

Servant Leadership Qualities of Principals, Organizational Climate,
and Student Achievement: A Correlational Study

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An Applied Dissertation Submitted to the
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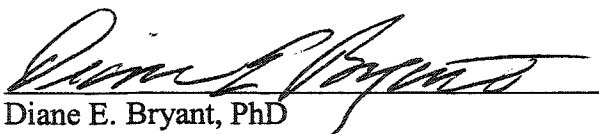
This applied dissertation was submitted by Wendy Ecklund Lambert under the direction of the persons listed below. It was submitted to the Fischler School of Education and Human Services and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.



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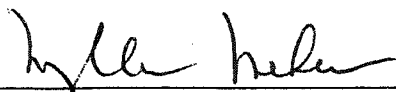
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Abstract

Servant Leadership Qualities of Principals, Organizational Climate, and Student Achievement: A Correlational Study. Lambert, Wendy Ecklund, 2004: Applied Dissertation, Nova Southeastern University, Fischler School of Education and Human Services. Servant Leadership/Principal Leadership/School Climate/Student Achievement/Secondary Schools/Principal Preparation

This applied dissertation was designed to investigate secondary school leadership vis-à-vis school climate and student learning outcomes to ascertain whether there were correlations between servant leadership behaviors and attitudes of principals and the overall success of their schools, as measured by student achievement on standardized tests. The correlation between principals' servant leadership attributes and overall school climate was also examined. Secondary school principals and their faculties drawn from Florida school districts were surveyed, and the results were analyzed, both as a whole and controlling for socioeconomic status.

Analysis of the data revealed a significant relationship between servant leadership of secondary school principals and gains in student achievement. An even stronger relationship was shown to exist between servant leadership and school climate. Further, when controlling for socioeconomic status, school climate correlated strongly with student achievement in lower socioeconomic schools.

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Chapter 1: Introduction

School districts in central Florida, like most American public school districts, seek to improve student learning outcomes in order to prepare students for productive roles in society. Further, districts and states need to quantify gains in student achievement to meet standards established by the federal government in the No Child Left Behind Act (NCLBA), signed into law in January 2002. According to Rose and Gallup (2002), “A bipartisan effort, the NCLBA represents the greatest federal incursion into K-12 education to date” (p. 42). As a result of both the NCLBA legislation and state-mandated school improvement programs, Dillon (2003) stated,

School systems must now contend with the demands of the federal law, under which every racial and demographic group in each school must score higher on standardized English and math tests to make “adequate yearly progress.” If any group fails to advance for two consecutive years, a school is labeled “needing improvement,” a euphemism for what educators used to call failing, and must offer parents the option of transferring students to higher-scoring schools or paying for tutoring if they stay. Schools labeled as needing improvement for several years face escalating sanctions that can include removal of the staff. (§ 15-16)

School districts are facing not only the financial realities resulting from the current economy but also the need to show improvement as mandated by both the NCLBA and state-level school evaluation programs. As stated by Rose and Gallup (2002), “School improvement efforts that have been blossoming since the 1990s are threatened by financial realities” (p. 42). Further, Rose and Gallup concluded, “The public sees finance as the major problem facing public schools. The public does not want

current economic problems to result in cuts in education spending” (p. 49).

In Florida, the state assigns each school an annual grade, based on several criteria, the most critical of which is student performance on the Florida Comprehensive Assessment Test (FCAT). This evaluation system puts significant pressure on schools to improve student learning outcomes in order to gain A status as well as to maintain that status. Schools achieving the A status are awarded A+ moneys that are utilized by each school to meet its unique needs. Each school’s School Advisory Council is charged with the responsibility of determining how those funds are applied. In some schools, the moneys are used to purchase needed computer hardware or software, whereas in newer schools that already have cutting edge technology, the extra dollars can be used to pay bonuses to teachers. Schools that receive a failing grade for 2 consecutive years face the prospect of not only losing out on the fiscal rewards that come with success but also on losing students who then have the opportunity to use school vouchers to attend other public or private schools. The result can be decreased enrollment and, thus, decreased state funding, which is based on Full-Time Equivalent.

Further, according to Dillon (2003), in assessing Florida’s status vis-à-vis the NCLBA, in 2002 approximately 2,500 of the state’s 3,000 schools “failed to make adequate yearly progress, and 48 were rated as needing improvement” (§ 20). The result was a two-layered challenge for Florida schools: to meet the requirements of both the NCLBA and Florida’s school evaluation system, promoted respectively by President George W. Bush and Florida Governor Jeb Bush.

In his seminal work, *Leadership*, Burns (1978) stated,

The potential for influence through leadership is usually immense. The essence of leadership in any polity is the recognition of real need, the uncovering and

exploiting of contradictions among values and between values and practice, the realigning of values, the reorganization of institutions where necessary, and the governance of change. Essentially the leader's task is consciousness-raising, on a wide plane. . . . The leader's fundamental act is to induce people to be aware or conscious of what they feel--to feel their true needs so strongly, to define their values so meaningfully, that they can be moved to purposeful action. (pp. 43-44)

Applying Burns' (1978) concept of leadership to public schools, it is the leader or principal of each school who bears the responsibility for raising the level of consciousness of the entire school community (teachers, parents, and students) to make the changes necessary to move the school toward a higher level of effectiveness. The end goal of such change efforts is the improvement of student learning outcomes.

According to Kouzes and Posner (1995), "Leadership is a reciprocal process between those who choose to lead and those who choose to follow" (p. 19). Leaders must not only understand and include the core values and needs of their followers in their decisions and actions but also must be forward thinking individuals who can move the organization to the next level. In the current environment of continual change, organizations must adapt and adjust (i.e., change) if they are to survive and thrive. As stated by Kouzes and Posner, in order for members of the organization to follow a leader willingly into his or her vision of the future, "leaders [must] sustain the requisite credibility by their actions--by challenging, inspiring, enabling, modeling, and encouraging" (p. 31).

Schools, as organizations, must deal with the challenges brought about by change. Maintaining the status quo, no matter how stellar, is not a viable option. In spite of the recent movement toward democratization of schools (including parents, teachers, the

community, and students themselves in decision making), it is the principal who remains the key individual who sets the tone for each school. Just as leaders of business organizations set the course and establish the climate that can lead to productivity, to success, and to profitability, so school leaders chart the course for their schools. In doing so, they can affect change and can provide increased opportunities for organizational success; school leaders can lead change that results in increased student achievement. Thus, school leadership may prove to be a significant factor in the effort to improve student achievement to meet both federal and state mandates as well as to provide the continuing educational improvement sought by the public.

The work of Burns (1978) has been continued within education (Dinham, Cairney, Craigie, & Wilson, 1995; Epps, 2002; Greenfield, 2004; Griffith, 2003; Harris et al., 2003; Heck, 1996; Herbst, 2003; Laub, 1999; Leithwood & Jantzi, 1999; Leithwood & Riehl, 2003; Marquardt, 2000; McLeod, 2000; Nicholson, 2003; Palmour, 2000; Quinn, 2001; Schulman, 2002; Sergiovanni, 1996, 1999; Youngs, 2002). Such research and discussion of leadership has focused on relational leadership (from transactional to transformational) with each style of leadership based on the leader's relationships with his or her followers or subordinates. Greenleaf (1991) first identified and described one type of relational leadership, calling it servant leadership. According to Greenleaf, a servant leader is one who is first called to serve and then, to lead. The primary emphasis in servant leadership is on having a heart for service and meeting the needs of those in the organization, rather than on self-promotion by the leader.

Servant leadership has received limited attention from educational researchers. Yet, much of what is written about servant leadership in organizations, in general, is easily applied to the educational arena. As Blanchard and Hodges (2003) indicated,

Servant leadership begins with a clear and compelling vision of the future that excites passion in the leader and commitment in those who follow. In practical terms a good vision has three parts: your purpose/vision . . . your preferred picture of the future . . . your values. (p. 45)

Such vision is the basis for success in organizations with a wide range of purposes.

Similar to the concept of servant leadership is Sergiovanni's (1999) concept of moral leadership. According to Sergiovanni, it bears similarities to servant leadership because of its focus on the "moral leadership and moral responsiveness--first from the principal and eventually as an interdependent part of the school's culture" (Implications for Leadership section, ¶ 4). Sergiovanni (1996) described the role of the principal as one who practices "leadership as a form of pedagogy . . . The term has deep historical roots and meanings that are worth reviving. A pedagogue was the watchful . . . guardian whose responsibility it was to lead a young boy to school" (p. 270). In this role, the slave acted in loco parentis with responsibilities similar to those with which our schools today are charged. Sergiovanni (1996) stated,

Because the pedagogue's role was so important to the development of the child and to the protection of the interests of parents, it implied a form of leadership. Teachers practice pedagogical leadership directly, because they stand first and closest in a caring relationship to children in school. Indeed the process of education itself implies leadership. (p. 270)

Similarly, the role of the principal reflects a high level of responsibility to the child. According to Sergiovanni (1996), "Principals practice pedagogical leadership by facilitating [the educational] process and ensuring that the interests of children are served well. . . . [Principals act on] a form of authority that ensures that people make good

decisions so that things work right for children” (p. 270). When school leaders act upon this leadership responsibility putting children first, as stated by Sergiovanni (1996), “They exercise their stewardship responsibilities by committing themselves to building, serving, caring for, and protecting the school and its purposes” (p. 270).

In discussing the importance of taking responsibility for and committing to building community and character in schools, Sergiovanni (1999) stated, “Leaders with character anchor their practice in ideas, values, and commitments, bring to their practice distinctive qualities of style and substance, and can be trusted to be morally diligent in advancing the integrity of the enterprises they lead” (Schools of Character section, ¶ 1). Sergiovanni (1999) asserted that there is a link between school character and school effectiveness and stated, “School effectiveness can be broadly defined as achieving higher levels of pedagogical thoughtfulness, developing relationships characterized by caring and civility, and achieving increases in the quality of student performance” (Schools of Character section, ¶ 4). Principals may find themselves frustrated in their efforts to lead because, as Sergiovanni (1999) asserted, they are

called upon by their districts and by the state to succeed rather than to serve--when in fact, the way to succeed as a leader is to serve. Serve what? The answer, I think, is ideas in the form of purposes, a sense of why the school is unique, what parents and students value, how we want to live our lives together in the school, what is worth knowing, what our commitments and obligations are, what standards are important to us as a school community--ideas that not only point the way but link teachers, students, parents, and principals together as threads in a fabric composed of reciprocal role responsibilities and moral commitments. (Schools of Character section, ¶ 1)

Nature of the Problem

Twenty-first century public educators face significant challenges, including state and federal government school evaluation programs and public expectations of increased student achievement, coupled with decreasing fiscal resources. This fiscal crisis can be viewed as an opportunity to redirect the focus of leadership and improvement efforts toward basic human relationship issues that may prove to be significant in the improvement of the educational system. According to Sergiovanni (1999), when principals place

ideas at the center and bureaucratic matters and personality . . . to the periphery, school character grows and the ingredients are right for academic and social capital to do their work by raising levels of civility, decency, caring, academic focus and student success. (Implications for Leadership section, ¶ 4)

Such leadership, focused on basic human values, may well offer improved educational outcomes for students and, thus, a brighter future for our nation. In spite of the trend toward team leadership; empowerment; and inclusion of all stakeholders in school governance, it remains the principal who has both the opportunity and the responsibility to create a positive organizational climate through effective leadership at the school level. The problem is that it is not clear whether there is a significant correlation between a principal's servant leadership and student achievement in his or her school.

Purpose of the Project

The purpose of this particular research study was to ascertain whether there are correlations between the servant leadership behaviors and attitudes of secondary school principals (as perceived by both those leaders themselves and by their respective faculty

members) and student achievement.

Research conducted as a part of this study included gathering data from secondary school principals and their respective faculties. Participation from Florida school districts was sought with focus on Seminole, Osceola, Polk, and Manatee Counties. Data were gathered, utilizing the Organizational Leader Assessment (OLA; Laub, 1999; see Appendix A), and first analyzed as a whole.

It was then analyzed again, controlling for like socioeconomic status (SES), to ascertain whether there are correlations between servant leader principals and organizational success, as measured by student performance on the FCAT (standardized tests). Analysis of principal and teacher perceptions of school climate, based on specific questions in the OLA, also were conducted to determine if correlations exist between servant leader behaviors on the part of principals and organizational climate, as perceived by both the principals and their respective faculties.

Background and Significance of the Problem

The current environment in which the public educators find themselves offers significant challenges to meet increasing demands placed on schools to demonstrate continuous improvement in student achievement in order to meet both the requirements of the 2002 federal legislation (NCLBA) as well as the requirements implicit in Florida's utilization of FCAT and other school indexes to grade schools.

With ever shrinking funding, schools are being asked to provide improved learning opportunities for their students. Educational leaders, particularly at the district level, must look to every possible means to reach and to sustain gains in levels of student achievement. Emphasis on the leadership style of school-based educational leaders may provide one means to improve student outcomes.

Research Questions

The primary research questions addressed in this study of servant leadership in public secondary schools included

1. To what extent do school principals exhibit servant leadership behaviors and attitudes in their leadership based on their own perceptions and as perceived by their respective faculty members?
2. How do principals and teachers perceive the organizational climate at their respective schools?
3. What correlation, if any, is there between the principal's servant leadership and organizational success, as measured by student achievement?
4. What correlation, if any, is there between the principal's servant leadership and organizational success, as measured by student achievement when controlling for SES?
5. What correlation, if any, is there between principals' servant leadership and principal and teacher perceptions of organizational climate?
6. What correlation, if any, is there between principals' servant leadership and principal and teacher perceptions of organizational climate when controlling for SES?
7. Are there significant correlations between principals' and teachers' perceptions of organizational climate and organizational success, as measured by student achievement?
8. Are there significant correlations between principals' and teachers' perceptions of organizational climate and organizational success, as measured by student achievement when controlling for SES?
9. Have those schools with higher Servant Leadership Scores shown significant improvement in organizational success (student achievement as measured by the FCAT)

over the previous 3-year period during the principal's tenure?

Chapter 2: Review of the Literature

Introduction

This review of literature is intended to provide the reader with an understanding of the research done, to date, relating to the potential relationship between servant leadership behaviors of secondary school principals and school effectiveness, as measured by student achievement. Servant leadership has been the focus of limited research, particularly in the field of secondary public education. Given the current trend toward quantifying the progress of schools and of student achievement, it is critical that all possible factors that may contribute to increased school performance be thoroughly explored. School district leaders and building-level educational leaders need to improve student achievement continually if they are to meet the requirements of state educational evaluation programs as well as meet the annual yearly progress requirements of the NCLBA.

The increased focus on measurable outcomes, coupled with the advances in technology that enable improved quantification of research data, has fostered an increased emphasis on the study of leadership and its impact on learning outcomes in our public schools. School-based leadership faces increasing accountability and pressure, and leaders, according to Leithwood and Reihl (2003), are being “held accountable not only for the structures and processes they establish, but also for the performance of those under their charge” (p. 3). As stated by Leithwood and Riehl, although it

has not always been easy to measure student outcomes, and especially not to connect those outcomes to teacher or school leader performance [current technology] makes it possible to tie student learning outcomes more directly to teachers’ and school leaders’ performance. (p. 3)

Thus, the assumption is made that leadership may be a key ingredient in improving measurable educational outcomes, and research efforts to quantify such connections have increased. As Leithwood and Riehl (2003) stated,

Schools and school systems are under increasing pressure to perform. State and national achievement standards focused on ambitious learning for all children have changed the landscape of educational accountability. While the real intentions or likely results of such accountability systems may be questioned, their impact is inarguable. Pressure is being placed on actors at all levels, from students themselves to teachers, principals, and district leaders, to produce documented evidence of successful performance. (p. 4)

Yet most research to date in the area of educational leadership offers little conclusive data about exact causes of the educational outcomes attained by schools. As Leithwood and Jantzi (1999) concluded, “A significant challenge for leadership research is to identify those alterable conditions likely to have direct effects on students and to inquire about the nature and strength of the relationship between them and leadership” (p. 455).

Coupled with the increased accountability of schools is the current milieu of change in education; schools, like other organizations, face the constant of change. When organizations are relatively static, leadership is merely one factor that creates stability. However, when coping with ongoing change, organizations rely more heavily on leadership, particularly on new and different forms of leadership. Leithwood and Riehl (2003) stated,

The current situation in education . . . takes on many characteristics of ‘frontier cultures,’ which often require strong leaderships to provide coherent guidance,

and a sense of stability. These factors mirror the kinds of developments in the private business sector that have led to a new emphasis on leadership; they suggest that the institution of education is undergoing similar critical transformations and that it needs different forms of leadership. (p. 6)

Collier and Esteban (2000) indicated that “radical change is now the most pervasive feature of organizational life” (p. 207). In such a climate of change, according to Collier and Esteban, “Hierarchical organizational forms and bureaucratic control systems can be experienced as hindrances to . . . renewal,” (p. 207) and frequently command and control models are abandoned in order to provide the flexibility and creativity necessary to organizational survival and growth.

Collier and Esteban (2000) contended that systemic leadership is in line with two basic strands of leadership research in recent years. First, they cited the relations model of leadership that focuses on collaboration; stewardship; trust; and care (including Greenleaf’s, [1991] servant leadership). Secondly, Collier and Esteban indicated that systemic leadership blends with leadership’s role in “influencing direction and ensuring quality, performance and customer focus” in times of organizational change (p. 208). Collier and Esteban concluded that systemic leadership is effective because it fosters community, is deeply ethical, and offers creativity and autonomy while focusing on “the common good in its purposes and practices. . . . [Systemic leadership] also fosters emergence and organizational renewal, thus, ensuring the success and the effectiveness of generative organizations” (p. 213).

One of the basic premises of Greenleaf’s (as cited in Spears, 1995) servant leadership theory is that work exists as much for the person as the person exists for the work. Thus, Greenleaf (as cited in Spears, 1995) said, “The new ethic requires that

growth of those who do the work is the primary aim” (p. 57). Based on these ideas, the impact of servant leadership on organizational climate can be profound and may impact not only the workers in the organization but also the quality of their productivity, resulting in improved organizational output. Blanchard (1996) stated that when the hierarchical pyramid is turned upside down philosophically, the leader

works for [his or her] people in implementing visions and goals. . . . If you work for your people, your purpose as a leader is to help them accomplish their goals. The implementation job of leaders is to help people win by supporting them and removing barriers so that they can accomplish the goals that will make the vision become a reality. (p. 85)

De Pree (1989) stated that “the first responsibility of a leader is to define reality. The last is to say thank you. In between the two, the leader must become a servant and a debtor. That sums up the progress of an artful leader” (p. 11). By being a debtor, De Pree (1989) meant that leaders must

have an inclusive attitude [and] think of themselves as owing, at the very least, the following: space: a gift to be what I can be; the opportunity to serve; the gift of challenge: we don’t grow unless we’re tested (constraints, like facts, are enabling friends); the gift of meaning: not superfluous, but worthy; not superficial, but integral; not disposable, but permanent. (p. 68)

Principal Leadership

Who are school leaders? According to Leithwood and Riehl (2003), they can be described as

those persons, occupying various roles in the school, who work with others to provide direction and who exert influence on persons and things in order to

achieve the school's goals. Formal leaders--those in formal positions of authority --are genuine leaders only to the extent that they fulfill these functions.

Leadership functions can be carried out in many different ways, depending on the individual leader, the context, and the nature of the goals being pursued. (p. 9)

The National Association for Schools of Excellence (NASE) and the Northwest Regional Educational Laboratory (1999) in Portland, Oregon published a booklet entitled, *Leading America's Schools: The Critical Role of the Principal*. Reflecting on a systematic review of American education conducted over an 8-year period by the NASE, the NASE and the Northwest Regional Educational Laboratory indicated,

The criteria and concepts of what makes an effective school have been developed, but do we have the leadership to deliver to the American public? While everyone supports the idea that education is a team effort, it is imperative that the team be led by a strong and dedicated leader. No one person can have more of an impact on the school, the staff and the students than the building principal. No one is in a better position to effect more changes for good through personal example and inspiration. (p. 5)

In a review of leadership practices, Leithwood (2001) concluded that the training of school administrators is inadequate by virtue of the fact that

most of the formal models of leadership used to guide such training identify only the tip of the leadership iceberg, as compared with the full array of practices actually used by effective leaders. . . . Until more contextually sensitive (. . . considerably more elaborate and detailed) models of leadership are available, administrator preparation will be sorely incomplete. (p. 229)

According to Heck (1996), "The conceptualization of the principal's role has

evolved considerably over the past two decades from manager, to street level bureaucrat, change agent, instructional leader and, most recently, to transformational leader” (p. 74). Heck also stated that the importance of the principal is central and research studies “have detected positive indirect effects of principal leadership on school outcomes and school improvement efforts” (p. 74).

In one such study, Palmour (2000) explored the relationship between principal leadership orientation and student achievement in Ohio. Palmour stated,

The results of the data analysis support the relationship of the principal’s orientation to student achievement. The most positive correlation found in this study exists with those principals who were assigned an orientation label of symbolic. Symbolic principals were positively correlated at 99.87% with student achievement. . . . Symbolic principals are those whose behavior, and the intent behind that behavior, tends to operate from a role that values the human orientation, viewing culture, norms, beliefs, values, and rituals as important in developing relationships with those in the organization . . . [who] is concerned with the overall cultural orientation of the organization and directs his or her activities in an attempt to validate that culture and finds ways to best serve the needs of those involved. This type of leader seeks a shared sense of meaning with those in his or her organization as well as deeper purpose in his or her work. (pp. 48-49)

Palmour concluded that principal leadership and student achievement have a direct relationship when she indicated, “The results of this study also confirm that the relationship between principal leadership orientation and student achievement can be viewed as direct” (p. 49).

According to McLeod (2000), a qualitative study of the impact of the principal's culture-enhanced leadership behaviors on student achievement conducted at one middle school in South Carolina found that "leadership behaviors that model and communicate the school's mission and vision shape the institution" (p. 138). The importance of school culture and principal leadership were found to be critical ingredients in this study. McLeod stated, "Culture is indeed a key ingredient in effective schools. . . . Through culture-enhanced leadership behaviors, the principal can foster a harmonious learning environment--conducive to student success" (p. 139).

Day (2000) stated, "Although we know that school principals play a crucial role in schoolwide efforts to raise standards of teaching and learning, evidence of what makes successful leaders remains elusive" (p. 56). As stated by Leithwood and Riehl (2003), the growing body of research on the nature and impact of leadership, in general, "seems to conclude that leadership matters and suggests that the changing needs of educational systems can be met at least in part by improvements in leadership capacity and practice" (p. 6). In their research, Silins and Murray-Harvey (1998) examined factors contributing to effectiveness of senior secondary schools in Australia and concluded that "while the particular styles of leadership in a school may not have directly touched the lives of students, it certainly had an impact on the teachers, who indeed directly influence student performance" (p. 341). Silins and Murray-Harvey described a good school as one "where the leadership supports the teaching and where the teaching supports the students--in their own way all working towards a common goal: successful achievement outcomes" (p. 341).

Limited studies have been conducted to provide background information about servant leadership attributes of school leaders. In fact, Leithwood and Riehl (2003)

contended that “there are aspects of school leadership which may be significant, even crucial, for success, but that have not been the subject of much formal research” (p. 3). Leithwood & Jantzi (1999) stated that research on transformational approaches to school leadership has provided “evidence [suggesting] that transformational practices do contribute to the development of capacity and commitment. Much less evidence is available, however, about whether these sociopsychological effects actually result in organizational change and enhanced organizational outcomes” (p. 451). In a study of principals’ leadership behaviors in schools that included disabled students, Ingram (1996) concluded, “Principals who are highly transformational, as opposed to highly transactional, have a greater impact on teachers’ motivation to perform beyond expectations” (p. 425).

Cotton (2003) stated, “Much of the early research on the impact of the principal on student outcomes began and ended with the finding that a relationship exists” (p. 57). Cotton also indicated that subsequent research has shown that “while a small portion of the effect may be direct--that is, principals’ direct interactions with students in or out of the classroom may be motivating, inspiring, instructive, or otherwise influential--most of it is indirect, that is, mediated through teachers and others” (p. 58). Leithwood and Riehl (2003) concurred when they stated that leaders act

through and with other people or things . . . often their agency consists of influencing the thoughts and actions of other persons and establishing the conditions that enable others to be effective. . . . Thus, leadership effects on school goals tend to be mostly indirect. (p. 8)

Barnett, McCormick, and Conners (1999) conducted a study of school principals in Australia, examining transactional and transformational leadership attributes. Barnett

et al. found that although transformational leadership was associated with positive teacher outcomes (including satisfaction, extra effort, and perception of leader effectiveness), they also learned that “the transformational leadership behaviour [sic] of vision/inspiration had a negative association with teacher perceptions of intrinsic motivation for learning in students” (p. 43). They suggested that this negative association may be the result of teachers being expected to be more involved in schoolwide initiatives by a visionary school leader, thus, taking time and effort away from focusing directly on student achievement and outcomes.

The role of the principal as an instructional leader has been highly emphasized during recent decades. A study by Quinn (2001) revealed that “principals who are strong instructional leaders are a fundamental component in schools that embrace high levels of student engagement as the most effective medium to affect student achievement” (p. 462). In his conclusion, Quinn emphasized many aspects of leadership that are akin to servant leadership when he described effective principals and their practices:

Principals must create an atmosphere of trust and patience. Teachers need to know that their efforts are valued and appreciated. Principals need to build relationships. Teachers need to know that they are free to take risks without fear of penalty. Principals need to model the value of continual learning and the ongoing pursuit of success. Teachers need opportunities to collaborate and learn from each other. . . . Principals need to promote teacher participation and leadership. . . . High expectations should be the norm for students, teachers, administrators, parents, and all other stakeholders. Above all, students must be engaged, involved and excited about their own learning. (p. 462)

Hallinger and Heck (1996) conducted a review of the empirical research between

1980 and 1995 and found the impact of principal behaviors on student achievement to be indirect. According to Cotton (2003), their “work posits . . . the way principals’ behaviors affect students indirectly--through school policies and norms to the practices of teachers and on to the students” (p. 59). Hallinger and Heck counseled against assuming that such indirect impact by principals is less important or valuable and stated,

The fact that leadership effects on school achievement appear to be indirect is neither the cause for alarm or dismay. As noted previously, achieving results through others is the essence of leadership. A finding that principal effects are mediated by other in-school variables does nothing whatsoever to diminish the principal’s importance. (p. 39)

Through his research, Griffith (2003) also concluded that the effects of principal leadership are indirect: “Principal transformational leadership showed indirect effects, through staff job satisfaction, on both school staff turnover (negative) and school performance (positive)” (p. 349).

In their research on the effects of transformational leadership in schools, Leithwood and Jantzi (1999) determined that there were a variety of factors influencing student achievement, including family educational culture and school conditions in addition to principal leadership. Leithwood and Jantzi stated, “The present study hints at a far more complex set of interactions between leadership, school conditions, and family educational culture in the production of student outcomes [than the idea that influence flows in one direction, from leader to student]” (p. 471). Leithwood and Riehl (2003) concluded that, through both qualitative and quantitative research,

The impact of educational leadership on student achievement is demonstrable. Leadership effects are primarily indirect, and they appear to work through the

organizational variable of school mission or goals and through variables related to classroom curriculum and instruction. . . . Leadership variables do seem to explain an important proportion of the school-related variance in student achievement. (p. 13)

Schulman (2002) studied the effects of school leadership styles and school climate on student achievement and concluded, “Leadership is difficult to measure as a predictor of student achievement. The link between school principals and student achievement is highly complex and indirect” (p. 143). In yet another study of principals’ leadership style and student outcomes, Buehler (2000) concluded that

the degree to which a principal embraces the principles of a positive school climate and participatory management does not have a statistically significant relationship with the school’s ISAT [Illinois Standardized Achievement Test] results. . . . The results indicate that there are more significant factors affecting [student achievement] than simply the principal’s style of leadership. (p. 67)

In general, however, what factors can be said to help make principals effective as leaders? Good school leaders set direction by identifying and articulating a vision, foster group goals, and establish high performance expectations (Leithwood & Riehl, 2003). Effective leaders develop people by providing intellectual stimulation, support, and modeling (Leithwood & Riehl). Additionally, according to Leithwood and Riehl, “Successful educational leaders develop their schools as effective organizations that support and sustain the performance of teachers as well as students” (p. 20). These three categories of practices constitute the basic skills of school leaders. Leithwood and Riehl stated, “While mastery provides no guarantee that a leader’s work will be successful in a particular school context, lack of mastery likely guarantees failure. A successful leader

needs to do more but cannot do less” (p. 21). As Heck (1996) stated, “The principal’s role, therefore, is one key part of an organizational milieu emphasizing the importance of the school’s social and cultural context and its personnel in shaping organizational processes” (pp. 74-75).

What are some of the characteristics of school leadership in those schools which have shown demonstrable learning gains? As Leithwood and Riehl (2003) wrote, “Educational leaders maintain a clear and consistent focus on improving the core tasks of schooling--teaching and learning, and they accept no excuses for failing to improve student learning” (p. 25). Issues or variables that directly impact student achievement include such factors as class size; teacher expectations; student grouping; curriculum; and instruction, along with, according to Leithwood and Riehl, “instructional program coherence, teacher assignment and retention, and student retention and promotion policies. . . . School leaders can exert influence over each of these variables” (p. 25).

Successful school leadership focuses on goals related to teaching and student outcomes, and such leadership is a critical element of a school’s success. Yet, after an exhaustive study of research on educational leadership, Leithwood and Riehl (2003) concluded, “There are still many gaps in our knowledge about effective educational leadership” (p. 36).

Servant Leadership

In sign language, the sign for servant is holding one’s hands out in front with palms facing up and moving the hands back and forth between the signer and the signee. Rieser (1995) stated,

Sign language has the uncanny ability to cut through to the real meaning of a word. . . . In this case, the sign takes us back to powerful implications that servant

seems to have had four millennia ago--long before the word was reduced to mean a servile household drudge. . . . This simple gesture says some powerful things about trusting, being open, offering help, caring, and being willing to be vulnerable. It has a strong sense of mutuality; it connects us. The gesture evokes what I call the servant within, who is there to help and to serve both you and me. Not just you or me. Us. I have come to see this archetypal servant within as the key to my relationship with myself, with other humans, and perhaps with creation. (p. 49)

Greenleaf spent his career with AT & T, studying it as an organization from within. He retired at the age of 60 to begin his second career as a thinker and writer focusing on leadership. As stated by Frick and Spears (1996), "All his life, Robert Greenleaf was a seeker, not of titles or awards or money, but of inner strength" (p. 9). His ideas were simple, yet revolutionary and, in many ways, Greenleaf was well ahead of his time. Much of the current literature on leadership focuses on themes similar to, if not identical to those espoused by Greenleaf decades ago. In the introduction to a printing of Greenleaf's writings in 1996, the editors reflected this when Frick and Spears said, "The times are finally catching up with many of Greenleaf's ideas" (p. 3). According to Frick and Spears, any number of contemporary management and organizational thinkers emphasize "the importance of an ethical base for organizations, the power of trust and stewardship, and the personal depths that authentic leaders must honor as they empower and serve others" (p. 3). The growing interest in servant leadership continues to be evident, as written by Spears (1995), in "dozens of articles . . . [and] many books on the general subject of leadership reference servant-leadership as an important model for now, and in the future" (p. 13). Bowie (2000) concluded that "the notion of servant leadership

has become a classic in leadership literature” (p. 187), giving Greenleaf a permanent place among such leadership greats as James McGregor Burns, Warren Bennis, Peter Senge, Max De Pree, Peter Block, and Stephen Covey.

Frick and Spears (1996) wrote that throughout Greenleaf’s thinking “runs a common thread: a need, a searching that will permit a person to achieve a measure of serenity in a tradition-poor society” (p. 21). Greenleaf (as cited in Frick & Spears) posited that people are not trying to escape or avoid their obligations but rather have “a sharp need to learn to cope better with their circumstances, to feel more adequate with their total obligations” (p. 21). Thus, Greenleaf (as cited in Frick & Spears) believed we are each on a personal journey in which we seek meaning in our lives and attempt to find a basis for ethical decisions. Greenleaf (as cited in Frick & Spears) said that his work is the result of his own search

for a point of view, a way of working with my opportunities, the pursuit of which will build strength: strength to hope, strength to venture and create, strength to sustain my role as an active and effective person in contemporary life. (p. 23)

Greenleaf’s (1991) work contained a central thesis: People caring for one another and serving one another establishes the foundation of a good society. Yet, so much of what transpires in modern society takes place through large institutions rather than person to person. According to Greenleaf (as cited in Spears, 1995),

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 regenerative forces operating within them. (p. 40)

As organizations adopt the servant leadership model, they become flatter

organizations, removing much of the traditional hierarchical structure that has been the norm in recent decades. Individuals within the organization are empowered both to serve and to lead when the hierarchical pyramid is inverted. Spears (1995) stated that this approach “emphasizes the power of persuasion and seeking consensus” (p. 8) and, thus, according to Spears (1995), “encourages everyone to actively seek opportunities to both serve and lead others, thereby setting up the potential for raising the quality of life throughout society” (p. 12). The mutuality of the servant leadership paradigm creates a situation where people are both servant and leader depending on the circumstances in the organization. As Rieser (1995) stated, “We can be both servant and leader, and we serve each other no matter which we are” (p. 56).

In his account of first reading Greenleaf’s *Servant Leadership*, Senge (1995) stated the following:

I knew that this man understood something, something we have lost in our modern “transactional” society, where “what’s in it for me” is the assumed bedrock of all actions. We have lost the joy of “creating,” of working for something just because it needs to be done. In our frenzy to get something for ourselves, we have lost ourselves. We have doomed ourselves to a sullen, dull sort of life, full of the things we acquire and empty of any deeper happiness. We have forgotten that, as Robert Frost said, “All great things are done for their own sake.” To think that this reorientation of spirit might be a foundation for true leadership stunned me. Bob Greenleaf put a stake in the ground. He took a stand that resonates very deeply in many of us--I suspect in ways that we don’t even consciously understand. (pp. 220-221)

Blanchard and Hodges (2003) pointed out the critical difference between self-

serving leaders and servant leaders. One way to discern easily between a servant leader and a self-serving leader is to look at, according to Blanchard and Hodges,

how they handle feedback, because one of the biggest fears that self-serving leaders have is to lose their position. [They] spend most of their time protecting their status. If you give them feedback, how do they usually respond? Negatively. They think your feedback means that you don't want their leadership anymore.
(p. 17)

However, according to Blanchard and Hodges, servant leaders, viewing leadership as an act of service, “embrace and welcome feedback as a source of useful information on how they can provide better service” (p. 18).

Blanchard (1998) discussed the importance of the servant leader assisting those in the organization to become more efficient in their roles. Blanchard stated,

Effective servant-leaders in the future . . . will figuratively and literally turn the pyramid upside down and work side by side with their people in a supportive way. Their eventual goal is to help their people increase their skills to the point that they will be able to perform just as well when their leader is not there as when he or she is there. (p. 28)

Blanchard concluded,

That, to me, is what servant-leadership is all about: making goals clear and then rolling your sleeves up and doing whatever it takes to help your people win. In that situation, they don't work for you--you work for them. (p. 28)

Rolls (1995) discussed the deep personal change required for leaders to become truly transformational and stated, “Through self-reflection and change, leaders find a new place of truth within them that propagates service and connection” (p. 106). Clearly, there

are parallels between Burns' (1978) concept of transformational leadership and Greenleaf's (1991) servant leadership.

According to Marquardt (2000), the emphasis in servant leadership is not only on service to others but also on "a holistic approach to work, a sense of community, and shared decision-making power" (p. 236). As a result, servant leaders must relinquish the control that leaders in hierarchical organizations exercise to create an inclusive and collaborative atmosphere. They must respect and value others and their potential contributions, and, in order to do so, as stated by Marquardt, they must "be able to see their own values, backgrounds, and experiences and to recognize that thinking that one's own background or area of experience is superior to others can be a fatal flaw" (p. 236). Thus, the effective servant leader is one who welcomes input from a variety of perspectives and seeks to establish collective decision-making strategies and structures in the organization.

Trends in education have resulted in a movement away from the school leader as an authoritarian figure, with increased involvement in school governance by teachers, parents, and the students, themselves. The style of leadership exhibited by a leader grows out of that individual's unique set of personal values, and, according to Russell (2001), "Leader values significantly affect organizational performance. In order to establish sound leadership practices, leaders must first examine their own belief systems" (p. 81). It is the principal who remains the key individual at the school level with both the opportunity and the responsibility to create a positive organizational climate through effective leadership.

A study conducted in Australia compared the effectiveness of school leadership in three different secondary schools. According to Dinham et al. (1995), the study consisted

of a survey of teachers, students, parents, and businesses “within a representative range of nine comprehensive high schools and communities” (p. 37). Using data from the initial survey, a final survey was developed and data collection with this survey was completed in each of the schools by a team of six to eight researchers. These teams spent several days in the schools, observing, surveying, and gathering additional data where needed. The Dinham et al. concluded,

The leadership of each school, particularly that of the principal, had influenced school climate, educational performance and teachers, student and community satisfaction. However, leadership is also a two-way process and it was equally apparent that the behaviours [sic] of the leaders were also in part a product of the school environment and interactions with others. (p. 51)

Thus, evaluation of the impact of school leadership on climate must be tempered with the knowledge that there are factors other than the principal’s leadership style at work in the school environment.

A great deal has been written about relational leadership or the working relationships between leaders and followers. Cardona (2000) grouped relational leadership into three categories:

Transactional leadership: is the leadership defined by an economically based relationship. In this relationship the leader promotes uniformity by providing extrinsic (positive or negative) rewards to the collaborators.

Transformational leadership: is the leadership defined by a work-based relationship. In this leadership the leader promotes alignment by providing fair extrinsic rewards and appealing to the intrinsic motivation of the collaborators.

Transcendental leadership: is the leadership defined by a

contribution-based exchange relationship. In this relationship the leader promotes unity by providing fair extrinsic rewards, appealing to the intrinsic motivation of the collaborators, and developing their transcendent motivation. (pp. 203-204)

As stated by Cardona (2000), through relational leadership, the leader seeks to create

high value-added partnerships with his or her collaborators. These partnerships can go from a dyadic partnership in the case of a two-person relationship, to a cultural or political partnership in the case of the leader of an organization or political institution. (p. 204)

One important aspect of an effectively led organization is the empowerment of its people, causing them to genuinely believe that they are an integral part of the organization rather than peripheral. In such an organization, according to Bennis (1992),

Everyone feels he or she contributes to its success. Empowered individuals believe that what they do has significance and meaning. They live in a culture of respect where they can actually do things without first getting permission from some organizational parent figure. Empowered organizations are characterized by trust and systemwide communication. (pp. xiii-xiv)

One type of relational leadership that has received significant attention is servant leadership. Greenleaf (1991) defined the servant leader as one who is servant first. Greenleaf stated, "It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead" (p. 7). Individuals who are servant leaders make meeting the needs of their subordinates and the organization as a whole their highest priority. They lead by serving, by empowering individuals in the organization to reach their potential, and by engendering a sense of worth for all

individuals in the organizational setting. Typically, according to Covey (2002), “Servant leadership produces servant leadership in others. You don’t just serve, you do it in a way that makes [people] independent of you, and capable and desirous of serving other people” (p. 31). Because servant leaders seek to serve first, their leadership has depth and meaning, and such leaders model basic, yet, highly important human values. Such core values include the importance of the individual and demonstrating genuine caring, concern, and respect for others. Covey stated that servant leadership requires that leaders operate from moral authority: “The spirit of servant-leadership is the spirit of moral authority” (p. 31).

As an institutional model, servant leadership is being applied in a wide variety of organizations including for-profit businesses, not-for-profit organizations, churches, universities, health care organizations, foundations, and schools (Spears, 2002). As written by Spears (2002), this leadership model focuses on a “group-oriented approach to analysis and decision making as a means of strengthening institutions and improving society. It also emphasizes that the power of persuasion and seeking consensus is superior to the old top-down form of leadership” (p. 9).

The servant leader is typically committed to serving others through a cause or a movement that has humanitarian goals. Such a leader is guided by a vision, seeks to develop that vision in the followers, and, according to Williams (2002), usually “avoids the limelight and works behind the scenes, where the needs are the greatest and the rewards, when they come, are the most gratifying” (p. 67). Further, the servant leader is attuned to the inner qualities of intuition, foresight, perception, and awareness and utilizes them to assist in decision making. Williams stated,

The confident leader trusts these intuitive qualities and is guided by them

The servant-leader is sustained by, and draws strength from, an abiding faith-- faith in God, faith in self and others, faith in the vision and in the integrity of the cause. (p. 69)

According to Williams, walking by faith enables the servant leader to “remain centered in troubled times. Intuitive attributes are desirable in any leader, but the servant leader, in particular, listens to and believes in these inner qualities” (p. 69).

Yukl (2002) described the servant leader as one who “must stand for what is good and right, even when it is not in the financial interest of the organization. Social injustice and inequality should be opposed whenever possible” (p. 404). The role of the servant leader is, according to Yukl, to

empower followers instead of using power to dominate them. Trust is established by being completely honest and open, keeping actions consistent with values, and showing trust in followers. Greenleaf believed that followers of such leaders are inspired to become servant leaders themselves. . . . The result will be more people who serve as moral agents in society. (p. 404)

Russell and Stone (2002) utilized the literature to date to develop a practical model of the servant leader. Russell and Stone identified nine functional attributes, describing them as “the effective characteristics of servant leadership. They are identifiable characteristics that actuate leadership responsibilities. Each functional attribute is distinct, yet they are all interrelated. In some cases, the attributes reciprocally influence one another” (p. 146). Russell and Stone identified 11 additional characteristics that they classified as accompanying attributes of servant leadership; these are not secondary in nature but “appear to supplement and augment the functional attributes” (p. 147). Russell and Stone’s work is significant in that it provides the basis for further

research to “define and examine what personal values are commonplace among servant leaders. In addition, worthwhile research might determine if the values of servant leader correlate with excellent organizational performance” (p. 153).

Beyond the work of Russell and Stone (2002), others have conducted research in an effort to quantify servant leadership. Page and Wong (2000) described servant leadership this way:

Servant leadership is consultative, relational and self-effacing in nature.

Leadership is no longer the sole property of one person, the super hero who makes the decisions and tells others how to carry them out. Instead, we must think more of a collective approach in which leadership occurs among and through many people who think and act together on the entire process. (p. 107)

In addition, Wong and Page (2003) stated,

No one has ever questioned the value of SL [servant leadership]. Who can deny the benefits of having competent leaders who are also caring, honest and empower? However, many leaders . . . have questioned the practicality of implementing SL within their work environment. (p. 1)

How do power and servant leadership coexist and interact within the framework of leadership? Does a leader have to sacrifice power in order to be a servant leader?

Wong and Page’s (2003) answer was no, that “by definition, leaders possess various bases of power, without which no leader can function” (p. 2). Wong and Page explained,

The concern that servant leadership means giving up power stem[s] from the seeming oxymoron that one can be a humble servant and at the same time wield a big stick. This apparent contradiction in terms that can be easily resolved by recognizing that good leaders, including servant leaders, use a variety of powers;

they will resort to coercive power only in dealing with immature and irresponsible workers. (p. 2)

Another issue to be addressed is the concern expressed by some leaders that by adopting a servant leadership approach, they might lose their power base and, thus, the position of leader. Wong and Page (2003) concluded that leaders who fear loss of power and control as a result of using the servant leadership practices of sharing power and empowering others are afraid that

subordinates may use their new found freedom and power against the leadership.

In order to feel secure in their position, they resort to coercive tactics to keep subordinates under control. Paradoxically, [leaders who abuse power] soon discover that their potential to attract and influence followers actually decreases in proportion to their attempt to control through intimidation, deception and manipulation. (p. 2)

Wong and Page (2003) further described the paradox of servant leadership when they stated, “Leaders can actually increase their potential to influence through intentional vulnerability and voluntary humility, as demonstrated by Jesus, who made himself nothing, taking on the very nature of a servant” (p. 2).

Page and Wong (2000) noted that a means for measuring servant leadership is missing. Further, according to Page and Wong (2000),

If servant leadership is to become a sustainable reality, then there must be a reliable instrument developed for measuring the degree to which leaders lead with a servant’s heart and are regarded by their peers as living examples of servant leadership. (p. 109)

Page and Wong (1998, 1999) sought to remedy this void by developing two

assessment instruments; one is a self-assessment for leaders, and the other is intended to gather input about leadership attributes from others in the organization. They developed a Servant Leader Profile, consisting of 99 items and 12 subscales. As a result of a factor analysis performed on a large sample, consisting of 1,157 subjects, Wong and Page (2003) identified “8 factors: Leading, Servanthood, Visioning, Developing Others, Team Building, Empowering Others, Shared Decision Making, and Integrity” (p. 4). Further, Wong and Page stated,

Four of the 12 a priori factors failed to emerge, because items belonging to these four factors either double-loaded or spread across several un-interpretable factors, which considered one or two items only. The four eliminated factors were:

Humility, Caring for Others, Goal Setting, and Modeling. (p. 5)

The remaining eight factors, as written by Wong and Page (2003), “were similar to the SL characteristics developed by other researchers . . . [including] James Laud’s [sic] 66-item Organizational Leadership Assessment” (p. 5). Dennis and Winston (2003) conducted a factor analysis of Page and Wong’s (1998, 1999) servant leadership instrument, reducing the 99-item scale to 20 items yielding three basic factors: vision, empowerment, and service. Dennis and Winston stated that “the renewed emphasis in the field of organizational leadership on assisting leaders to measure their effectiveness as servant leaders has resulted in a renewed emphasis on the roots of [servant leader] values” (p. 458).

Laub (1999) conducted research intended to define servant leadership in terms of its characteristics and then to use those characteristics to design an assessment tool that can be used within organizations or teams to determine the presence of those characteristics. It is likely that an

instrument of this type will encourage the gathering of quantifiable data on this intuitively held leadership concept. (p. 7)

Laub's (1999) study focused on "three questions: How is servant leadership defined? What are the characteristics of servant leadership? Can the presence of these characteristics within organizations be assessed through a written instrument?" (p. iv).

The first part of Laub's (1999) research consisted of a "three-part Delphi survey . . . conducted with fourteen authorities from the field of servant leadership. The panel was asked to name and rate the characteristics of the servant leader" (p. iv). Those characteristics were then rated on a scale from *necessary* to *essential*, and the final survey results were utilized to construct the OLA instrument. Laub stated, "A significant ($p < .05$) decrease was found in the interquartile range between round two and round three, indicating a move toward consensus" (p. iv).

According to Laub (1999), the OLA was then field tested with a total of 80 items with a sample consisting of "828 people from 41 organizations representing various states in the U.S. and one organization from the Netherlands" (p. v). The reliability of the instrument was estimated at .98. Further, Laub stated,

One way ANOVA and correlation tests were run with demographic data and the OLA score and also with the job satisfaction score. A significant ($p < .01$) positive correlation of .653 was found between the OLA score and the job satisfaction score. A factor analysis revealed a two factor solution composed of organizational assessment items and leadership assessment items. Potential subscores were considered, but there is a high correlation between the scales; therefore use of the overall OLA score is recommended for research purposes. (p. v)

The culmination of Laub's work was the development of the OLA that ascertains the extent to which an individual in leadership is perceived by his or her subordinates to be exhibiting servant leader behaviors and characteristics.

Wong and Page (2003) described the OLA, developed by Laub (1999), as an instrument

designed to measure 3 perspectives: (1) the organization as a whole, (2) its top leadership, and (3) each participant's personal experience. The instrument covers six areas of SL characteristics: Value People, Develop People, Build Community, Display Authenticity, Provide Leadership and Share Leadership. (p. 5)

Laub's (1999) study

provides 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. The OLA was found to be a reliable tool for measuring servant leadership in organizations and will be useful for further research as well as diagnosis in organizations. (p. iv)

Dennis and Winston (2003) stated that Laub's (1999) research revealed that those with higher perceptions of job satisfaction as servant leaders had higher scores on the OLA, suggesting "that managers and workers would have higher levels of job satisfaction in servant leadership organizations resulting in higher organization performance" (p. 455). Their conclusion that higher productivity would exist in servant-led organizations is one worth exploring with additional research such as that undertaken by this researcher.

Recent leadership research has focused on values and moral purpose in leadership. Much of the discussion of moral leadership centers on qualities that are

central to Greenleaf's (1991) concept of servant leadership. Harris et al. (2003) stated,

Implicit in the idea of moral leadership is stewardship whereby people and institutions entrust a leader with certain obligations and duties to fulfill [sic] and perform on their behalf: in other words, the means by which leaders [establish their leadership.] Servant leadership is premised upon providing purpose for others and in giving certainty and direction to those who may have difficulty achieving it for themselves. (p. 20)

Sergiovanni (1996) stressed the importance of school leadership as leadership of a community and, in doing so, framed the concept of leadership in ways that are not dissimilar from servant leadership:

In most organizations members act to avoid penalties and get rewards.

Communities, however, are norm based rather than rules or rewards based. The social contract unites members in a common cause. It is this moral motivational characteristic of communities that requires a unique leadership for the schoolhouse. (Community Leadership section, ¶ 2)

Sergiovanni (1996) asserted that

at the root of school leadership we find a commitment to administer to the needs of the school as an institution by serving its purposes and those who struggle to embody them, and by acting as guardians to protect the institutional integrity of the school. The first roles of school leaders are ministerial ones. (Responsibilities of Leadership section, ¶ 1).

In analyzing the school leader's supervisory role, Sergiovanni (1996) explained, The word supervision . . . has a negative tinge that conjures up factory images of foremen checking up on workers. But supervision was originally a virtuous word

that referred to the carrying out of one's stewardship responsibilities--overseeing and caring for an institution such as a university, church, or school. When school leaders function as stewards, they are administrators rather than managers or executives, serving, ministering, and attending to rather than controlling or directing. As supervisors, school leaders act in loco parentis for students, ensuring that all is well for them while guarding and protecting the school's purposes and structures. . . . Supervision in communities implies accountability embedded in tough and tender caring. Principals care enough about the school and its values and purposes, the students they serve, the parents they represent, and the teachers upon whom they depend, that they will do whatever is necessary to protect school values and purposes and enable their accomplishment. (The Nature of Supervision section, ¶ 1-3)

Service to others and service to the school are concepts central to Sergiovanni's (1996) moral leadership as they are to Greenleaf's (1991) servant leadership.

Bennis (2002) described leaders of the future as individuals who have learned about themselves: "There's nothing like being a person of responsibility if you need a lesson about who you are. Nothing" (p. 102). Bennis (2002) contended that organizations are essentially reflections of their leaders and

effective leaders are all about creative collaboration, about creating a shared sense of purpose. A central task for the leader is the development of other leaders by creating conditions that enhance the ability of all employees to make decisions and create change. (p. 102)

Bennis' (2002) advice to those who seek to become good leaders was, Figure out what you're good at. Hire only good people who care, and treat them

the way you want to be treated. Identify your one or two key objectives or directions, and ask your coworkers how to get there. Listen hard and get out of their way. Cheer them. Switch from macho to maestro. (p. 102)

In many ways, Bennis' description of the leader of the future mirrors Greenleaf's (1991) servant leader; Bennis described a leader who seeks to empower members of the organization and to do so by meeting their needs and encouraging them as people.

According to Fraker (1995),

The first thing a [leader] must do to build a strong, successful organization is to internalize the belief that "people are first" . . . he or she must be willing to accept a change in roles from that of chief to one of *primus inter pares*, first among equals. . . . [The leader] must also acquire the ability to use and deal with power in such a way as to implement it "affirmatively to serve" . . . [and] fulfill the role of facilitating and fostering the leadership capabilities of others. (p. 46)

This theme of empowering individuals in the organization is central to servant leadership. Showkeir (2002) stated that power and its utilization are central to servant leadership and "if one is going to meet the 'best test' for servant leadership, then it is essential to actively and intentionally distribute organizational power" (p. 154).

Distributing power brings the organization to a place where it invites and engages participation rather than demanding compliance. According to Showkeir,

It gives each of us--who are the pure essence of the organization--accountability and responsibility for serving the business. This leads to an organizational capacity for concurrently managing the business demands, attaining greater marketplace results, and creating individual meaning we long for in our work. (p. 165)

Distribution of power, as described by Showkeir, can be equally as effective in a school setting as in a business organization. Similarly, then, distribution of power would result in more effective school management, improved academic results, and increased meaning for all members of the school community.

McGee-Cooper and Trammell (2002) posited that servant leadership is “a powerful methodology for organizational learning because it offers new ways to capitalize on the knowledge and wisdom of all employees, not just those ‘at the top’” (p. 144). As stated by McGee-Cooper and Trammell, sharing tools and information that have traditionally been reserved for those in upper management “brings deeper meaning to each job and empowers each person to participate more in effective decision making and creative problem solving. Individuals, thus, grow from being mere hired hands into having fully engaged minds and hearts” (p. 144). Further, according to McGee-Cooper and Trammell, this approach results in

true empowerment, which significantly increases job satisfaction and engages far more brain power from each employee. It also eliminates the “That’s not my job” syndrome, as each person, seeing the impact he or she has on the whole, becomes eager to do whatever it takes to achieve the collective vision. (pp. 144-145)

The nature of servant leadership results in paradoxes for leaders, particularly when viewing leadership through a more traditional lens. These paradoxes include the fact that leaders can be more effective by serving others, better answers can be reached by learning to ask probing questions and involving more people in the problem-solving and creative processes, strength and unity can be developed by valuing the differences among people and their views, quality can be improved by making mistakes and learning from them, and fewer words from a leader in the form of a metaphor or brief story can

often provide deeper understanding than a long speech (McGee-Cooper & Trammell, 2002).

Servant leaders practice their craft by listening without judgment, by being authentic, by building community, by sharing power, and by developing people (McGee-Cooper & Trammell, 2002). They may give up the exclusive hold on power exercised by a traditional leader, but, according to McGee-Cooper and Trammell,

Servant leaders find fulfillment in the deeper joy of lifting others to new levels of possibility, an outcome that goes far beyond what one person could accomplish alone. The magical synergy that results when egos are put aside, vision is shared, and a true learning organization takes root is something that brings incredible joy, satisfaction, and results to the participants and their organizations. (p. 150)

School Climate

The concept of organizational climate dates to the late 1950s when sociologists and those studying school environments were seeking to conceptualize the differences among various work environments. Hoy (1990) stated that school climate is “a broad term that refers to teachers’ perceptions of their general work environment; it is influenced by the formal organization, informal organization, personalities of participants, and the leadership of the school” (p. 151). Hoy also said that school climate is

the set of internal characteristics that distinguishes one school from another and influences the behavior of its members. . . . [It is] the relatively enduring quality of the school environment that is experienced by participants, affects their behavior, and is based on their collective perceptions of behavior in schools. (p. 152)

Hoy classified school climates as open in which the principal and faculty members are “genuine in their behavior” (p. 152) or closed, which is “the antithesis of the open climate” (p. 152).

According to Hoy (1990), the value of studying the climate of an organization and, specifically of a school, is that “healthy organizations deal successfully with disruptive outside forces while effectively directing their energies toward the major goals and objectives of the organization” (p. 153). Hoy analyzed school climate and identified four critical areas of leadership that directly impact school climate: “principal influence, consideration, initiating structure, and resource support” (p. 154). Principals who exercise their influence are those who influence the decisions of their superiors in ways that support their teachers. Hoy defined consideration as friendly, open behavior toward teachers. As stated by Hoy, initiating structure is defined as “both task- and achievement-oriented principal behavior” (p. 154). Finally, resource support is providing needed and requested materials for teachers.

Hoy (1990) emphasized the importance of studying climate as “useful for linking properties of schools with positive student effects, cognitive as well as affective outcomes. . . . Organizational climate provides a framework for the study of such other important organizational processes as leadership, motivation, decision making, and communication” (pp. 163-164).

A great deal of research has been conducted to examine the effects of school climate on school outcomes. One such study by Hoy and Woolfolk (1993) examined the relationships between two dimensions of teacher efficacy and the attributes of a healthy school climate, including institutional integrity; principal influence; consideration; resource support; morale; and academic emphasis. The researchers utilized a version of

the Organizational Health Index and a teacher efficacy scale and, then, analyzed the data using correlation and regression analysis. They concluded that teachers' personal attributes as well as their own perceptions of their school are critical in creating teachers' sense of teaching efficacy. Hoy and Woolfolk said, "We suspect that the relationship between efficacy and organization is reciprocal; climate affects a sense of efficacy, and efficacy affects perceptions of climate" (p. 365). They also noted finding that personal teaching efficacy was not related to high teacher morale. According to Hoy and Woolfolk, "Environments that are warm and supportive interpersonally may make teachers more satisfied with their jobs or less stressed, but they appear to have little effect on a teacher's confidence about reaching difficult students" (p. 366). Hoy and Woolfolk concluded,

A sense of personal teaching efficacy is a consequence of meeting instrumental needs and is unrelated to expressive relationships among teachers and administrators. Clearly, morale, job satisfaction, and the emotional support of coworkers are important to the psychological well-being of teachers, but apparently, these expressive qualities are not enough to give teachers the confidence that they can effectively teacher their most difficult students. (p. 369)

Yet, Hoy and Woolfolk (1993) emphasized that their research findings "underscore the significance of healthy organizational dynamics. The dimensions of institutional integrity, principal influence, and academic emphasis are especially important in supporting personal and general teaching efficacy" (p. 370). In an Australian study of schools as learning organizations, Silins and Mulford (2002) concluded that "teacher empowerment, leadership and learning are probably inextricably linked in a school committed to continual improvement. . . . Teacher satisfaction with the school

leadership team is a significant predictor of the extent of teacher involvement and engagement with the school and learning” (p. 442). Silins and Mulford went further in making the case for the link between teacher satisfaction and involvement and student engagement when they stated, “The strong influence of teachers’ work on student participation and engagement sends a clear message that what teachers do in the classroom reflects their own involvement and engagement with the school as a learning organization” (p. 444).

In a study of school climate and student achievement in Virginia middle schools, Parish (2002) found positive correlations between school climate and achievement on the state assessments in English and math. Further, according to Parish,

School climate is positively related to student achievement and collegial

leadership and teacher professionalism are strongly related to school climate ...

As researchers continue to refine the concept of organizational climate they need to continue to incorporate these two factors in the framework. (p. 67)

Parish also concluded that

schools in which parents and community members actively participate in school programs and respond to the needs of schools are more likely to produce higher achieving students. In this study, teachers saw this involvement as a positive part of school climate. (p. 70)

Parish also noted that strong independent effect of SES of students on their achievement and although educators cannot change the SES of their student population, they can seek other ways to change the climate of their schools, and thus improve student outcomes.

Servant leadership can contribute significantly to creating a positive, organizational climate. When an organization is employee-driven, the employees find

meaning and satisfaction in their work. Leadership that focuses on meeting the needs of an organization's internal customers (employees) results in employees serving the external customers (students, parents, and community at large) more effectively.

According to Ruschman (2002) businesses such as Southwest Airlines promote a culture that supports people. Whenever possible, the company hires for attitude and behavior rather than skills, and recognizes and rewards achievement. Leaders of Southwest treat people as they would want to be treated, value people as individuals, and promote from within. (p. 131)

As stated by Ruschman (2002), research showed that by 2008, there will be an estimated 161 million jobs for 155 million workers. This means that keeping good people will be more important than ever. The new economics dictates that customers and employees will need to be the center of management concern, or these same customers and employees will find work and products elsewhere. (pp. 137-138)

Servant leadership may, thus, be far more than a "touchy-feely" concept. Ruschman stated,

It is an integrated way of serving all people involved within an organization. It takes a good deal of risk-taking and tenacity, and a high degree of trust, to make the changes that will foster a servant-led organization. (p. 139)

Yet the advantages of being a servant-led organization are many and, according to Ruschman, "Include higher productivity, lower turnover and retention costs, higher quality products and services, more highly qualified employees, and more innovation" (p.139). Melrose (1998) stated,

I believe the best model for leadership is that of a servant-leader, who leads by

serving the needs of people. A servant-leader doesn't do others' jobs for them, but rather enables others to learn and make progress toward mutual goals. When a leader creates an environment for personal growth, people rise to their potential and beyond. (p. 295)

Servant leadership, exercised in an organization, requires the development of ethical behavior. Fraker (1995) wrote, "It is impossible to separate Greenleaf's concept of servant-leadership practice from ethical practices in business; they are inextricably linked" (p. 38). An individual leader's own development and nurturing of others are critical in developing both an ethical organization and a positive, supportive climate within that organization. The nature of an organization flows from the leader to the individuals in the organization. As Fraker stated,

If the individuals are more caring and serving, the organization also will become more caring and serving. . . . It all begins with the individual leader putting people first. It requires revisions in thinking about organizations, leadership, competition and cooperation, communications, and relating to others. But this quest for ethical . . . behavior, individually and corporately, will ultimately result in making the world a little better place in which to live and to work. (pp. 47-48)

Leadership plays a vital role in creating a learning organization, in which all strive to improve their skills and performance continually as well as who they are as people. De Pree (1997) described learning organizations as

vital organizations [that] have adopted an attitude of lifetime learning, and they help their members make everyday learning a reality in their lives. The nourishment of individuals lies at the heart of vitality in organizations, and the nourishment of individuals begins with the opportunity to learn. (p. 105)

In a true learning organization, members are nurtured and encouraged to continually learn and improve, both professionally and personally.

According to Spears (1996), Executive Director of The Robert K. Greenleaf Center for Servant-Leadership in Indianapolis, “Servant-leadership emphasizes increased service to others; a holistic approach to work; promoting a sense of community; and the sharing of power in decision making” (p. 33). Spears (1996) described the servant leadership paradigm as one that

encourages everyone to balance leading and serving within their own lives. For people who are in leadership positions, it reminds us that our primary responsibility is in serving others. For people who are in follower positions, it encourages us to look for situational opportunities to provide leadership. The end result of this moving back and forth between leading and following is to enhance our lives as individuals, and to raise the possibilities of our many institutions. (pp. 33-34)

According to Youngs (2002), “The keys to effective servant leadership within an organization [sic] are relationships and a people-centered [sic] leadership style” (p. 5). When a servant leader creates an atmosphere of openness and caring, followers respond in kind. The servant leader in a school setting models genuine caring for his or her faculty. Teachers who know that they are respected, valued, and included in decision making may be more likely to have positive feelings about their school and the importance of their role in it. This may correlate to improved quality of instruction and, thus, an increase in student learning and achievement. As Sergiovanni (1995) asserted, “Where schools today are failing, it is not because they don’t have enough projects or programs, but because they have lost the human touch” (p. 49).

A critical element in the success of a school is the motivation of teachers to improve their craft and their skills continually. According to Kouzes and Posner (1995), “Any leadership practice that increases another’s sense of self-confidence, self-determination, and personal effectiveness makes that person more powerful and greatly enhances the possibility of success” (p. 184). Dondero (1997) conducted research on organizational climate and teacher autonomy and concluded that

a climate that affects the organization in a positive manner provides an environment in which members enjoy extremely high *esprit*. . . . The principal facilitates the accomplishments of teacher tasks while at the same time provides an environment that permits friendly relationships. In the environment, teachers obtain job satisfaction and are sufficiently motivated to overcome difficulties and frustration, working things out, and to keep the organization moving forward. The teachers are proud to be associated with this organization. (p. 220)

Thus, we might conclude that the school leader who effectively motivates the faculty would be more likely to see greater schoolwide improvement and success.

Rafferty (2003) studied communication between principals and teachers in secondary schools and found that “there is substantial evidence that indicates a direct and positive correlation between overall organizational climate and communication as perceived by organization members in their workplace” (p. 67). A fundamental assumption made by Rafferty is “that school improvement, reform, and excellence are directly related to what teachers do and think. Their importance to the organization and the effectiveness of schools cannot be overstated” (p. 50). Rafferty concluded that there is a “positive relationship between school climate and upward communication patterns, and . . . that school climate can be improved by increasing upward communication

opportunities to influence the day-to-day aspects of school life” (p. 68).

Research conducted by Parish (2002) focused on organizational climate in Virginian middle schools and student achievement on the Virginia Standards of Learning Tests and yielded some very interesting findings. According to Parish, “School climate was positively correlated with middle school student achievement on Virginia’s assessments in English and math” (p. 63), and these findings are consistent with other studies focusing on student achievement and school climate (Hoy, 1990; Hoy & Woolfolk, 1993).

Student Achievement

The role of the principal in influencing student achievement is one that has been studied extensively. Classroom research has consistently shown that teacher expectations have direct bearing on student learning. In addition, Hallinger and Leithwood (1998), researchers of teacher expectations, found that “principals play a key instructional leadership role by shaping teachers’ attitudes concerning students’ ability to master school subject matter. Thus, one way principals can influence student achievement is through raising teachers’ expectations for student learning” (p. 140).

In discussing effective schools, Sergiovanni (1999) asserted,

Perhaps the most important quality in an effective school is its character.

Considering school character is no different from considering individual

character. When we think of leaders with character, our thoughts point to

integrity, reliability, moral excellence, a sense of purpose, firmness of conviction,

steadiness, and unique qualities of style and substance that distinguish these

persons. Key to this list of characteristics is the importance of substance,

distinctive qualities, and moral underpinnings. Leaders with character anchor their

practice in ideas, values, and commitments, bring their practice distinctive qualities of style and substance, and can be trusted to be morally diligent in advancing the integrity of the enterprises they lead. . . . School character is important because it is linked to effectiveness. School effectiveness can be broadly defined as achieving higher levels of pedagogical thoughtfulness, developing relationships characterized by caring and civility, and achieving increases in the quality of student performance. The relationship between school character and this definition of school effectiveness has been well documented.

(Schools of Character section, ¶ 1-4)

Character contributes to the development of both social and academic capital in a school. Social capital is developed when there is a spirit of cooperation and relationship in the school. As a result of this social capital, students feel connected to their school and have a sense of purpose there. Sergiovanni (1999) stated, “When students have access to social capital they find the support needed for learning” (Schools of Character section, ¶ 4).

Sergiovanni (1999) wrote that schools develop academic capital when they become “focused communities that cultivate a deep culture of teaching and learning. The rituals, norms, commitments, and traditions of this culture become the frame work that motivates and supports student learning and development” (Schools of Character section, ¶ 5). To build and to support a school’s development as a community, leadership, according to Sergiovanni (1999),

should be idea based . . . [such] leadership calls on everyone--teachers, parents, and students--to join the principal in accepting responsibility for what happens in the school. As ideas and common commitments are shared, so is leadership . . . leadership . . . that is distinctly moral. (Implications for Leadership section, ¶ 2)

Sergiovanni (1999) paraphrased a conversation with an individual, Glen Olds, with whom he spoke at a conference of the International Network of Principals' Centers in Alaska in 1993 when he stated,

The problem with today's leadership is that principals are being called upon by their districts and by the state to succeed rather than to serve – when in fact, the way to succeed as a leader is to serve. Serve what? The answer, I think, is ideas . . . that not only point the way but link teachers, students, parents, and principals together as threads in a fabric composed of reciprocal role responsibilities and moral commitments. (Implications for Leadership, ¶ 1)

Sergiovanni (1999) concluded,

Followership in a school is high when personal attractiveness of the leader and shared commitment to ideas and values are high. . . . With ideas at the center and bureaucratic matters and personality pushed to the periphery, school character grows and the ingredients are right for academic and social capital to do their work by raising levels of civility, decency, caring, academic focus, and student success. The sine qua non in this chain of events is moral leadership and moral responsiveness--first from the principal and eventually as an interdependent part of the school's culture. (Implications for Leadership section, ¶ 4)

More recently, Greenfield (2004) stated that “the idea of moral leadership holds much promise for enabling school administrators to lead in a manner that can best help teachers develop and empower themselves to teach and lead in the context of external pressures to reform schools” (p. 174). Greenfield also said, as a result, there has been increased interest in “studying values, ethics, and the moral dimensions of educational leadership” (p. 174). As a result of his study of research on moral leadership in education,

Greenfield states that “the personal qualities of school administrators have a big impact on what they do, how they do it, and how well they do it” (p. 190). Further, according to Greenfield, research underscores “the critical influence of organizational values on administrators and teachers and on leading and managing” (p. 190). Greenfield concluded that research offers “convincing empirical evidence of the importance of the personal and the sociocultural dimensions of leading in schools, and the interrelatedness of administrators’ values and beliefs, language and action, and managing and leading behaviors” (p. 191). Greenfield further noted, “It is possible to study such phenomena empirically, and that the results of such studies can add meaningfully to the field’s knowledge base” (p. 191).

Sergiovanni’s (1999) discussion of the principal’s role in providing moral leadership and serving the community by leading the establishment of core values and purposes is not in conflict with Greenleaf’s (1991) concept of servant leadership. Moral leaders of schools are focused on the good of the school community, rather than on their own gain or power. Their purpose is to serve the community by serving the ideas that promote the best interests of the individual stakeholders as well as the community as a whole. Such leadership results in the development of a true sense of community and common purpose; moral and servant leadership result in improved school climate. Sergiovanni (1999) asserted that there is a clear relationship between school character and school effectiveness and that effective schools “achieve increases in the quality of student performance” (1999, Schools of Character section, ¶ 4).

An examination of the impact of a principal’s leadership on student achievement in one specific school focused in large measure on the instructional role of the principal. Yet the conclusion supports the importance of the role of the principal in terms of not

only student achievement but also teacher job satisfaction, which has direct bearing on student achievement. According to Epps (2002),

This study suggests that this principal employed strategies that created an environment that helped to improve student achievement and teacher job satisfaction. . . . The study also stresses that the principal does not improve achievement alone. The principal must delegate authority and empower teachers so that they may become leaders. (p. 92)

Epps clearly described a leader who was employing at least some of the characteristics of a servant leader as he sought to empower the teachers on his staff.

In a study of the relationship of principal leadership orientation to student achievement, Palmour (2000) found that the data supported the correlational relationship between principals' "symbolic" leadership orientation and student achievement:

Symbolic principals were positively correlated at 99.87% with student achievement. . . . Symbolic principals were those whose behavior, and the intent behind that behavior, tends to operate from a role that values the human orientation, viewing culture, norms, beliefs, values, and rituals as important in developing relationships within the organization. The symbolic leader is concerned with the overall cultural orientation of the organization and directs his or her activities in an attempt to validate that culture and finds ways to best serve the needs of those involved. This type of leader seeks a shared sense of meaning with those in his or her organization as well as a deeper purpose in his or her work. (pp. 48-49)

The symbolic leader described by Palmour is not unlike Greenleaf's (1991) servant leader, particularly with regard to such areas as seeking to create a shared sense of

purpose, serving the needs of those in the organization, developing human relationships within the organization, and seeking meaningful purpose in one's work.

Herbst (2003) conducted a study of servant leadership in public schools with the goal of determining whether there was a higher degree of servant leadership being practiced by the leaders of those schools where there were better student outcomes based on such factors as the FCAT scores and learning gains as well as attendance, dropout, and critical incident rates. He further considered such contextual variables as principal tenure, socioeconomic status, ethnicity, and school size. As a result of correlational analyses of the data, Herbst concluded that "positive relationships were found to exist between servant leadership and student achievement" (p. vii) and concluded that "in schools where greater degrees of servant leadership are being practiced, students are achieving at a higher rate than in schools where [sic] lower degrees of servant leadership are being practiced" (p. vii). Herbst's findings "lent 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" (p. vii).

Conclusion

Clearly the research conducted to date revealed a wide range of factors that influence the organizational effectiveness of schools. Student achievement is certainly influenced by socioeconomic factors that are beyond the control of school leaders. Yet, some school leaders have created effective learning climates in lower socioeconomic schools. Overall, the research has shown the effects of principal leadership on student achievement to be largely indirect, yet sufficiently significant, to warrant further investigation.

Organizational leadership, in general, has paid greater attention to Greenleaf's (1991) ideas about servant leadership in recent years. The principles of servant leadership have been applied in a wide range of organizational settings and have been proven to be quite effective. Yet, their application in the field of education has been limited as has the systematic study of their effectiveness in those schools where they are being applied. Thus, there is a clear need to conduct research to evaluate servant leadership as a potential factor in creating a more effective learning environment in schools.

Chapter 3: Methodology

Introduction

This correlational research study was conducted to examine two main variables: servant leadership behaviors, including characteristics of school principals, and organizational success (as demonstrated through student achievement test scores). A concomitant focus was to examine the correlation between servant leadership behaviors of the principal and the school climate. The level of student achievement, measured by FCAT results for the school, served as the primary criterion variable. The servant leadership behaviors of the school principal comprised the predictor variable.

Participants

An invitation to participate in this study was mailed to 39 middle school and 25 high school principals in four Florida districts (Seminole, Osceola, Polk, and Manatee) (see Appendix B). Schools and their respective principals were chosen based on tenure. Only principals with at least 3 years tenure at their current schools were selected for the initial mailing. Background information about this researcher and a brief description of the study was provided to each prospective principal participant.

Participation by a minimum of six middle school and six high school principals and their respective faculties was to serve as the sample. Initially, the principals of eight middle schools and four high schools agreed to participate. To utilize a participating school's data, at least 20% of the faculty members, including the principal, had to complete and to return the survey. A total of eight schools had sufficient response rates to be included as part of the sample. Participants included principals and their respective faculties in seven middle schools and one high school in Florida; the total number of potential faculty participants was 656. Participation by principals was voluntary; those

who chose to participate agreed to actively encourage maximum participation by their respective faculties. Eight principals and 240 faculty members constituted the sample for the study.

Survey Instrument

This OLA, a research-based survey instrument, was selected to measure servant leadership and organizational climate (see Appendix A). The focus of the OLA is the nature of the principals' leadership and the climate in each school, as perceived by both the principal and teachers. The OLA was chosen for several reasons. First, its development involved a three-part Delphi survey conducted with 14 authorities in the field of servant leadership. Subsequently, the OLA was field tested to establish its reliability (.98). According to Laub (1999), further analysis showed a positive correlation "between the OLA score and the job satisfaction score . . . [and] a factor analysis revealed a two factor solution composed of organization assessment items and leadership assessment items" (p. 2).

Another key reason for selecting the OLA was that the research behind it was more broadly focused than that of Page and Wong (2000). Laub's (1999) efforts concentrated on the impact and potential of servant leadership in secular organizations, making the instrument relevant to the public school setting being studied by this researcher. Finally, the OLA was developed to provide insights not only about the servant leader but also about teacher perceptions of school climate. The instrument was utilized to ascertain individual principals' servant leadership characteristics and behaviors and how both teachers and principals perceived the school climate.

Procedures

Eight middle school principals and four high school principals indicated a

willingness to participate in the study. Each principal's designee received a cover letter providing instructions for distribution, collection, and return of the survey materials (see Appendix C). Each faculty member's packet included an Informed Consent Letter, a cover letter (see Appendix D), and the survey instrument. Each principal received a cover letter (see Appendix E), an Informed Consent Letter, and the survey instrument. Each faculty survey was coded to identify the respondent's school, and the principal's survey was coded so as to enable identification as the principal's response.

Principals and their faculties completed the OLA, providing data regarding their perceptions of school leadership and school climate. These data would enable this researcher to gain input and insight from principals and faculties of schools where the current principal had served in that capacity for a minimum of 3 years. The materials were sent to each principal's designee in a packet containing a cover letter addressed to the principal's designee including directions and a deadline for the return of the surveys as well as a postage-paid return envelope. Each faculty survey included a brief letter of explanation and directions for completion of the survey, along with an Informed Consent Letter and directions for returning the survey to the principal's designee.

FCAT scores were obtained from the Florida Department of Education for the spring administrations of the test in 2002, 2003, and 2004 to enable this researcher to analyze gains in student achievement. Schools were categorized by SES by utilizing data obtained from the Florida Department of Education indicating the percentage of students receiving free or reduced-price lunch. For statistical purposes, schools were grouped in two SES categories: one with schools that had more than 25% of its students receiving free or reduced-price lunch and the other that had 25% or fewer of its student population receiving free or reduced-price lunch.

Assumptions

In conducting this study, the researcher made the assumption that each school's FCAT scores are a valid means of measuring student achievement as well as of measuring changes in such achievement levels, compared to previous academic years. Further, the assumption was made that the survey respondents provided their honest evaluation of the leadership and climate of their school based upon the assurances of the researcher of complete anonymity and confidentiality. Finally, it was assumed that the utilization of two categories of SES based on percentages of students receiving free or reduced-price lunch is a valid means for establishing SES categories for the purposes of this study.

Limitations

There are several limitations that may have impacted this research study. First, the sample of schools was limited to the state of Florida, and the sample consisted of seven middle schools and one high school. A broader sample of schools could well provide more reliable data. Further, this researcher was required to use the OLA instrument without any changes or adaptations (J. A. Laub, personal communication, October 6, 2003). Additional questions might have assisted in the interpretation of the data. For example, it would have been valuable to have known how long teacher respondents had been teaching at their respective schools as well as how many years of teaching they had completed in their careers. Finally, inclusion of some open-ended questions would have enabled this researcher to gain further insight into the responses of the participants in the sample.

Chapter 4: Results

Introduction

The purpose of this study was to investigate the relationships between the concepts of servant leadership and student achievement in secondary schools. The study also examined relationships between servant leadership and school climate and between school climate and student achievement. Further, the data were examined controlling for SES to determine whether servant leadership; school climate; and student achievement showed statistical relationships independent of the SES of the surveyed schools.

The sample for this study consisted of seven middle schools and one high school in Florida whose principals had been in their current leadership positions for a minimum of 3 years and who were willing to participate in the study. Principals and faculty members were asked to complete a 60-question survey (the OLA). Principals designated an individual (typically an assistant principal) who distributed, collected, and returned the surveys to this researcher. In this study, student achievement was measured by the FCAT, utilizing a sum score based on the percentages of students receiving a score of 3 or higher (on a scoring scale of 1 to 5). The data for student achievement on the FCAT were gathered from the Florida Department of Education and included test results for FCAT administration in the spring of 2002, 2003, and 2004. The percentage of students scoring a Level 3 or above (on a scale of 1 to 5) for each part of the test (math, reading, and writing) were totaled. The FCAT Sum Score was, thus, established for each school for each of the academic years ending in 2002 through 2004.

The Servant Leadership Score was established by totaling responses of Questions 1 through 54 of the OLA (Laub, 1999). A School Climate Score was established for each participating school by utilizing Questions 55 through 60 of the OLA.

The data to establish the SES of the schools were obtained from the Florida Department of Education and were based on the percentage of the students who receive free or reduced-price lunch. For statistical purposes, schools were divided into two categories of SES: one had more than 25% of its student population receiving free or reduced-price lunch and the other had 25% or fewer of its students receiving free or reduced-price lunch.

The research questions were as follows:

1. To what extent do school principals exhibit servant leadership behaviors and attitudes in their leadership based on their own perceptions and as perceived by their respective faculty members?
2. How do principals and teachers perceive the organizational climate at their respective schools?
3. What correlation, if any, is there between the principal's servant leadership and organizational success, as measured by student achievement?
4. What correlation, if any, is there between the principal's servant leadership and organizational success, as measured by student achievement when controlling for SES?
5. What correlation, if any, is there between principals' servant leadership and principal and teacher perceptions of organizational climate?
6. What correlation, if any, is there between principals' servant leadership and principal and teacher perceptions of organizational climate when controlling for SES?
7. Are there significant correlations between principals' and teachers' perceptions of organizational climate and organizational success, as measured by student achievement?
8. Are there significant correlations between principals' and teachers' perceptions

of organizational climate and organizational success, as measured by student achievement when controlling for SES?

9. Have those schools with higher Servant Leadership Scores shown significant improvement in organizational success (student achievement as measured by the FCAT) over the previous 3-year period during the principal's tenure?

Results

The data gathered from the OLA were quantified in the following manner. Questions 1 through 54 were totaled to establish a Servant Leadership Score for each school's leader. The survey responses (on a Likert scale of 1 to 5) were totaled, creating a total score for each school out of a total possible score of 270.

The Climate Score was determined by using the OLA response for Questions 55 through 60. Again, the total (out of a possible 30) was established per school. FCAT scores were quantified using data obtained from the Florida Department of Education. The percentage of students scoring a Level 3 or above (on a scale of 1 to 5) for each part of the test (math, reading, and writing) were totaled. The FCAT Sum Score was thus established for the academic years ending in 2002 through 2004.

Utilizing SPSS software, an analysis was run to determine the Pearson's Correlation Coefficient for each of three correlations: Servant Leadership Score and Student Achievement (FCAT); Servant Leadership Score and Climate Score; and Climate Score and Student Achievement (FCAT). Each relationship was then analyzed again, controlling for SES. The results are described below.

First research question. To what extent do school principals exhibit servant leadership behaviors and attitudes in their leadership based on their own perceptions and as perceived by their respective faculty members? Servant Leadership Scores in the eight

schools ranged from 190.04 to 219.34 out of a possible 270.00 points.

Table 1 shows the Servant Leadership Score for each of the schools in the sample. Servant Leadership Scores are presented in numeric form (out of a total of 270.00 possible points) and as percentages (of 270.00). Table 1 also shows the Servant Leadership Scores for each of the schools in the sample, along with those scores expressed in percentages. Additionally, it shows each individual principal's response, expressed both numerically and as a percentage.

Table 1

Servant Leadership Scores

School code	Principals' response--SLS	Principals' response--SLS (%)	SLS	SLS (%)
M1	242	89.63	217.67	80.62
M2	230	85.19	214.24	79.35
M3	221	81.85	195.83	72.53
M4	230	85.19	190.04	70.34
M6	250	92.59	217.67	80.62
M7	260	96.30	214.24	79.35
M8	236	87.41	195.83	72.53
H3	220	81.48	219.34	81.24

Note. SLS = Servant Leadership Score; Scores and percentages are out of 270.

Second research question. How do principals and teachers perceive the organizational climate at their respective schools? Climate Scores for the eight schools

ranged from 22.16 to 26.36 out of a total possible score of 30.00.

Table 2 shows the Climate Scores of each of the schools in the sample, along with those scores expressed in percentages. Additionally, it shows the individual principals' responses, expressed both numerically and as percentages.

Table 2

Climate Scores

School code	Principals' response--CS	Principals' response--CS (%)	CS	CS (%)
M1	30	100.00	26.36	87.87
M2	23	76.67	24.50	81.67
M3	23	76.67	22.65	75.50
M4	26	86.67	22.16	73.87
M6	30	100.00	22.88	76.27
M7	NR	NA	22.96	76.53
M8	30	100.00	22.50	75.00
H3	25	83.33	25.52	85.07

Note. CS = Climate Score; NR = no response; NA = not applicable; Scores and percentages are out of 30.

Third research question. What correlation, if any, is there between the principal's servant leadership and organizational success, as measured by student achievement? The data depicted a positive relationship between the servant leadership of the principal and organizational success as represented by student achievement on the 2004 FCAT ($r = .348, p < .05$).

Fourth research question. What correlation, if any, is there between the principal's servant leadership and organizational success, as measured by student achievement when controlling for SES? The data showed a significant correlation between the Servant Leadership Score and the 2004 FCAT Sum Score for those schools with more than 25% of their students receiving free or reduced-price lunch ($r = .660, p < .05$). In participating schools with a student population receiving free or reduced-price lunch of 25% or less, the correlation was also significant ($r = .610, p < .05$).

Fifth research question. What correlation, if any, is there between principals' servant leadership and principal and teacher perceptions of organizational climate? When analyzing the data without controlling for SES, the data showed a strong correlation between the Servant Leadership Score and the School Climate Score ($r = .712, p < .05$).

Sixth research question. What correlation, if any, is there between principals' servant leadership and principal and teacher perceptions of organizational climate when controlling for SES? In schools with more than 25% of their students receiving free or reduced-price lunch, the data indicated a strong correlation between Servant Leadership Score and School Climate Score ($r = .664, p < .05$).

The data also revealed a strong correlation between servant leadership of principals and school climate in schools with 25% or fewer students receiving free or reduced-price lunch ($r = .794, p < .05$).

Seventh research question. Are there significant correlations between principals' and teachers' perceptions of organizational climate and organizational success, as measured by student achievement? When analyzing the data for all schools without controlling for SES, the data indicated a moderate correlation between School Climate Score and 2004 FCAT Sum Score ($r = .188, p < .05$).

Eighth research question. Are there significant correlations between principals' and teachers' perceptions of organizational climate and organizational success, as measured by student achievement when controlling for SES? For schools with 25% or more students receiving free or reduced-price lunch, the data indicated a strong correlation between School Climate Score and 2004 FCAT Sum Score ($r = .760, p < .05$). However, the data indicated no significant correlation ($r = .003, p > .05$) for those schools with 25% or fewer students receiving free or reduced-price lunch.

Ninth Research Question. Have those schools with higher Servant Leadership Scores shown significant improvement in organizational success (student achievement as measured by the FCAT) over the previous 3-year period during the principal's tenure? The data for Servant Leadership Scores and FCAT Sum Score Changes are contained in Table 3. The school with the highest Servant Leadership Score posted an overall change in the FCAT Sum Score of -0.5%.

The two schools that had the next highest Servant Leadership Score both posted gains (5.1% and 1.6%). However, the highest gain posted by any of the schools in the FCAT Sum Score (7.8%) was the school with one of the lower Servant Leadership Scores (195.83). Thus, there appears to be no clear pattern of Servant Leadership Score and FCAT Sum Score Change.

Conclusions

Significant relationships were revealed in this research study. Servant leadership clearly correlated with both student achievement and school climate. Further, school climate correlated significantly with student achievement in schools with lower SES. These findings provide the basis for further discussion of this study and recommendations for possible future research.

Table 3

Servant Leadership and Gains in Student Achievement

School code	Servant leadership score	FCAT sum score change (in points)	FCAT sum score change (%)
M1	217.67	+10	+5.1
M2	214.24	+4	+2.1
M3	195.83	0	0.0
M6	217.67	+3	+1.6
M8	195.83	+14	+7.8
M7	214.24	+9	+3.9
M4	190.04	-3	-1.4
H3	219.34	-1	-0.5

Note. FCAT = Florida Comprehensive Assessment Test.

Chapter 5: Discussion

Introduction

Servant leadership is a concept first introduced by Greenleaf (1991) focusing on the importance of the facilitative and servant role of the organizational leader. According to Greenleaf, the servant leader is one whose first priority is meeting the needs of his or her followers. Servant leadership has been successfully applied in business, theological, and higher education organizations in recent decades and has become a topic of increasing interest and discussion among contemporary leadership theorists. Yet, minimal research has been conducted to determine the effectiveness of servant leadership in the public school setting. At a time when district leaders are under increasing pressure to improve student outcomes, servant leadership may be one ingredient in the evolving overall recipe for school improvement.

It seemed logical to this researcher that a public school leader whose first priority is to meet the needs of his or her faculty would foster a positive school climate and greater gains in student achievement. A correlational study was conducted to examine relationships between two main variables: school principals' servant leadership attributes and organizational success, as measured by student achievement on the FCAT. The data were also analyzed to examine relationships between servant leadership of principals and organizational climate in the schools. The level of student achievement, as measured by FCAT results for each school, served as the criterion value. The servant leadership (or lack thereof) comprised the predictor variable. Correlational analyses were conducted across the schools as well as controlling for SES, based on the percentage of students receiving free or reduced-price lunch.

The OLA, a research-based survey instrument, was utilized for this study.

Developed by Laub (1999), the OLA provided input and insight from the principals and faculties of middle schools and high schools in selected Florida public school districts. The focus of the OLA is the nature of the principals' leadership and the climate in each school, as perceived by both the principal and teachers. Data for student achievement were compiled by utilizing FCAT results data from the Florida Department of Education. SES was determined using data from the 2002-2003 School Accountability Report, generated by the Florida Department of Education.

Discussion

The purpose of this research study was to determine whether significant correlations existed between servant leadership behaviors and characteristics of school principals and organizational success, as measured by student achievement. Additionally, correlations between servant leadership of principals and school climate were examined. Data were analyzed as a whole and then, controlled for SES. Results are discussed herein by examining the data relevant to each research question.

When examining the extent to which school principals exhibit servant leadership behaviors and attitudes in their leadership, the participating schools exhibited a range of Servant Leadership Scores from a low of 190.04 to a high of 219.34 (out of a total possible Servant Leadership Score of 270.00). Expressed as percentage scores, these Servant Leadership Scores ranged from a low of 70.34% to a high of 81.24%. The data are represented in Table 4.

Significant differences between the principals' views of their leadership attributes and the views of their faculties are evident in the data shown in Table 4. The overall Servant Leadership Score included input from each principal, yet, there was a marked difference between the overall Servant Leadership Score for each school and the

individual principal's response. With only one exception, principals indicated a much higher estimation of their own servant leadership attributes than did their faculties. Interestingly, the principal of the school with the highest Servant Leadership Score (School H3) responded with a self-score of 220 (81.48%), whereas the overall Servant Leadership Score was 219.34 (81.24%). This near match in scores reflects a realistic self-evaluation by this principal and is also reflective of his servant leadership.

Table 4

Faculty and Principal Views of Servant Leadership

School code	Principals' response--SLS	Principals' response--SLS (%)	SLS	SLS (%)
M1	242	89.63	217.67	80.62
M2	230	85.19	214.24	79.35
M3	221	81.85	195.83	72.53
M4	230	85.19	190.04	70.34
M6	250	92.59	217.67	80.62
M7	260	96.30	214.24	79.35
M8	236	87.41	195.83	72.53
H3	220	81.48	219.34	81.24

Note. SLS = Servant Leadership Score; Scores and percentages are out of 270.

With regard to organizational climate, the principals' perceptions were once again higher than those of their respective faculties. Three of the principals' responses gave them 100.00% on the Climate Score, whereas their faculties' responses ranged from

75.00% to 87.87%, respectively. Again, the principal of school H3 responded with a Climate Score more closely matched to the faculty's estimation as quantified in the overall Climate Score. The data are depicted in Table 5.

Table 5

Faculty and Principal Views of School Climate

School code	Principals' response--CS	Principals' response--CS (%)	CS	CS (%)
M1	30	100.00	26.36	87.87
M2	23	76.67	24.50	81.67
M3	23	76.67	22.65	75.50
M4	26	86.67	22.16	73.87
M6	30	100.00	22.88	76.27
M7	NR	NA	22.96	76.53
M8	30	100.00	22.50	75.00
H3	25	83.33	25.52	85.07

Note. CS = Climate Score; NR = no response; NA = not applicable; Scores and percentages are out of 30.

Other studies have similarly shown principals' perceptions of their own behaviors to be significantly different from the perceptions of their faculty members. Schulman (2002) reported that "principals' perception of their own behavior as being supportive . . . was significantly greater than the teachers' perception of principals' supportive behavior [and] teachers perceived principals as more restrictive than principals perceived themselves exhibiting this same behavior" (p. 138).

The correlation between Servant Leadership Score and student achievement (2004 FCAT Sum Score) was significant ($r = .348, p < .05$). This correlation was stronger when controlling for SES and reflected the well-established relationship between SES and student achievement (Coleman et al., 1966; Leithwood & Jantzi, 1999; Nicholson, 2003; Parish, 2002). When controlling for SES, the data revealed an interesting relationship between the Servant Leadership Score and the 2004 FCAT Sum Score. In lower SES schools, the data indicated a strong relationship between the Servant Leadership Score and the 2004 FCAT Sum Score ($r = .660, p < .05$). In higher SES schools, the data also indicated a strong correlation between the Servant Leadership Score and the 2004 FCAT Sum Score ($r = .610, p < .05$). In what became known as the Coleman Report (Coleman et al., 1966) concluded that there is a definite relationship between SES and student achievement. The Coleman Report as well as subsequent research firmly established the significance of SES as a factor in student achievement (Coleman et al.; Leithwood & Jantzi; Nicholson; Parish), which explains the strong correlation between the Servant Leadership Score and the 2004 FCAT Sum Score when controlling for SES in this research study.

The correlation between the Servant Leadership Score and perceptions of organizational climate, as expressed in the Climate Score, is quite pronounced ($r = .712, p < .05$). This would indicate that the servant leader principal creates a more positive organizational climate, resulting in teachers feeling more positive about their work and the work environment. Research supported the importance of climate in creating efficient and effective organizations (De Pree, 1997; Fraker, 1995; Kouzes & Posner, 1995; Melrose, 1998; Ruschman, 2002; Spears, 1996; Youngs, 2002). When applying the importance of organizational climate to the field of education, research by Hoy and

Woolfolk (1993) found that “healthy organizational dynamics [are] important in supporting personal and general teaching efficacy” (p. 370). Reflecting the value of school climate to the educational process, additional research has underscored the importance of school climate vis-à-vis teacher effectiveness and student learning (Hoy, 1990; Dondero, 1997; Parish, 2002; Rafferty, 2003; Sergiovanni, 1995; Silins & Mulford, 2002).

When controlling for SES, the correlation between Servant Leadership Score and Climate Score was more pronounced ($r = .794, p < .05$) in higher SES schools. In lower SES schools, the correlation between the Servant Leadership Score and Climate Score was lower but also significant ($r = .664, p < .05$). This may be the result of servant leadership having somewhat less impact in those schools with greater challenges stemming from the lower socioeconomic makeup of the student body.

The relationship between Climate Score and 2004 FCAT Sum Score for all schools was statistically significant ($r = .188, p < .05$). However, the data revealed that school climate bore only a marginal relationship to student achievement except when controlling for SES. Again SES demonstrated its importance statistically. When controlling for SES, the relationship between Climate Score and 2004 FCAT Sum Score was quite strong for lower SES schools ($r = .760, p < .05$). However in higher SES schools, the correlation was negligible ($r = .003, p < .05$). From these data, School Climate was revealed to be a more critical factor in lower SES schools where there may be more limited parental and community involvement and where scarce resource are an inherent problem.

Finally, the data were examined to determine whether those schools with higher Servant Leadership Scores had shown significant improvement in organizational success

(student achievement as measured by the FCAT) over the previous 3-year period of the principal's tenure. As shown in Table 6, there were no clear patterns evident to enable this researcher to link servant leadership to improved student achievement over the previous 3 years of the principals' tenure. Although school H3 had the highest Servant Leadership Score (219.34 raw score; 81.24%), it posted a negative change in FCAT Sum Scores over the 3-year period. In contrast, School M8 revealed the highest gain in FCAT Sum Scores over the same 3-year period (+ 14; + 7.8%), whereas survey results indicated one of the lowest Servant Leadership Scores (195.83 raw score; 80.62%).

Table 6

Servant Leadership and Gains in Student Achievement

School code	Servant leadership score (raw score)	Servant leadership score (%)	FCAT sum score change	FCAT sum score change (%)
M1	217.67	80.62	+10	+5.1
M2	214.24	79.35	+4	+2.1
M3	195.83	72.53	0	0.0
M6	217.67	70.34	+3	+1.6
M8	195.83	80.62	+14	+7.8
M7	214.24	79.35	+9	+3.9
M4	190.04	72.53	-3	-1.4
H3	219.34	81.24	-1	-0.5

Note. FCAT = Florida Comprehensive Assessment Test.

Conclusions

Although the results of this research did not lend themselves to definitive conclusions about the relationship between servant leadership and organizational success (student achievement on FCAT) in secondary schools, there are valuable inferences that can be drawn from the data. The strong correlation between servant leadership and school climate is an indication of the important value of servant leadership in an educational setting. The clear relationship between the influence of the principal's servant leadership behaviors and attributes and the school climate revealed the potential of the servant leader to influence positively the way teachers feel about their work and their school. This correlation was strong both across the schools and controlling for SES, indicating that servant leadership may be a significant asset in developing a positive school climate. This research study and its resulting data warrant consideration of the inclusion of servant leadership as a component in educational leadership training, induction, and development programs.

The correlation between servant leadership and student achievement (represented by the 2004 FCAT Sum Score) was strongest when controlling for SES. The correlation was significant ($r = .348$ $p < .05$) for all schools, but was strongest when controlling for SES ($r = .610$, $p < .05$ in high SES schools and $r = .660$, $p < .05$ in lower SES schools). A great deal of research has supported the relationship between SES and student achievement (Coleman, et al., 1966; Leithwood & Jantzi, 1999; Nicholson, 2003; Parish, 2002). Thus, it is no surprise that the correlations in this study became significantly more pronounced when controlling for SES. Similarly, in the present study, SES was a stronger correlate to student achievement (2004 FCAT Sum Score) than to the Servant Leadership Score. This again reflected the established relationship between SES and student

achievement. The data in this research study clearly indicate the value of servant leadership as part of the prescription for improving student academic outcomes.

The relationship between organizational or school climate and student achievement (2004 FCAT Sum Score) was less significant when analyzing all schools in the sample ($r = .188, p < .05$). When controlling for SES, the relationship was negligible ($r = .003, p < .05$) in higher SES schools. Yet, the correlation was quite significant ($r = .760, p < .05$) in lower SES schools, signaling the importance of creating a positive school climate in lower SES schools.

Finally, schools in the sample with the highest rate of servant leadership did not necessarily demonstrate the highest gains in student achievement. There seemed to be little relationship between gains in student achievement and principals who were servant leaders, yet, one must remember that leadership is but one of many variables influencing student achievement in the secondary school setting.

Implications

This correlational study of servant leadership in secondary schools in the state of Florida yielded valuable insights. Although no clear evidence existed to show that servant leadership had a direct relationship to increases in student achievement over the past 3 years in the sample schools, there were strong correlations between servant leadership and achievement on the 2004 FCAT in these schools. Based on the data, servant leadership also strongly correlated with a positive school climate. Thus, one can conclude that servant leadership may contribute to an improved learning atmosphere for students when teachers feel more satisfied with their workplace. The indirect effect of school leadership on student achievement has been well documented (Buehler, 2000; Cotton, 2003; Hallinger & Heck as cited in Cotton, 2003; Heck, 1996; Leithwood, 2001;

Leithwood & Jantzi, 1999; Leithwood & Riehl, 2003; McLeod, 2000; Palmour, 2000; Quinn, 2001; Schulman, 2002; Sergiovanni, 1999; Silins & Murray-Harvey, 1998). This study of servant leadership in secondary schools similarly revealed relationships among variables that would imply that the effects of school leadership on student outcomes are indirect but important nonetheless.

The data further indicated a strong correlation between positive school climate and 2004 FCAT Sum Score for lower SES schools, revealing the significant relationship between school climate and student achievement in schools facing challenges inherent in lower socio-economic communities. In higher SES schools, the data revealed that climate had little relationship to student achievement. Thus, whereas a positive work environment and school climate are worthwhile developing in any school, emphasis on school climate should be a priority in lower SES schools where it can play a role in fostering gains in student achievement.

Suggestions for Future Research

Longitudinal studies of secondary schools might provide data that would prove useful in understanding whether servant leadership correlates to student achievement over time, and whether such correlations consist of direct or indirect relationships. Qualitative research studies would also prove useful in providing detailed information about servant leadership in secondary school settings that could be linked to quantitative data about gains in student achievement in those schools.

Although more research focusing on servant leadership is being conducted, there have been few studies focusing on servant leadership in the field of public education. As more such research is undertaken, increased understanding about the implications of this style of leadership will be gained. As the calls for school accountability increase, such

research will further add to the body of knowledge, enabling public educators to meet the challenges of the 21st century, providing an ever-improving system of education for our children.

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Appendix A

The Organizational Leadership Assessment

The Organizational Leadership Assessment

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

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

Section 1

In this section, please respond to each statement as you believe it applies to **the entire organization** 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 <i>important</i>					
18	Work to maintain positive working relationships					
19	Accept people as they are					
20	View conflict as an opportunity to learn & grow					
21	Know how to get along with people					

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

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

Section 2

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

Managers/Supervisors and Top Leadership in this		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 <i>below</i> them in the					
24	Allow workers to help determine where this organization is					
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 <i>important</i> decisions					

30	Provide the support and resources needed to help workers meet					
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 in the organization 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					
42	Provide opportunities for all workers to develop to their full					
43	Honestly evaluate themselves before seeking to evaluate others					

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

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

Managers/Supervisors and Top Leadership in this	1	2	3	4	5
44 Use their power and authority to benefit the workers					
45 Take appropriate action when it is needed					
46 Build people up through encouragement and affirmation					
47 Encourage workers to work <i>together</i> rather than competing					
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					
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

In viewing my own role in the organization ...		1	2	3	4	5
55	I feel appreciated by my supervisor for what I contribute to the					
56	I am listened to by those <i>above</i> me in the organization					
57	I receive encouragement and affirmation from those <i>above</i> me in					
58	I trust the leadership of this organization					
59	I am respected by those <i>above</i> me in the organization					
60	In this organization, a person's <i>work</i> is valued more than their					

Appendix B

Principal Invitation to Participate Letter

1491 Hampstead Cove
Oviedo, FL 32765
March 22, 2004

Principal
A Middle or High School
School Street
A City, FL

Dear _____,

I am a doctoral candidate at Nova Southeastern University in the Organizational Leadership program, specializing in Educational Leadership and Technology.

My dissertation topic, a correlational study of leadership qualities of principals, organizational climate, and student achievement, will require me to gather data from school principals and faculties. Having received approval for my research study in your district, I am writing to request your participation, which would involve completion of a brief survey by you and your teachers.

All information (including names of districts and schools) will be kept strictly confidential and all surveys will be labeled with either "Principal" or "Faculty Member" and "School A (or B, C, D, etc.)" to ensure the anonymity of each respondent as well as of each school and district.

In your busy schedule, I hope you can find a moment to review the attached documents. They include my resume and a copy of the Organizational Leadership Assessment, which will be utilized as the survey instrument in my research.

Your assistance in this study would be greatly appreciated. As a school-based educator, I am aware of the demands placed on all school personnel and will be mindful of that when I survey your faculty. The survey will require each individual to answer just sixty questions using a Likert scale of 1 (strongly agree) to 5 (strongly disagree).

I believe that the results of this study may be useful to our profession as we seek to improve student outcomes. It will be my pleasure to share my findings with you.

Thank you in advance for your participation and assistance in my research.

Sincerely yours,

Wendy E. Lambert
Doctoral Candidate
Organizational Leadership
Nova Southeastern University
welambert@cfl.rr.com

Appendix C

Principal-Designee Cover Letter

1491 Hampstead Cove
Oviedo, FL 32765
March 22, 2004

Assistant Principal
A Middle or High School
Florida School District
School Street
A City, FL

Dear _____,

I am a middle school social studies teacher in Seminole County and a doctoral candidate at Nova Southeastern University in the Organizational Leadership program, specializing in Educational Leadership and Technology.

My dissertation topic, a correlational study of leadership qualities of principals, organizational climate, and student achievement, requires me to gather data from school principals and faculties. I have received the support of your superintendent in my request to survey principals and faculties of secondary schools where the principal has had at least three years tenure at his or her school.

Please find the survey materials for your faculty enclosed. In order for this study to be ethically sound and to avoid possible bias, I would appreciate your distributing the surveys to the faculty. Each faculty member should receive one of the off-white colored packets, which contains a cover letter, informed consent, and a survey. Your principal should receive the grey colored packet. Please assure your faculty that all information (including names of districts, schools, and individual teachers) will be kept strictly confidential and will not be identified in the final report.

Your assistance in this study is greatly appreciated. I fully recognize your busy professional schedule. Distributing, collecting, and mailing the surveys back should take only a short amount of time. The data resulting from the surveys is important, and may provide new insights into the principal's role in increasing student achievement.

When you distribute the packets, please provide faculty with a target date to return the surveys to you. You know your faculty and its needs best and are in the best position to establish the timeframe for survey completion. To ensure inclusion of your school's survey data in my study, I would appreciate your returning the principal and faculty surveys to me in the enclosed self-addressed stamped envelope(s) no later than April 30th.

Thank you in advance for your assistance in my research.

Sincerely yours,

Wendy E. Lambert
Doctoral Candidate
Organizational Leadership
Nova Southeastern University
welambert@cfl.rr.com

Appendix D
Teacher Cover Letter

1491 Hampstead Cove
Oviedo, FL 32765
March 22, 2004

Teacher
A Middle or High School
Florida School District
School Street
A City, FL

Dear Colleague,

I am a middle school social studies teacher in Seminole County and a doctoral candidate at Nova Southeastern University in the Organizational Leadership program, specializing in Educational Leadership and Technology.

My dissertation topic, a correlational study of leadership qualities of principals, organizational climate, and student achievement, requires me to gather data from school principals and faculties. I have received the support of your superintendent in my request to survey principals and faculties of secondary schools where the principal has had at least three years tenure at his or her school.

I would appreciate your completing the enclosed teacher survey at your earliest convenience. Please seal the envelope and return it to the individual who has been designated by your principal to return the surveys to me. The timeliness of your response will enable me to utilize the data gathered from you and your colleagues at your school in my research. Please be assured that all information (including names of districts, schools, and individual teachers) will be kept strictly confidential and will not be identified in the final report.

Your assistance in my research is greatly appreciated. I fully recognize your busy professional schedule. The data resulting from the surveys is important, and may provide new insights into improving educational leadership and increasing student achievement.

Thank you in advance for your valuable input.

Sincerely yours,

Wendy E. Lambert
Doctoral Candidate
Organizational Leadership
Nova Southeastern University
welambert@cfl.rr.com

Appendix E
Principal Cover Letter

1491 Hampstead Cove
Oviedo, FL 32765
March 22, 2004

Principal
A Middle or High School
Florida School District
School Street
A City, FL

Dear _____:

Thank you for your willingness to participate in my research. Attached please find your principal survey. The survey materials for your school have been sent directly to your designee, ensuring the ethical and objective reliability of the data gathering process. Please be assured that the surveys are anonymous and all information (including names of districts, schools, and individual teachers) will be kept strictly confidential.

Your assistance in this study is greatly appreciated. I fully recognize the busy professional schedules of both school administrators and teachers. The sixty question survey will require a short time to complete but may yield data of great importance to educational leaders by providing new insights into the principal's role in increasing student achievement. I would be happy to provide you with a copy of my final report should you so desire.

To ensure inclusion of your school's survey data in my study, I would appreciate the surveys being returned to me in the self-addressed stamped envelope I have provided to your designee no later than April 30th.

Again, my thanks.

Sincerely yours,

Wendy E. Lambert
Doctoral Candidate
Organizational Leadership
Nova Southeastern University
welambert@cfl.rr.com