15 There is no significant relationship between principal tenure and the level of organizational servant leadership.

Q3: Is there a relationship between the degree of servant leadership rendered by position in the organization and school effectiveness?

Ho16: There is no significant relationship between the position in the organization and school effectiveness and contextual variables.

Research Design

This study utilized a quantitative non-experimental design. The overall design of this quantitative study is displayed in Figure 2. A quantitative study was performed to determine whether there was a relationship between organizational servant leadership and school effectiveness. Additionally, the study sought to determine whether contextual variables influenced the relationship between school effectiveness and organizational servant leadership
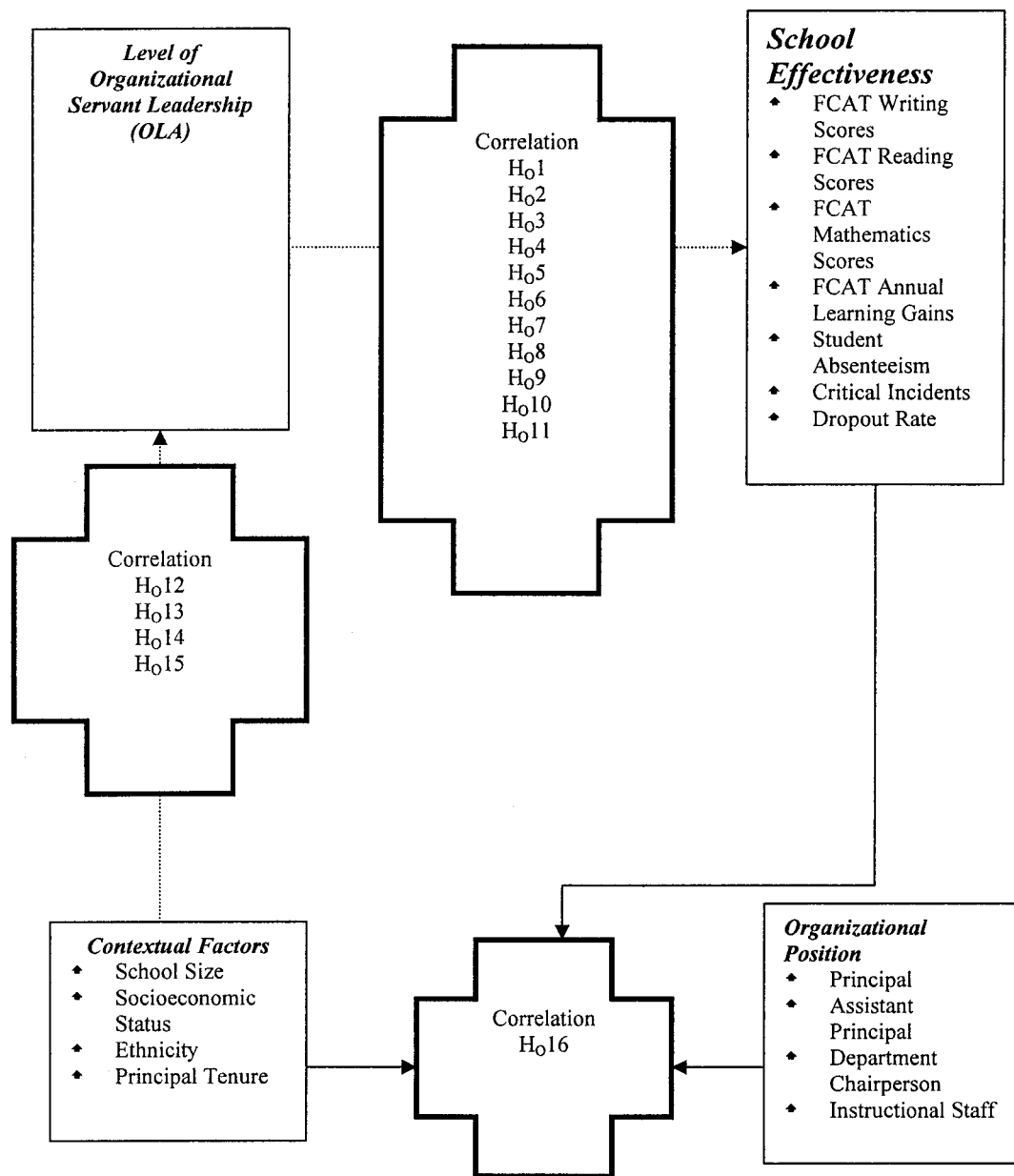
Figure 2. Research design and statistical analysis.

Variables

The review of literature provided in Chapter 2 identified the foundation, structure and contemporary codification of organizational servant leadership. Additionally, the review of literature provided research regarding school and contextual variables as they relate to school organizations (see Chapter 2). The variables in this study included the level of organizational servant leadership, contextual factors and school effectiveness indicators for each school studied. Following are descriptions of the variables used in the study, how they are defined and measured.

Table 4

Definition and Measurement of Variables

Variable	Definition	Measurement
Organizational Servant Leadership	Values People Develops People Builds Community Displays Authenticity Provides Leadership Shares Leadership	Organizational servant leadership was determined to be the aggregate score of sixty-six-question instrument utilizing a Likert Scale.
Principal Tenure	Number of years an individual holds the position of principal.	The total number of years and individual holds the position of principal prior to June 30, 2002 at the measured school.
Socioeconomic Status (SES)	Based on percentage of students receiving free or reduced-price lunches	Percentage based on ratio of students receiving free/reduced-price lunches to total student enrollment during the 2000-01 school year.

(table continues)

Table 4 *(continued)*

Variable	Definition	Measurement
Ethnicity	Ethnic categories as defined by the state of Florida. They are: White, Black, Hispanic, Asian, Indian and Multiracial	Percentage based on ratio of students in each ethnic category to total student enrollment during the 2001-2002 school year.
Dropout Rate	The percentage of students 16 and older who dropped out during the school year.	Percentage based on the ratio of the number of students 16 or over who dropped out during the school year to the number of students 16 or over in membership in October of the school year being reported. Data based on the 2001-2002 school year.
School Size	The total population of a school	The total number of students present on the 20th day count during the 2001-2002 academic year.
Student Absenteeism	Student who is not in attendance on a given day during the academic year.	Percentage of students who were absent 21 or more days from school during the 2001-2002 school year.
Critical Incidents	Incidents include violent acts against persons; possession of alcohol, tobacco or other drugs; property offenses; fighting and harassment; weapons possession; and other non-violent offenses and disorderly conduct.	The total number of incidents occurring on school grounds, on school transportation, or at school-sponsored events and reported by the school district as incidents for the purpose of data collection during the 2001-2002 school year.
Writing Score	Exam which measures a students' achievement in writing.	Scored on a scale of 1 to 6. The percent of students scoring "3" and above is averaged with the percent scoring "3.5" and above to yield the percent meeting minimum and higher standards as determined by the state of Florida.

(table continues)

Table 4 *(continued)*

Variable	Definition	Measurement
Reading Score	Exam which measures a students' achievement of the Sunshine State Standards.	Schools earn one point for each percent of students who score in achievement levels 3, 4, or 5 as determined by the state of Florida.
Mathematics Score	Exam which measures a students' achievement of the Sunshine State Standards.	Schools earn one point for each percent of students who score in achievement levels 3, 4, or 5 as determined by the state of Florida.
Annual Learning Gains	Measures how much students learn form one year to the next.	Schools earn one point for each percent of students who make learning gains in reading and one point for each percent of students who make learning gains in math. Students can demonstrate learning gains in any one of three ways: (1) Improve achievement levels from 1-2, 2-3, 3-4, or 4-5; or (2) Maintain within the relatively high levels of 3, 4, or 5; or (3) Demonstrate more than one year's growth within achievement levels 1 or 2. Special attention is given to the reading gains of students in the lowest 25% in levels 1, 2, or 3 in each school. Schools earn one point for each percent of the lowest performing readers who make learning gains from the previous year. It takes at least 50% to make "adequate progress" for this group as determined by the state of Florida.

Sample

The sample of this study consisted of 24 high schools in Broward County, Florida. Each of the high school organizations identified provided personnel to participate in completing the OLA instrument. Each school was provided with 46 survey instruments and instructions for distribution. The principal, 5 assistant principals and 12 department chairpersons and 28 instructional staff members were selected from each school to complete the OLA survey. The instructional staff member selection was a result of a random sample selection by the principal. A total of 1104 surveys were distributed for completion. 884 surveys were returned for scoring representing an eighty percent aggregate return rate. The respondents included 24 principals, 113 assistant principals, 236 department chairpersons and 511 instructional staff members.

Instrumentation

The study used The Organizational Leadership Assessment (OLA) instrument developed by James A. Laub (1999) to assess the level of servant leadership characteristics in the 24 schools studied. The OLA was developed utilizing a Delphi study in which a panel of experts on the topic of servant leadership was surveyed on the characteristics of servant leadership. The Organizational Leadership Assessment instrument measures six characteristics of organizational and leadership practice that are critical to servant leadership. The six characteristics are listed in Table 5.

Table 5

The Characteristics of Organizational Servant Leadership

Characteristics	Practice
Value People	Listening respectively, serving the needs of others first and believing in people
Develop People	Providing opportunities for learning, modeling appropriate behavior and building up others through encouragement
Build Community	Building strong relationships, working collaboratively and valuing individual differences
Display Authenticity	Integrity and trust, openness and accountability and a willingness to learn from others
Provide Leadership	Envisioning the future, taking initiative and clarifying goals
Share Leadership	Creating a shared vision, sharing decision making power and sharing status and privilege to all levels of the organization

Source: James Laub (1999)

The identified characteristics provided a systemic definition of servant leadership as well as provided the consensus necessary to develop the OLA instrument. The OLA instrument is composed of 66 items with an aggregate score of 300 and a standard deviation of 41.1. Laub (1999) reported that the aggregate instrument reliability was .98.

Data Collection

The primary means of data collection for this study was obtained utilizing the OLA instrument. High Schools located in Broward County, Florida were identified utilizing the Florida Association of School Administrators School Guide 2001-2002. The survey was conducted in May 2003. Each principal received a request for participation memorandum for study participation. This memorandum provided an outline of the study and commitment to provide results of the survey. Additionally, each principal

received information on the nature of the study at a presentation provided at the High

School Reform Council Meeting held in May 2003. Following memorandum distribution

each principal received the OLA at the High School Reform Council Meeting (see

Appendix A for survey). Member level in the school organization, i.e., Top Leader

(principal), Management (assistant principals and department chairpersons) and

Workforce (teachers) was identified on each survey. Instructions were provided for

survey completion.

Secondary data collection provided information on contextual variables. This

data was obtained through the Florida Department of Education and the School Board of

Broward County office of Research and Development. Contextual variables included

school size, socioeconomic status, ethnicity, and principal tenure.

Data Analysis

Data were analyzed utilizing the Statistical Package for the Social Sciences

(SPSS) version 11.0. Correlation analysis was utilized to observe the relationship

between organizational servant leadership, school effectiveness and contextual variables.

For the purpose of this study GPower was utilized post hoc to help interpret non-

significant results. The results of the post hoc power analysis are provided in Table 6.

Table 6

Post Hoc Power Analysis

Variables	Power
Full Time Equivalent	.3426
Socioeconomic Status	.1471
Black	.0102
Hispanic	.2200
White	.0670
Principal Tenure	.0244
FCAT Reading Grade Nine	.0724
FCAT Reading Grade Ten	.0402
FCAT Writing	.0199
FCAT Math Grade Nine	.0287
FCAT Math Grade Ten	.0199
FCAT Gaines Reading	.0264
FCAT Gains Math	.0073
FCAT Gains Lowest Percentile	.0186
Absenteeism	.0062
Critical Incidents	.1483
Dropout Rate	.0222

The post hoc power analysis conducted revealed low levels of power for both school effectiveness and contextual variables. For the purpose of this study the level of significance utilized was .10, as this is an exploratory study. Huberty (1987), supports this approach. "If one is involved in exploratory research, breaking new ground so to speak, perhaps an alpha of .10 or .15 or higher would be acceptable. When in a given study multiple statistical test are conducted, an alpha (over all tests) in the range of .10 to .20 seems to be reasonable" (p.5).

A common scale, effect size was also utilized to provide practical significance as it reflects the percent of variation in the outcome that can be explained by the correlation equation. For the purpose of this study effect size was determine by squaring the

correlations. Based on effect size determination and Becker's (1990) analytic scheme, each correlation was classified by the size of the effect to determine its significance into the following three categories: 1) negligible = ES less than .15; 2) moderate = ES greater than .15 but less than .30; and 3) substantial = ES greater than .30 (Becker, 1990).

Chapter Summary

Chapter 3 reviewed the purpose of the study and the questions. Sixteen hypotheses were presented for significance testing. Additionally, an outline of the research design and statistical analysis were presented, and variables were operationally defined. Chapter 4 provides a presentation of the data and an analysis of the findings. Chapter 5 provides the summary, findings, limitations, conclusions and recommendations for further study.

Chapter 4

Data Analysis

The purpose of this study was to determine the relationship between organizational servant leadership and school effectiveness. The study was conducted using the methods established in chapter three. Using a quantitative non-experimental research design, data were collected on the Organizational Leadership Assessment (OLA) instrument. Sixteen hypotheses were tested to answer the research questions. The data were then organized by research hypotheses and correlation analyses were conducted and effect sizes determined utilizing SPSS version 11.0. This chapter presents the response rates and findings of the study.

Research Questions and Hypothesis

Q 1: What is the relationship between organizational servant leadership and effective school variables?

The following null hypotheses were tested to answer the question:

$H_0 1$ There is no significant relationship between the level of organizational servant leadership and writing scores.

$H_0 2$ There is no significant relationship between the level of organizational servant leadership and ninth grade reading scores.

$H_0 3$ There is no significant relationship between the level of organizational servant leadership and tenth grade reading scores.

H_04 There is no significant relationship between the level of organization servant leadership and ninth grade mathematics scores.

H_05 There is no significant relationship between the level of organization servant leadership and tenth grade mathematics scores.

H_06 There is no significant relationship between the level of organizational servant leadership and annual learning gains in reading.

H_07 There is no significant relationship between the level of organizational servant leadership and annual learning gains in mathematics.

H_08 There is no significant relationship between the level of organizational servant leadership and annual gains in the lowest 25th percentile of the student body on the FCAT NRT.

H_09 There is no significant relationship between the level of organizational servant leadership and student absenteeism.

H_010 There is no significant relationship between the level of organizational servant leadership and critical incidents.

H_011 There is no significant relationship between the level of organizational servant leadership and student drop out rates.

Q2: What is the relationship between organizational servant leadership and the contextual variables? The following null hypothesis were tested to answer the question:

H_012 There is no significant relationship between school size and the level of organizational servant leadership.

H_013 There is no significant relationship between student socioeconomic status and the level of organizational servant leadership.

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$H_0 14$ There is no significant relationship between student ethnicity and the level of organizational servant leadership.

$H_0 15$ There is no significant relationship between principal tenure and the level of organizational servant leadership.

Q3: Is there a relationship between the degree of servant leadership rendered by position in the organization and school effectiveness? The following null hypothesis were tested to answer the question:

Ho16: There is no significant relationship between the position in the organization and school effectiveness and contextual variables.

Response Rate

The unit of analysis for this study was each public high school located in Broward County, Florida (N=24). Surveys were distributed to each high school principal at the 24 identified high schools for dissemination to staff in organizational units at their school. These organizational units were identified as principal, assistant principal, department chairperson and instructional staff. From the 1104 surveys distributed, 884 surveys were returned resulting in a per school average response rate of 81%. All identified high schools exceeded the necessary response rate of 70% and were utilized for the purpose of this study.

Descriptive Statistics

Descriptive statistics were used to analyze (a) the individuals who responded to the surveys and (b) the characteristics of the high schools represented. The description of the organizations responding was based solely on the high schools that participated by completing and submitting a survey.

Characteristics of Participants

Table 7 provides a summary of the characteristics of the participants for this study. The selection of the participants who responded to the survey were identified as those who held positions within the organization that impacted organizational decision making as well as those who were impacted by decisions made within the organization. A description of the participants included the title of the individual and the position within the organization that the individual holds.

The positions held with the organization included Principal, Assistant Principal, Department Chairperson, and Instructional Staff.

Table 7

Characteristics of Responding Individuals

Variables	Categories	Number Distributed	Number Returned	Percentage
School	Principal	24	24	100
	Assistant Principal	120	113	94
	Department Chairperson	288	236	82
	Instructional Staff	672	511	76
	Total	1104	884	80

Characteristics of Responding Schools

Table 8 provides a summary of the first set of descriptive indicators, the characteristics, of the selected schools who responded to the survey utilized in this study. The surveys (N=1104) were distributed to each of the 24 high school principals representing the schools identified for the purposes of this study. This information is

provided so that the characteristics of the institutions can be examined in which the population of respondents work.

Analyzing the 24 schools as a whole (N=24), the smallest school was identified by a population of 662 students. The largest school had a population of 5,491 students. Sixteen of the schools (66%) had populations between 2,000 – 2,999 students. The socioeconomic characteristics of the responding schools identified by student participation in the federally funded free and reduced-price lunch program varied from 5.21% participation to 47.57% participation. The 68,249 students representing the sample size were identified within six ethnic groups. The majority of students (76%) were identified as Black and White. Native American students made up the smallest identified ethnic group encompassing (.28%) of the total sample population. Principal tenure ranged from five months to fourteen years. The majority (67%) of principals had between five months to five years of tenure.

Table 8

Descriptive Statistics: Contextual Characteristics of Responding Schools

Variables	Categories	n	%
School Size	999 – 1,999	3	13
	2,000 – 2,999	16	66
	3,000 - 3,999	3	13
	4,000 – 4,999	1	4
	5,000 and up	1	4
Total		24	100
Socioeconomic Status	0 – 10%	4	17
	11% - 15%	2	8
	16% - 20%	3	13
	21% - 25%	2	8
	26% - 30%	4	17
	31% - 35%	5	20
	36% - 40%	3	13
	41% - 45%	0	0
	46% - 50%	1	4
Total		24	100
Ethnicity	Black	26, 615	39
	White	25,250	37
	Hispanic	13,649	20
	Asian	1,979	2.9
	Native American	191	.28
	Multi-ethnic	565	.83
	Total	68,249	100
Principal Tenure	0 – 1 years	3	13
	2 – 5 years	13	54
	6 – 9 years	2	8
	9 – 13 years	5	21
	13 – 16 years	1	4
	16 – 19 years	0	0
	19 and up	0	0
Total		24	100

*Percentages rounded to equal one hundred percent.

Table 9 provides a summary of the second set of descriptive indicators, the school effectiveness indicators, of the selected schools who responded to the survey utilized in this study. The effectiveness characteristics of the responding schools were delineated in eleven categories including individual school results on the Florida Comprehensive Assessment Test as well as school absenteeism, critical incidents and dropout rates.

Analyzing the 24 schools as a whole (N=24), the number of students participating in the Florida Comprehensive Assessment Test writing portion totaled 13,641. The average passing percentage for the identified schools was 93%. The lowest passing percentage was 87% and the highest passing percentage was 98%. The majority (63%) of the schools identified had a passing percentage between 91% - 95%. A total of 22,001 students participated in the grade nine reading portion of the Florida Comprehensive Assessment Test. The majority (71%) of the students scored in Level 1 or Level 2. The remainder (29%) of the identified students scored in or above Level 3. A total of 13,819 students participated in the tenth grade reading portion of the Florida Comprehensive Assessment Test. The majority (65%) of the students identified scored in Level 1 or Level 2. The remainder (35%) scored in Level 3 or above. The ninth grade mathematics portion of the Florida Comprehensive Assessment Test had 21,930 participants. A majority (54%) of the students identified scored in Level 1 or Level 2. The remainder of the students scored in Level 3 or above. A total of 13,786 students participated in the tenth grade mathematics portion of the Florida Comprehensive Assessment Test. The majority (62%) of the students scored in Level 3 or above. The remaining (38%) scored in Level 1 or Level 2. Of the sample schools (N=24), seventeen (71%) made annual learning reading gains between 46% - 55%. The lowest annual learning reading gain was

forty-one percent and the highest annual learning reading gain was sixty percent. The majority (54%) of the schools made annual learning mathematics gains between 56% - 65%. The lowest annual learning mathematics gain was fifty-two percent and the highest annual learning mathematics gain was seventy-seven percent. When measuring the progress of the student population identified as the lowest twenty-fifth percentile the majority (54%) of the sample schools had gains between 46% - 55%. The lowest annual learning gain was 43% and the highest annual learning gain was 67%. The average absentee rate for the sample schools was 20.4%. The lowest absentee rate was nine percent and the highest absentee rate was thirty one percent. The total number of critical incidents for the sample schools was 3,950. The majority (58%) of the sample schools had between 101 – 200 critical incidents. The lowest number of critical incidents was four and the school with the highest number of critical incidents experienced 425 events. The dropout rates for the sample schools varied. The lowest dropout rate was zero and the highest dropout rate was (2.3%).

Table 9

Descriptive Statistics: Effectiveness Characteristics of Responding Schools

Variables	Categories	n	%
Writing Scores Schools with students scoring level 3 and above	85% - 90%	4	17
	91% – 95%	15	63
	96% – 100%	5	20
Total		24	100
Reading Scores Grade 9	100 – 284 (L1)*	9,680	44
	285 – 321 (L2)	5,940	27
	322 – 353 (L3)	3,740	17
	354 – 381 (L4)	1,760	8
	382 – 500 (L5)	881	4
Total		22,001	100
Reading Scores Grade 10	100 – 286 (L1)	4,008	29
	287 – 326 (L2)	4,974	36
	327 – 354 (L3)	2,902	21
	355 – 371 (L4)	1,106	8
	372 – 500 (L5)	829	6
Total		13,819	100
Mathematics Scores Grade 9	100 – 260 (L1)	6,140	28
	261 – 295 (L2)	5,702	26
	296 – 331 (L3)	5,263	24
	332 – 366 (L4)	3,290	15
	367 – 500 (L5)	1,535	7
Total		21,930	100

*L1 – L5 refers to the level of achievement in which the student scored.

(table continues)

Table 9 *(continued)*

Variables	Categories	n	%
Mathematics Scores Grade 10	100 – 286 (L1)*	2,344	17
	287 – 314 (L2)	2,895	21
	315 – 339 (L3)	3,584	26
	340 – 374 (L4)	3,722	27
	375 – 500 (L5)	1,241	9
Total		13,786	100
Annual Learning Gains Reading	0% – 25%	0	0
	26% – 35%	0	0
	36% – 45%	2	8
	46% – 55%	17	71
	56% – 65%	5	21
	66% – 75%	0	0
	76% – 85%	0	0
Total		24	100
Annual Learning Gains Mathematics	0% – 25%	0	0
	26% – 35%	0	0
	36% – 45%	0	0
	46% – 55%	2	8
	56% – 65%	13	54
	66% – 75%	6	25
	76% – 85%	3	13
Total		24	100

*L1 – L5 refers to the level of achievement in which the student scored.

(table continues)

Table 9 *(continued)*

Variables	Categories	n	%
Annual Learning Gains Lowest 25%	0% – 25%	0	0
	26% – 35%	0	0
	36% – 45%	3	12
	46% – 55%	13	54
	56% – 65%	5	22
	66% – 75%	3	12
	76% – 85%	0	0
Total		24	100
Absenteeism	0% – 10%	2	8
	11% - 20%	10	42
	21% - 30%	11	46
	31% - 40%	1	4
	41% - 50%	0	0
Total		24	100
Critical Incidents	0 – 50	2	8
	51 – 100	3	13
	101 – 200	14	58
	201 – 300	3	13
	301 – 400	1	4
	401 – 500	1	4
Total		24	100
Dropout Rate	0% – .5%	12	50
	.6% - 1%	3	13
	1.1% - 1.5%	4	17
	1.6% – 2.0%	3	13
	2.1% – 3.0%	2	8
Total		24	100

Table 10 provides a summary of the third set of descriptive indicators, the OLA survey results, of the selected schools who responded to the survey utilized in this study. The level of organizational servant leadership within an organization was determined utilizing the OLA instrument. Scores were converted into six categories indicating the level of organizational servant leadership characteristics displayed in the organization. The score conversion scheme was created by Jim Laub. These categories range from very low to very high.

Analyzing the 24 schools as a whole (N=24), the levels of organizational servant leadership varied across organizational role. No principal reported very low or low displays of servant leadership. However, five principals (21%) reported moderately low levels of servant leadership displayed within the organization. The majority (62%) of principals indicated that their organization displayed high to very high characteristics of servant leadership. Assistant principals from six schools (26%) reported low to moderately low levels of servant leadership displayed within their organization. The majority (75%) reported moderately high to very high characteristics of servant leadership displayed within their organization. Department Chairpersons from seven schools (30%) reported low to moderately low levels of servant leadership displayed within their organization. The majority of schools (91%) had department chairpersons who reported moderately high to high levels of servant leadership displayed within their school. The instructional staff from eleven schools (46%) reported low to moderately low levels of servant leadership displayed with their organization. The majority of the

schools (54%) had instructional staff that reported that high to moderately high levels of servant leadership were displayed in their schools.

Table 10

Descriptive Statistics: Levels of Organizational Servant Leadership of Responding Participants

Variables	Categories	n	%
Principal	Very Low	0	0
	Low	0	0
	Moderately Low	5	21
	Moderately High	4	17
	High	8	33
	Very High	7	29
Total		24	100
Assistant Principal	Very Low	0	0
	Low	3	13
	Moderately Low	3	13
	Moderately High	6	24
	High	8	33
	Very High	4	17
Total		24	100
Department Chairperson	Very Low	0	0
	Low	3	13
	Moderately Low	4	17
	Moderately High	10	41
	High	7	29
	Very High	0	0
Total		24	100
Instructional Staff	Very Low	0	0
	Low	5	21
	Moderately Low	6	25
	Moderately High	11	46
	High	2	8
	Very High	0	0
Total		24	100

Hypotheses Testing

Research Question: Q1A

What is the relationship between organizational servant leadership and effective school variables?

A correlation study was completed relating the school effectiveness variables and the value of the overall organizational servant leadership score for each high school. Table 11 reflects the results of the statistical analysis.

Table 11

Null Hypothesis 1 through 11 Correlation Results for School Effectiveness and Organizational Servant Leadership.

Null Hypothesis	School Effectiveness Variables	N	Correlation	Square of the Correlation (Effect Size)	P (2 tailed)
H_01	Writing	24	.415	.172	.044
H_02	9th Grade Reading	24	.505	.255	.012
H_03	10th Grade Reading	24	.534	.285	.008
H_04	9th Grade Math	24	.562	.315	.004*
H_05	10th Grade Math	24	.558	.311	.004*
H_06	Learning Gains Reading	24	.559	.312	.004*
H_07	Learning Gains Math	24	.574	.329	.004*
H_08	Learning Gains Lowest 25%	24	.560	.316	.004*
H_09	Student Absenteeism	24	-.275	.075	.194
H_010	Critical Incidents	24	-.365	.133	.080
H_011	Student Dropout Rate	24	.122	.014	.57

*significant at the 0.10 level of significance. The significance level is adjusted by the Bonferroni inequality with a critical value of .0059 to adjust for a Type 1 error.

Null Hypothesis 1

$H_0$1 There is no significant relationship between the level of organizational servant leadership and writing scores.

Table 11 reflects no significant correlation between total servant leadership (TsOrg) and the percent of students scoring at level three and above on the writing portion of the Florida Comprehensive Assessment Test (FCAT). With a power of .0199, the null hypothesis could not be confirmed.

$H_0$2 There is no significant relationship between the level of organizational servant leadership and ninth grade reading scores.

Table 11 reflects no significant correlation between total servant leadership (TsOrg) and the percent of students scoring at level three and above on the 9th grade reading portion of the Florida Comprehensive Assessment Test (FCAT). With a power of .0724, the null hypothesis could not be confirmed.

$H_0$3 There is no significant relationship between the level of organizational servant leadership and tenth grade reading scores.

Table 11 reflects no significant correlation between total servant leadership (TsOrg) and the percent of students scoring at level three and above on the 10th grade reading portion of the Florida Comprehensive Assessment Test (FCAT). With a power of .0402, the null hypothesis could not be confirmed.

$H_0$4 There is no significant relationship between the level of organization servant leadership and ninth grade mathematics scores.

Table 11 reflects a significant correlation between total servant leadership (TsOrg) and the percent of students scoring at level three and above on the 9th grade

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mathematics portion of the Florida Comprehensive Assessment Test (FCAT). The data reject null hypothesis four. Additionally, effect size provided practical significance in predicting 31% of the variance in mean school achievement with knowledge of the total servant leadership (TSOrg).

H_05 There is no significant relationship between the level organization servant leadership and tenth grade mathematics scores.

Table 11 reflects a significant correlation between total servant leadership (TsOrg) and the percent of students scoring at level three and above on the 10th grade mathematics portion of the Florida Comprehensive Assessment Test (FCAT). The data reject null hypothesis five. Additionally, effect size provided practical significance in predicting 31% of the variance in mean school achievement with knowledge of the total servant leadership (TSOrg).

H_06 There is no significant relationship between the level of organizational servant leadership and annual learning gains in reading.

Table 11 reflects a significant correlation between total servant leadership (TsOrg) and the percent of students making annual learning gains in reading on the Florida Comprehensive Assessment Test (FCAT). The data reject null hypothesis six. Additionally, effect size provided practical significance in predicting 31% of the variance in mean school achievement with knowledge of the total servant leadership (TSOrg).

H_07 There is no significant relationship between the level of organizational servant leadership and annual learning gains in mathematics.

Table 11 reflects a significant correlation between total servant leadership (TsOrg) and the percent of students making annual learning gains in mathematics on the

Florida Comprehensive Assessment Test (FCAT). The data reject null hypothesis seven. Additionally, effect size provided practical significance in predicting 32% of the variance in mean school achievement with knowledge of the total servant leadership (TSOrg).

$H_0 8$ There is no significant relationship between the level of organizational servant leadership and annual learning gains in the lowest 25th percentile.

Table 11 reflects a significant correlation between total servant leadership (TsOrg) and the percent of students in the lowest 25th percentile making annual learning gains on the Florida Comprehensive Assessment Test (FCAT). The data reject null hypothesis eight. Additionally, effect size provided practical significance in predicting 31% of the variance in mean school achievement with knowledge of the total servant leadership (TSOrg).

$H_0 9$ There is no significant relationship between the level of organizational servant leadership and student absenteeism.

Table 11 reflects no significant correlation between total servant leadership (TsOrg) and the percent of students absent more than 21 days. With a power of .0062 the null hypothesis could not be confirmed.

$H_0 10$ There is no significant relationship between the level of organizational servant leadership and critical incidents.

Table 11 reflects no significant correlation in the total servant leadership (TsOrg) and the number of critical incidents. With a power of .1483 the null hypothesis could not be confirmed.

$H_0 11$ There is no significant relationship between the level of organizational servant leadership and drop out rates.

Table 11 reflects no significant correlation in the total servant leadership (TsOrg) and the percentage of students who dropped out of school. With a power of .0222 the null hypothesis could not be confirmed.

Research Question: Q2

What is the relationship between organizational servant leadership and the contextual variables? Table 12 displays the results of hypothesis testing for research question 2.

Table 12

Null Hypothesis 12 through 15 Correlation Results for Contextual Factors and Organizational Servant Leadership

Null Hypothesis	Contextual Variables	N	Correlation	Square of the Correlation (Effect Size)	P (2 tailed)
$H_0 12$	School Size	24	-.071	.005	.742
$H_0 13$	SES	24	-.359	.128	.084
$H_0 14$	Ethnicity				
	White	24	.523	.273	.008
	Black	24	-.554	.306	.004*
	Hispanic	24	.322	.103	.126
$H_0 15$	Principal Tenure	24	.099	.009	.644

The following null hypothesis were tested:

$H_0 12$ There is no significant relationship between school size and the level of organizational servant leadership.

Table 12 reflects no significant correlation between school size and the total servant leadership (TsOrg) in a school. With a power of .3426 the null hypothesis could not be confirmed.

$H_0 13$ There is no significant relationship between student socioeconomic status and the level of organizational servant leadership.

Table 12 reflects no significant correlation between student socioeconomic status and the total servant leadership (TsOrg) in a school. With a power of .1471 the null hypothesis could not be confirmed.

$H_0 14$ There is no significant relationship between student ethnicity and the level of organizational servant leadership.

Table 12 reflects a significant correlation between percentage of black students and organizational servant leadership. The data reject null hypothesis fourteen. Additionally, effect size provided practical significance in predicting 30% of the variance in mean student ethnicity with knowledge of the total servant leadership (TSOrg).

$H_0 15$: There is no significant relationship between principal tenure and the level of organizational servant leadership.

Table 12 reflects no significant correlation between principal tenure and the total servant leadership (TsOrg) in a school. With a power of .0244 the null hypothesis could not be confirmed.

Research Question: Q3

Is there a relationship between organizational position, school effectiveness variables and contextual variables? Table 13 displays the results of hypotheses testing for research question 3.

Ho16: There is no significant relationship between the position in the organization and school effectiveness and contextual variables.

Table 13

Null Hypothesis 16 Correlation Results for School Effectiveness and Organizational Position

Null Hypothesis	School Effectiveness Variables	Organizational Position	N	Correlation	Square of the Correlation (Effect Size)	P (2 tailed)
$H_0 16$	Writing	P	24	.385	.148	.006
		AP	113	.036	.001	.866
		DC	236	.278	.077	.188
		IS	511	.0453	.002	.026
	9th Grade Reading	P	24	.555	.308	.004*
		AP	113	.476	.226	.018
		DC	236	.262	.068	.216
		IS	511	.430	.184	.036
	10th Grade Reading	P	24	.522	.272	.008
		AP	113	.455	.207	.026
		DC	236	.281	.078	.182
		IS	511	.456	.207	.024
	9th Grade Mathematics	P	24	.583	.339	.002*
		AP	113	.446	.198	.028
		DC	236	.336	.112	.108
		IS	511	.511	.261	.010

(table continues)

Table 13 *(continued)*

Null Hypothesis	School Effectiveness Variables	Organizational Position	N	Correlation	Square of the Correlation (Effect Size)	P (2 tailed)
	10th Grade Mathematics	P	24	.546	.298	.006
		AP	113	.428	.183	.036
		DC	236	.345	.119	.098
		IS	511	.5	.250	.012
	Learning Gains Reading	P	24	.531	.281	.008
		AP	113	.423	.178	.040
		DC	236	.249	.062	.242
		IS	511	.540	.291	.006
	Learning Gains Mathematics	P	24	.557	.310	.004*
		AP	113	.295	.087	.162
		DC	236	.394	.155	.056
		IS	511	.673	.452	.000*
	Learning Gains Lowest 25%	P	24	.498	.248	.014
		AP	113	.443	.196	.030
		DC	236	.339	.114	.106
		IS	511	.487	.237	.016

(table continues)

Table 13 *(continued)*

Null Hypothesis	School Effectiveness Variables	Organizational Position	N	Correlation	Square of the Correlation (Effect Size)	P (2 tailed)
	Student Absenteeism	P	24	-.225	.050	.250
		AP	113	-.244	.059	.294
		DC	236	-.104	.010	.640
		IS	511	-.402	.161	.052
	Critical Incidents	P	24	.198	.039	.352
		AP	113	.043	.001	.842
		DC	236	.358	.128	.086
		IS	511	.434	.188	.034
	Student Dropout	P	24	-.095	.009	.658
		AP	113	.241	.058	.256
		DC	236	.009	.000	.968
		IS	511	-.079	.006	.714

Table 14

Null Hypothesis 16 Correlation Results for Contextual Variables and Organizational Position.

Null Hypothesis	Contextual Variables	Organizational Position	N	Correlation	Effect Size	P (2 tailed)
$H_0 16$	School Size	P	24	.114	.012	.596
		AP	113	.259	.067	.220
		DC	236	-.238	.056	.264
		IS	511	-.144	.020	.502
	SES	P	24	-.390	.152	.060
		AP	113	-.474	.224	.020
		DC	236	-.065	.004	.762
		IS	511	-.320	.102	.128
	Ethnicity White	P	24	.516	.266	.010
		AP	113	.518	.268	.010
		DC	236	.283	.080	.180
		IS	511	.434	.188	.034
	Ethnicity Black	P	24	.470	.220	.020
		AP	113	.404	.163	.050
		DC	236	.338	.114	.106
		IS	511	.516	.266	.010
	Ethnicity Hispanic	P	24	.069	.004	.748
		AP	113	.078	.006	.716

(table continues)

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Table 14 *(continued)*

Null Hypothesis	Contextual Variables	Organizational Position	N	Correlation	Effect Size	P (2 tailed)
		DC	236	.310	.096	.140
		IS	511	.399	.159	.054
	Principal Tenure	P	24	-.003	.000	.494
		AP	113	.195	.038	.180
		DC	236	.025	.000	.454
		IS	511	-.098	.009	.324

Table 14 reflects a significant correlation between the OLA scores of the principal of the school and the school effectiveness factor of 9th grade reading. The data, therefore, reject null hypothesis sixteen. Additionally, effect size provided practical significance in predicting 30% of the variance in mean school achievement with knowledge of the principal organizational leadership score (PSOrg).

Table 14 reflects a significant correlation between the principal of the school and the school effectiveness factor of 9th grade mathematics. The data reject null hypothesis sixteen. Additionally, effect size provided practical significance in predicting 33% of the variance in mean school achievement with knowledge of the principal organizational leadership score (PSOrg).

Table 14 also reflects a significant correlation between the principal of the school and the school effectiveness factor of annual learning gains in mathematics. The data reject null hypothesis sixteen. Additionally, effect size provided practical significance in predicting 31% of the variance in mean school achievement with knowledge of the principal organizational leadership score (PSOrg).

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Table 14 reflects a significant correlation between the position of instructional staff and annual learning gains in mathematics. The data, therefore, reject null hypotheses sixteen. Additionally, effect size provided practical significance in predicting 45% of the variance in mean school achievement with knowledge of the instructional staff organizational leadership score (ISOrg).

Chapter Summary

In this chapter, 3 research questions and 16 hypotheses relating to the relationship of organizational servant leadership and secondary school effectiveness variables were tested. A summary of the results of these tests is reported in Table 15 summary of hypothesis testing. Additionally, Table 16 provides a summary of correlations that reached the substantial practical significance level.

Table 15

Summary of Hypothesis Testing

Null Hypothesis	Description	Statistical Analysis Completed	Failed to Reject/Reject
$H_0 1$	There is no significant relationship between the level of organizational servant leadership and writing scores.	Correlation Analysis	Failed to Reject
$H_0 2$	There is no significant relationship between the level of organizational servant leadership and ninth grade reading scores.	Correlation Analysis	Failed to Reject
$H_0 3$	There is no significant relationship between the level of organizational servant leadership and tenth grade reading scores.	Correlation Analysis	Failed to Reject
$H_0 4$	There is no significant relationship between the level of organizational servant leadership and ninth grade mathematics scores.	Correlation Analysis	Reject
$H_0 5$	There is no significant relationship between the level of organizational servant leadership and tenth grade mathematics scores.	Correlation Analysis	Reject
$H_0 6$	There is no significant relationship between the level of organizational leadership and annual learning gains in reading.	Correlation Analysis	Reject
$H_0 7$	There is no significant relationship between the level of organizational servant leadership and annual learning gains in mathematics.	Correlation Analysis	Reject
$H_0 8$	There is no significant relationship between the level organizational servant leadership and annual learning gains lowest 25th percentile of the student body on the FCAT NRT.	Correlation Analysis	Reject
$H_0 9$	There is no significant relationship between the level of organizational servant leadership and student absenteeism.	Correlation Analysis	Failed to Reject

(table continues)

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Table 15 *(continued)*

Null Hypothesis	Description	Statistical Analysis Completed	Failed to Reject/Reject
$H_0 10$	There is no significant relationship between the level of organizational servant leadership and critical incidents.	Correlation Analysis	Failed to Reject
$H_0 11$	There is no significant relationship between the level of organizational servant leadership and drop out rates.	Correlation Analysis	Failed to Reject
$H_0 12$	There is no significant relationship between the level of organizational servant leadership and school size.	Correlation Analysis	Failed to Reject
$H_0 13$	There is no significant relationship between the level of organizational servant leadership and socioeconomic status.	Correlation Analysis	Failed to Reject
$H_0 14$	There is no significant relationship between the level of organizational servant leadership and ethnicity.	Correlation Analysis	Reject
$H_0 15$	There is no significant relationship between the level of organizational servant leadership and principal tenure.	Correlation Analysis	Failed to Reject
$H_0 16$	There is no significant relationship between the position in the organization, school effectiveness variables and contextual variables.	Correlation Analysis	Reject

Table 16

Summary of Correlations Reaching the Substantial Practical Significance Level

Null Hypothesis	Effect Size	Practical Significance Category
$H_0 4$	.315	Substantial
$H_0 5$	.311	Substantial
$H_0 6$	.312	Substantial
$H_0 7$	.329	Substantial
$H_0 8$	.316	Substantial
$H_0 14$	.306	Substantial
$H_0 16$ (Principal & 9th Grade Reading)	.308	Substantial
$H_0 16$ (Principal & 10th Grade Math)	.339	Substantial
$H_0 16$ (Principal & Learning Gains Math)	.310	Substantial
$H_0 16$ (Instructional Staff & Learning Gains Math)	.452	Substantial

Chapter 5

Findings, Conclusions, Limitations, and Recommendations

Restatement of the Problem

Nationally as well as in the states pressure has been placed on schools to improve

student achievement. Policy makers have been busy structuring a system of

accountability through the national No Child Left Behind Act (NCLB) and State

accountability measures such as the Florida Comprehensive Assessment Test and A+

Plan to focus the attention of principals, teachers and support staff on improving student

achievement. These measures have forced schools, which tend to be bureaucratic and

compliance driven to change instructional practices and organizational processes.

Schools have responded to this demand for accountability by changing

instructional techniques, materials and processes. There has been a renewed interest in

the role of leadership in supporting instructional efforts. In fact, many scholars support

the notion that leadership is the most important factor of organizational success.

However, as we move into the 21st century notions of the kind of leadership needed for

organizational success are moving from the heroic to distributed forms of leadership. As

John Kotter (1996) states, "The key to creating and sustaining a successful 21st century

organization is leadership—not only at the top of the hierarchy, with a capital *L*, but also

in a more modest sense (*l*) throughout the enterprise" (p.175). The shift in focus

provided by Kotter, from individual leadership for organizational growth to

organizational leadership for organizational growth and sustainability, is one garnering a

great deal of attention in business and educational leadership. Robert Greenleaf (1980)

conceptualizes the need for studying organizational leadership:

> Occasionally institutions of all categories rise to the exceptional under the
> long-term direction of an unusually able administrator. But, usually, when
> that administrator leaves, the institution lapses, back to the ordinary.
> There are not enough of these exceptional administrators around to fill all
> top administrative posts of all institutions. (p.11)

Review of the Purpose

The general purpose of this study was to determine if schools where higher

degrees of servant leadership were practiced performed better than schools, which

practiced lower degrees of servant leadership. Servant leaders (a) value people, (b)

develop people, (c) build community, (d) display authenticity, (e) provide leadership, and

(f) share leadership. These behaviors are further described in Table 17.

Table 17

The Characteristics Of Organizational Servant Leadership

Characteristics	Practice
Value People	Listening respectively, serving the needs of others first and believing in people
Develop People	Providing opportunities for learning, modeling appropriate behavior and building up others through encouragement
Build Community	Building strong relationships, working collaboratively and valuing individual differences
Display Authenticity	Integrity and trust, openness and accountability and a willingness to learn from others
Provide Leadership	Envisioning the future, taking initiative and clarifying goals
Share Leadership	Creating a shared vision, sharing decision making power and sharing status and privilege to all levels of the organization

Source: James Laub (1999)

While these behaviors can be practiced by the principal they can also be practiced by all members of the school staff to gain a synergistic effect. James Laub in his 1999 dissertation assessing the Servant Organization: Development of the Servant Leadership Assessment (SOLA) Instrument identified these behaviors and called them organizational servant leadership and developed an instrument to measure them in an organization. He assumed that as total organizational servant leadership increased in the organization so would organizational performance. This study used his instrument to test his assumptions and answer the following research questions.

1. What is the relationship between organizational servant leadership and effective school variables?

2. What is the relationship between organizational servant leadership and the contextual variables?

3. Is there a relationship between the degree of servant leadership rendered by position in the organization and school effectiveness factors?

Review of the Procedures

This study gathered data from 24 high schools (N=24) in Broward County, Florida. Eight hundred eighty four people participated in the study. The principal, 5 assistant principals, 12 department chairpersons and 28 teachers were selected from each school to complete the surveys. A total of 1104 surveys were distributed for completion and 884 were returned for scoring representing an eighty percent aggregate return rate. The respondents included 24 principals, 113 assistant principals, 236 department chairpersons and 511 instructional staff members.

The primary means of data collection for this exploratory study was obtained utilizing the Organizational Leadership Assessment (OLA) instrument created by James Laub (1999). The OLA instrument is composed of 66 items within aggregate score of 300 and a standard deviation of 41.1. The aggregate instrument reliability is .98.

The data were collected following the procedures found in Chapter 3. Briefly, the instrument was disseminated to high school principals in May 2003. Each principal received a memorandum explaining the study and requesting their participation as well as instruction to disseminate and collect the instruments upon completion. Secondary data collection was obtained via the Florida Department of Education and the School Board of Broward County Office of Research and Evaluation. The data were analyzed through correlation analysis. For the purpose of this exploratory study, the level of significance utilized was .10. Additionally, the Bonferroni inequality with a critical factor of .0059 was utilized to adjust for a Type 1 error.

A post hoc power analysis was conducted utilizing Gpower to determine the probability of correctly rejecting the null hypothesis. The post hoc power analysis conducted revealed low levels of power for both school effectiveness and contextual variables. These low levels of power decreased the predictability of determining the nature of the relationship between organizational servant leadership and school effectiveness.

Effect size was also reviewed to determine the percent of variation that could be explained by the correlation. Substantial effect sizes were discovered among several correlations (and noted in the findings) thus providing practical significance in predicting relationships between the variables tested.

Summary of Findings and Discussion

The general purpose of this study was to determine if schools where higher degrees of servant leadership were practiced performed better than schools, which practiced lower degrees of servant leadership. Specifically, this study examined the relationship between organizational servant leadership and school effectiveness.

In general it appears from the data that in schools where greater degrees of servant leadership is being practiced students are achieving at a higher rate than in schools where lower degrees of servant leadership were found. This general outcome was supported by the following seven findings:

Finding 1 – The level of organizational servant leadership in a school was significantly related to Ninth Grade Mathematics achievement scores.

Finding 2 – The level of organizational servant leadership in a school was significantly related to Tenth Grade Mathematics achievement scores.

Finding 3 – The level of organizational servant leadership in a school was significantly related to Annual Learning Gains in Reading.

Finding 4 – The level of organizational servant leadership in a school was significantly related to Annual Learning Gains in Mathematics.

Finding 5 – The level of organizational servant leadership in a school was significantly related to Annual Learning Gains by Students in the Lowest 25th Percentile.

Finding 6 – The level of organizational servant leadership in a school was significantly negatively related to the level of Black student enrollment in a school.

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Finding 7 – The level of organizational servant leadership espoused by the principal was significantly related to ninth grade mathematics achievement and Annual Learning Gains in Mathematics.

These findings are discussed in the following paragraphs.

Finding 1 – The level of organizational servant leadership in a school was significantly related to Ninth Grade Mathematics achievement scores.

As total servant leadership in the school increased so did student achievement in ninth grade mathematics. This finding revealed substantial effect size thus allowing practitioners to interpret the results as practically significant. One may posit that when an organization seeks to imbed servant leadership characteristics into its culture the practice of providing opportunities for learning, modeling appropriate behaviors, working collaboratively, clarifying goals through data, creating a shared vision directly impacts student achievement. This significance and subsequent implications of servant leadership characteristics positively impacting student achievement are supported in literature. Batten (1998) found that accountability as well as a clear philosophy positively impacts organizations. Melrose (1995) provides a business exemplar when he identifies servant organizations as those that examine the variables contributing to the economic gap found within their organizations. The corporate need to identify and close the economic gap directly impacting there profit margin is paralleled by the schools need to utilize the data of effectiveness indicators to create goals in an attempt to close the discrepancy gap between low and high student achievement. Once these gaps are identified members of the organization can positively address them through the creation of processes of continuous improvement thus increasing margins of productivity both in the business

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sector as well as the secondary school. J.W. Marriott Jr. (1997) confirms quantitatively the return on investment realized through the creation of a servant organization. J.W. Marriott and J.W. Marriott Jr. built a 50-million-a-year enterprise into a $9 billion-a-year multination company through imbedding servant leadership characteristics throughout their organization. Secondary schools may realize the same quantitative success of the Marriott Corporation once they determine the appropriate curricula programs; methodological approaches and business practices which align with the characteristics of servant leadership. This realignment for continuous improvement is then solidified when the organizations core beliefs; principals and values combine to create a new organizational culture.

Finding 2 – The level of organizational servant leadership in a school was significantly related to Tenth Grade Mathematics achievement scores.

As total servant leadership in the school increased so did student achievement in tenth grade mathematics. This finding revealed substantial effect size thus allowing practitioners to interpret the results as practically significant. This positive relationship is further supported by business literature. Miller (1995) supports the notion that organizational change and sustainability is the result of a leader committed to creating an organization that teaches all that continuous learning and competence matter. Neidert (1999) attributes the success of Nordstrom's, a $4.5 billion-a-year specialty store to the imbedding of servant leadership characteristics throughout the organization. Nordstrom's approach to customer service and their human resource staff development programs create a culture of servant leadership through their organization. Melrose (1995) emphasizes the need for promoting proactive collaboration in human resource staff

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development programs. When schools seek to value people through serving the academic and social needs of their student body as well as seeking to create an atmosphere of collaboration through building community they provide an environment conducive to increased student achievement. Additionally, this positive relationship provides a new body of research literature, which supports the development of servant leadership characteristics within a school.

Finding Number 3 – The level of organizational servant leadership in a school was significantly related to Annual Learning Gains in Reading.

As total servant leadership in the school increased so did Annual Learning Gains in Reading. This finding revealed substantial effect size thus allowing practitioners to interpret the results as practically significant. Annual learning gain scores are determined through year-to-year comparisons. Therefore, one may posit that the longer a student is in a school where principals and teachers practice servant leadership the greater the impact on that student and that particular measurement. Crainer (1998) speaks to the impact of a synergistic organization supported by a leader who habitually speaks of the organizations in terms of "we rather than "I." Blanchard (1998) submits that a servant organization is an environment capable of reacting to the change that is often thrust upon it by market forces beyond the organization's control. Annual learning gains were an additional category of accountability thrust upon schools by the state legislature and its modification of the Florida Comprehensive Assessment Test providing schools with little opportunity to react. In response to this additional category the school system added external support in curriculum alignment, teacher modeling and the use of data to promote student achievement. One may posit that these interventions supported the

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characteristics of servant leadership in the schools and therefore created an environment conducive to annual learning gain achievement in reading. The servant leadership characteristic of developing people creates a practice of providing an opportunity of growth and learning through staff development. When an organization displays authenticity it creates an environment of accountability. When secondary students arrive deficient and the school staff has a sense of accountability for these deficiencies there is a greater opportunity to define goals and create a vision for increasing student achievement through programmatic development and delivery. Additionally, this positive relationship provides a new body of research literature, which supports the development and use of servant leadership characteristics within a school.

Finding Number 4 – The level of organizational servant leadership in a school was significantly related to Annual Learning Gains in Mathematics.

As total servant leadership in the school increased so did Annual Learning Gains in Mathematics. This finding revealed substantial effect size thus allowing practitioners to interpret the results as practically significant. As in finding three, since these scores are determined through year to year comparison one may posit that the longer a student is in a school that practices servant leadership characteristics the greater the impact on that student and that particular measurement. This additional calculation component of annual learning gains scores required students to demonstrate adequate progress in mathematics. Blanchard (1998) submits that a servant organization is an environment capable of reacting to the change that is often thrust upon it by market forces beyond the organization's control. Annual learning gains were an additional category of accountability thrust upon schools by the state legislature and its modification of the

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Florida Comprehensive Assessment Test providing schools with little opportunity to react. In response to this additional category the school system continued to emphasize training for teachers in critical content, mathematic manipulatives and critical content skills. The implementation of these district initiatives parallels the servant leadership characteristics of developing people and providing leadership. As schools translated these characteristics into practice, demonstration classrooms were created through the development of staff relationships and the accountability and openness to learn from their colleagues. Additionally, the school system utilized Title II funds in schools to further support annual learning gains in mathematics. Autry (2001) supports the alignment of resources to serve special needs and serves as a tangible sign of the bond between servant leadership characteristics and practice. Finally, this positive relationship provides a new body of research literature, which supports the development of servant leadership characteristics within a school.

Finding Number 5 – The level of organizational servant leadership in a school was significantly related to Annual Learning Gains by Students in the Lowest 25th Percentile.

As total servant leadership in the school increased so did the Annual Learning Gains of students in the lowest 25 percentile. This finding revealed substantial effect size thus allowing practitioners to interpret the results as practically significant As in finding four, since these scores are determined through year to year comparison it can be posited that that the longer a student is in a school that practices servant leadership characteristics the greater the impact on that student and that particular measurement. The school system provided an intensive reading program for high school students scoring below the

25th percentile in reading. The Intensive Reading Model utilized well-trained teachers, small group instruction, individualized attention and a consistent classroom environment to facilitate and accelerate learning. These activities closely parallel the characteristics of servant leadership and the practice of providing opportunities to learn, working collaboratively, creating an environment of accountability as well as clarifying the goal of student achievement. This positive relationship provides a new insights and support for the development and practice of servant leadership characteristics within a school.

Finding Number 6 – The level of organizational servant leadership in a school was significantly negatively related to the level of Black student enrollment in a school.

As total servant leadership in the school decreased, Black student enrollment increased. This finding revealed substantial effect size thus allowing practitioners to interpret the results as practically significant. This finding provides statistical support for the opinions of Scribner and Valverde (2001) who found that students of color, attend schools with less-qualified teachers, have fewer expendable resources per student and have lower expectations for student achievement. Haycock (2002) states that minority student achievement lags behind as a result of poor teacher preparation, counselors underestimating student potential, principals dismissing student concerns and low expectations of student achievement. According to Miller (1995), the lack of community resources and the multiple social hardships plaguing students in the urban environment aggravates the urban school reality of low achievement among minority students.

Finding Number 7 – The level of organizational servant leadership espoused by the principal was significantly related to ninth grade mathematics achievement and Annual Learning Gains in Mathematics.

The more the principal espoused total servant leadership in the school, ninth grade achievement and Annual Learning Gains in mathematics increased. This finding revealed substantial effect size thus allowing practitioners to interpret the results as practically significant. The leadership of the principal has long been associated with improved school outcomes. For example, Bess Keller (1998) cites a 20-year body of research that suggests that the principal is the key factor in shaping the instruction and effectiveness of a school. According to Carter and Klotz (1990), school effectiveness and student achievement are dependent on capable instructional leadership from principals. Cushman (1992), provides that the principal is critical in the establishment of the change process and its subsequent impact on student achievement. Additionally, the correlation analysis found a significant relationship between the position of instructional staff member and annual learning gains in mathematics. According to Turner (2000) staff within servant organization work within a culture of ownership and empowerment. This allows the organization to react well to change and allows those in proximity to the problem the liberty to solve the problem.

<div align="center">Limitations</div>

The following limitations must be considered when inferences are drawn from the results of this study:

1. Though effect size strengthened this study as it provides for practical significance, it must be noted that a .10 significance level was utilized due to the exploratory nature of this study.

2. Finding Number 6 provides that an inverse relationship was found between the level of servant leadership and total Black student enrollment in a school. It must be noted that the significance of White student enrollment is opposite and approximately the same size as Black student enrollment. This finding reveals that a bipolar relationship exists between ethnicity and servant leadership. Additionally, the significance of the relationship revealed between servant leadership and Black student enrollment may be a mask of other variables not considered in this study. These variables may include but not be limited to the amount of district pressure brought to bear on majority/minority schools, the qualifications of staff, the administrative tenure at the school, and the amount of mobility of the student population.

3. Other types of leadership theories and models encapsulate the characteristics and practices found within servant leadership. This study should not be viewed as advocacy for one type of leadership.

4. It appears from the results of this study that socioeconomic status may not be an appropriate variable for a secondary school study due to the fact that high school students complete the free and reduced-price lunch application at a decreased rate from those students from middle and elementary schools. One may posit that the decrease in free and reduced-price lunch applications may be the

result of high school students feeling stigmatized by their identification at a lower-socioeconomic level.

5. Surveys were subject to errors in instruction, i. e., the method in completing and returning the survey.

6. Survey respondents may have bias toward the study, organization, survey or the doctoral candidate. These biases include personal bias errors, generosity errors, severity errors or central tendency errors.

7. Participants in the survey may have felt their responses would not be held in confidence and therefore may have skewed their responses.

8. Organization data were accessed through the Florida Department of Education database and may have input errors from individual organizations.

Conclusions

A significant finding of this research was the difference in achievement for those schools with higher levels of organizational servant leadership. From this research, it can be concluded that principals who embed the characteristics of servant leadership throughout their organization may expect higher levels of student achievement particularly in math and reading. Although it maybe premature to draw definite conclusions regarding the importance of organizational servant leadership and student achievement, this body of research and the extrapolation of research from the literature review highlight its importance.

Recommendations for School Principals

A purpose of this study was to explore the relationship of organizational servant leadership characteristics on school effectiveness variables. Several significant

relationships were discovered that provided a positive relationship between organizational servant leadership and student achievement. Therefore, one could posit that imbedding servant leadership characteristics into the leadership style of the principal would thus help to shape a servant organization and subsequently result in higher student achievement. The reengineering of the principals style of leadership and consequently his or her decision making processes focusing on valuing people, developing people, building community, displaying authenticity, providing leadership and sharing leadership would stimulate a much needed internal revolution focusing not on the influence of the principals leadership style but rather on the development of the organization and its leadership capacity within our schools. It is critical that the success of the school not rests on an individual's leadership ability. Building a school organization into a critical mass will serve to combat the institutional loss of an exceptional administrator. As Greenleaf (1980) submits:

> Occasionally institutions of all categories rise to the exceptional under the long-term direction of an unusually able administrator. But, usually, when that administrator leaves, the institution lapses, in time, back to the ordinary. There are not enough of these exceptional administrators around to fill all top administrative posts of all institutions. (p.11)

The responsibility of sharing and institutionalizing the characteristics of servant leadership through staff development is that of the organizational leaders. Every stakeholder should be encouraged to embrace through leadership modeling an attitude of ownership and therefore share the responsibility for internalizing servant leadership characteristics into the school.

The principal selection of staff through the interview process should reflect a style of questioning that seeks to identify servant leadership characteristics in perspective

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employees. Selecting those with a predisposition for service will better provide

opportunities for the development and sustainability of a critical mass within the school.

Finally, it is incumbent on the school organization to create an avenue for

imbedding servant leadership characteristics into the school curriculum. The value of

these characteristics could materialize in peer to peer mentoring, community service and

subsequently produce a better school climate.

Recommendations for District-Based Leaders

> What the typical university so desperately needs is leadership that will, in every
> nook and cranny, seek out, encourage, discriminately judge, and reward when
> successful all genuine initiatives that will make the university better serving; and
> penalize, to the point of drying up or radically reorganizing, those departments
> and schools that fail to maintain themselves by rigorous self-criticism. (Greenleaf,
> 1972, p. 25)

District-based leaders are responsible for providing the very support needed to

ensure that schools are successful. Those departments within the district who fail to audit

their impact on improving schools or who ignore school-based needs should as Greenleaf

submits be "penalized, reorganized or dried up." District leaders should create an

atmosphere of service to the schools. The district based leadership selection process

should include interview instruments that seek to discover whether perspective candidates

posses servant leadership characteristics. Additionally, district staff development

programs should encourage the instruction of servant leadership characteristics in their

leadership development programs.

Recommendations for University School Leadership Programs

Greenleaf (1970) provides that the responsibility lay within those in the

institution.

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Universities need to rethink their missions and produce new concepts of what they should do and how they should be governed. They have the internal capability to do this. In fact, the university of the future must be generated inside the university of the present, for that is where the expertise is. The universities must make their own revolution internally. (Greenleaf, 1970, p.23)

Leadership programs should critically review the practical leadership paradigms taught to those enrolled in educational leadership programs. These paradigms should include the characteristics of servant leadership as well as the methodology of imbedding these characteristics throughout the school organization. Additionally, leadership instructors should seek out and review organizations utilizing servant leadership.

Recommendations for Further Research

It is recommended that a longitudinal study be completed to determine over time the impact of servant leadership on school effectiveness factors.

Future studies regarding organizational servant leadership and school effectiveness should include a greater number of schools. This increase in the number of schools utilized in a subsequent study would increase the power and thus allow for a greater predictability of determining the nature of the relationship between organizational servant leadership and school effectiveness.

Future studies should include a greater number of personnel to be surveyed. Personnel should include: principal, assistant principal, department chairperson, instructional staff, support staff, custodial staff and food service staff. Surveying these positions would allow for an investigation into the relationship of school culture as determined by position in the organization and organizational servant leadership.

Fruitful areas of further research in the relationship of organizational servant leadership and school effectiveness would be those that address elementary level schools.

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Hallinger and Murphy (1987) submit that distinct differences exist between secondary and elementary contexts of schooling. Therefore, it is recommend that a study be conducted to determine the relationship of organizational servant leadership and elementary school effectiveness.

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Appendix A

Organizational Leadership

Assessment Instrument

Organizational
Leadership
Assessment
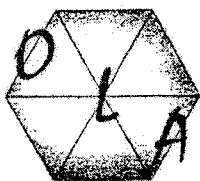
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General Instructions

The purpose of this instrument is to allow organizations to discover how their leadership practices and beliefs impact the different ways people function within the organization. This instrument is designed to be taken by people at all levels of the organization including workers, managers and top leadership. As you respond to the different statements, please answer as to what you believe is generally true about your organization or work 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.

Before completing the assessment it is important to fill in the name of the organization or organizational unit being assessed. If you are assessing an organizational unit (department, team or work unit) rather than the entire organization you will respond to all of the statements in light of that work unit.

IMPORTANT ..... please complete the following

Write in the name of the organization or organizational unit (department, team or work unit) you are assessing with this instrument.

Organization (or Organizational Unit) Name: _____

Indicate **your present role/position in the organization or work unit. Please circle one.**

      1 = Top Leadership (top level of leadership)

      2 = Management (supervisor, manager)

      3 = Workforce (staff, member, worker)

Please provide your response to each statement by placing an **X** in <u>one</u> 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 organization** (or organizational unit) including workers, managers/supervisors and top leadership.

In general, people within this organization	1	2	3	4	5
1 Trust each other					
2 Are clear on the key goals of the organization					
3 Are non-judgmental – they keep an open mind					
4 Respect each other					
5 Know where this organization 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 *important* 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					

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Please provide your response to each statement by placing an X in <u>one</u> 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 organization (or organizational unit) including managers/supervisors and top leadership

Managers/Supervisors and Top Leadership in this Organization	1	2	3	4	5
22 Communicate a clear vision of the future of the organization					
23 Are open to learning from those who are *below* them in the organization					
24 Allow workers to help determine where this organization is headed					
25 Work alongside the workers instead of 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 Give workers the power to make *important* decisions					
30 Provide the support and resources needed to help workers meet their 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					
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 workers to develop to their full potential					
43 Honestly evaluate themselves before seeking to evaluate others					
44 Use their power and authority to benefit the workers					
45 Take appropriate action when it is needed					

3

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

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

Managers/Supervisors and Top Leadership in this Organization	1	2	3	4	5
46 Build people up through encouragement and affirmation					
47 Encourage workers to work *together* rather than competing against each other					
48 Are humble – they do not promote themselves					
49 Communicate clear plans & goals for the organization					
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 workers 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 organization (or organizational unit).

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

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