SERVANT LEADERSHIP IN MISSISSIPPI PRIVATE CHRISTIAN SCHOOLS:

A CORRELATIONAL STUDY OF

SERVANT LEADERSHIP AND JOB SATISFACTION

By

Michele Morgan Morton

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ABSTRACT

Name: Michele Morgan Morton

Date of Degree: May 11, 2013

Institution: Mississippi College

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Major Professor: Dr. Tommye C. Henderson

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Robert Greenleaf defines servant leadership as a leader who is servant first. The

leader's desire is to serve, and then a choice is made to lead while serving. A servant

leader looks to meet the needs of others, helping them grow and become whole.

The instrument used to measure servant leadership was the Servant Organizational

Leadership Assessment (OLA), developed by James A. Laub. Laub describes servant

leadership as a paradigm shift in one's thinking about the reason for leading, the

responsibility of the leader, and the possibilities of those being led. It is a shift in thinking

because a leader has to ask, "Who am I following?" A Christian leader makes the

decision to follow Jesus.

In Mississippi, 17 Christian schools with 436 participants agreed to take the OLA. The

OLA measured organizational health and servant leadership and correlated job

satisfaction in these 17 schools. Servant leadership is the style of choice by Jesus;

therefore the expectation is that leaders within these Christian schools practice servant leadership. The data revealed to what extent the schools are operating in servant leadership and how that level of servant leadership influenced the job satisfaction of the teachers in those schools.

All 17 schools that participated in the survey produced moderate, to optimum organizational health levels. These levels indicated strong servant leadership characteristics perceived and practiced in the schools by leaders and/or teachers. The data also supported that all 17 schools have job satisfaction levels of either good or very good. Out of the six constructs embedded in the OLA, displays authenticity held the lowest score in the majority of schools.

This research was conducted using quantitative measures. Additional qualitative measures could add to this research. Qualitative data gathered through interviews with administrators and teachers in the schools could help to explain the strengths and weaknesses in the schools.

Key words:  servant leadership, Mississippi, Christian schools, Jesus, OLA, regression model, displays authenticity

DEDICATION

    This dissertation is dedicated to my family of 12, which covers three generations. First to my daughters, Abby and Sarah, and son-in-law, Sujan, who have been my inspiration from the beginning. Next, my sons, Marcus, Garrison, Joel, and John David who have provided encouragement along the way. To Max, my husband, who dedicated much of his time to pray for me, held my hand, and cheered me across the finish line. To my grandchildren Rohan, Emory, and Nikhil, who have kept me focused on servant leadership for the next generation. Finally, to my Father God, who put it in me to serve and lead like Jesus.
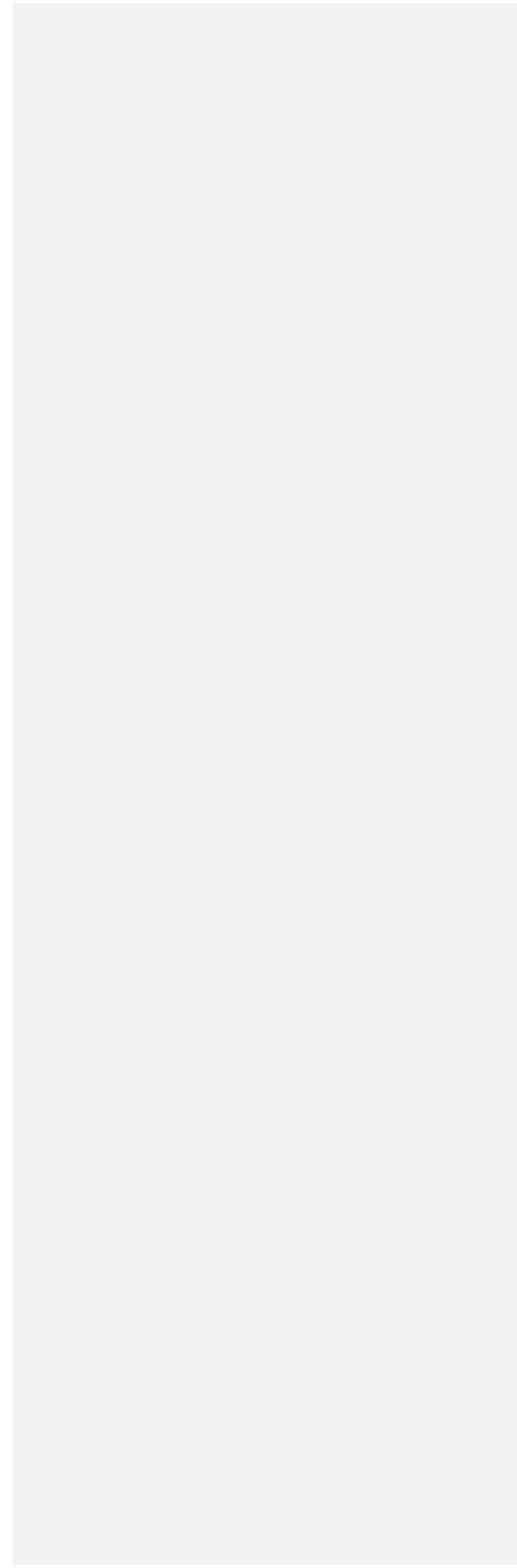
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# CHAPTER I

## INTRODUCTION

### Servant Leadership and Its Beginnings

Do leaders today count how many people are following them or do they take note of how many people they are serving? Leadership and leadership styles have been the topic of many studies and articles for over fifty years. Servant leadership was coined in 1970 by Robert Greenleaf and drew attention not only to a new name in leadership, but also to a new focus. Servant leaders intentionally look to meet the needs of others first with leading as the second focus. Greenleaf (1977) said, "Leadership style development is an evolving process in which the characteristics of a leader are the result of constant personal growth and commitment to the growth of others." The transformation of a person or an organization is not an easy task, especially when the change has to come from within the individual as is the case in servant leadership (Stramba, 2003). Russell and Stone (2002) list a litany of authors that affirm that the primary motive for servant leaders is to serve, adding validity to the standard definition of servant leadership.

Although the term servant leadership surfaced in the 20$^{st}$ century, it is an ancient art. In the Bible,

> Jesus states, whoever desires to be great among you, let him be your servant. And whoever desires to be chief among you, let him be your servant; even as the Son of Man did not come to be served, but to serve, and to give his life a ransom for many (Matthew 20:26-28, MKJV).

Another Scripture reiterates this same thought. Mark 10:45 is used in an article by Harrington (2006) to draw the image of a servant. This leadership style was instituted by Jesus of Nazareth in the Bible. Servant leadership was the method Jesus used to show concrete evidence that he was committed to live out what was written in the Word of God. He expressly stated, "…I do not seek my own will, but the will of my father who has sent me" (John 5:30, MKJV). His focus was bringing the kingdom of heaven to earth, specifically voiced through a prayer he prayed in Matthew 6:10 (Blanchard & Hodges, 2005).

Jesus was born during the Greco-Roman era - an era where rulers ruled and slaves served. Jesus' statement, 'slave to all,' differed from the reality of slaves of his day having one master. The picture Jesus conveyed was the Master is slave to all. He had come to serve, not to be served. Leadership guru, John Maxwell (1994) says, "True leadership must be for the benefit of the followers, not the enrichment of the leaders."

Servant leadership, taught and demonstrated over 2000 years ago by Jesus, has resurfaced with fervor in businesses and education, as well as in religious organizations. Even though servant leadership was initially directed towards the Jewish nation through Jesus, it is advocated as the style for Christians who follow Jesus today. Bowman (2005) declares servant leadership forces educators out of their heads and into their hearts.

Laub (1999), who developed an instrument to measure servant leadership called the Servant Organizational Leadership Assessment (OLA), defines servant leadership as a style of leadership. He describes it as a paradigm shift in one's thinking about the reason for leading, the responsibility of the leader, and the possibilities of those being led.

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Commented [WU1]: No, I do not define it as a style, but as a mindset, a paradigm, a way of thinking about leadership. My actual definition is "an understanding and practice of leadership that places the good of those led over the self- interest of the leader.

It is a shift in thinking because a leader has to ask, "Who am I following?"  A Christian leader makes the decision to follow Jesus. That decision encompasses Jesus' heart, testing motivation and intent. Next, it involves Jesus' head, believing what he believes and recognizing his role as a servant leader. Thirdly, it includes the hands of Jesus, the part of a leader that implements actions precluded by this thought, "What would Jesus do?" Lastly, leading like Jesus embraces the habits of Jesus which include, but are not limited to, solitude for reflecting, prayer for talking to God, studying and applying biblical principles, embracing and responding to God's unconditional love, and connecting with supportive relationships (Blanchard & Hodges, 2005).

If there is a puzzle piece missing in the schools today, Rshaid (2009) says it is spirituality.  Spirituality is not another curriculum, class, or idea for schools to implement, but it is fostering the character of the individual educator. The terms spirituality, personal development, and exploration of the inner self are freely interchanged at St. Andrew's Scots School where Rshaid is headmaster. Wholeness for the child - making the child whole - is best realized through leaders who are looking to serve others first and to lead second.

Foundational to tapping into the essence of leading like Jesus is embracing a life purpose of loving God and loving and serving people. The Scripture in Matthew 20:26 (MKJV) reads, "…but whoever desires to be chief among you let him be your servant." The difficulty here is leaders focus on the word chief, because the word servant seems to be in opposition to leading. It is true that servant leadership is one style of leadership among many, but for Christian leaders it should be the chief leadership style choice.

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Servant leaders develop as changes take place in the heart, whereas most other leadership styles are measured by outward behavior. One main difference that sets servant leaders apart in learning to lead like Jesus is the direction servant leaders are going. True servant leaders are seeking first the kingdom of God (Blanchard & Hodges, 2005).

At Mississippi College, a Christian University, the mission statement reads, "pursuit of academic excellence, intellectual development of its students, skills, talents, and abilities as they pursue meaningful careers, lifelong learning, and service to God and others" (www.mc.edu). Although the word servant and service have two different meanings, the root is the same. It is derived from the Greek root word 'doo'los' doulos which means a slave, voluntarily or involuntarily, and a bond servant. In Matthew 23:11 (KJV) the word for servant is dee-ak'-on-os diakonos meaning an attendant, a waiter, specifically a Christian teacher, deacon, minister, or servant. Servant leaders are servants by choice, voluntarily, and a bond slave not to people, but to the good of society, and often with a religious emphasis in their relationship with God (Greenleaf, 1970).

East Texas Baptist University (ETBU) selected servant leadership as its Quality Enhancement Plan (QEP) topic in 2008. The stated purpose was "to accelerate the students' identity maturation in order for them to develop an internal character necessary to be actively and effectively engaged in Christian servant leadership." Although the QEP's main focus is with the department of religion and its faculty, selected general education courses and faculty will also lend support in the program. The University sees servant leadership as a critical part of the shaping and development of their faculty and students. The question on their QEP logo is "How is Christ shaping me?"

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In the last decade, servant leadership has been introduced and studied by over 1,200 educators in Manitoba, Canada. Included in this number are 400 trustees and 60 superintendents - some of whom attended two sessions on servant leadership at the annual Canadian School Board Association in Winnipeg in 2003. The importance of servant leadership spread to the University of Manitoba, and servant leadership was included in a variety of areas on campus. At the University of Victoria, an additional course was added to the education graduate courses called the Servant Leadership Course (Crippen, 2010).

Research shows that principals who practice servant leadership in public schools have a higher teacher job satisfaction rating, produce a lower teacher attrition rate, create a positive school culture, nurture an atmosphere of trust, and generate higher student achievement scores. Dr. James Laub (1999), author of the Servant Organizational Leadership Assessment (OLA), is quoted in the research showing strong support of servant leadership. Laub's research gave additional evidence that servant leadership is not only viewed as a way of thinking, but also a valid way of leading. Servant leadership digresses from the normal focus of most leadership styles (Taylor, Martin, Hutchinson, & Jinks, 2007).

Servant leadership is defined in the literature by Greenleaf.

> A servant leader is servant first. It begins with the natural feeling that one wants
> to serve. Then conscious choice brings one to aspire to lead. The difference
> manifests itself in the care taken by the servant first, to make sure that other
> people's highest priority needs are being served. The best test is: do those served

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grow as persons; [*sic*] do they while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And what of the least privileged in society: will they benefit, or at least, not be further deprived (Greenleaf, 1977, p. 27)?

Robert Greenleaf worked for AT&T for 38 years, working his way to a final position of Vice-President of Management Research. Through this opportunity and his interest in people, Greenleaf retired and stepped into a second career. In 1964, he established the Center for Applied Ethics, known today as The Greenleaf Center for Servant Leadership. Along the way, Greenleaf wrote a series of essays, and acted as a consultant to businesses, churches, and higher education facilities. He was also a noted speaker in all of these arenas. By the time of his death in 1990, the term servant leader was established and on its way to joining the list of leadership styles. Larry Spears, former CEO of The Greenleaf Center, knew Robert Greenleaf in the '80's. After Greenleaf's death, Spears found some unpublished writings of Greenleaf's and helped organize and publish them into two works known as *On Becoming a Servant-Leader* and *Seeker and Servant* (Spears, 2010).

From these and other publications Spears identified ten distinct characteristics of servant leadership throughout Greenleaf's writings - setting it apart from all other leadership styles. He lists these characteristics as: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. These characteristic have intrinsic value with eternal benefits.

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A review of servant leadership by Russell and Stone (2002) call the characteristics attributes, and tie them directly to the core values of the leaders that display them. One of the characteristics in the review is service. Baggett (1997) is quoted within this article. "First and foremost, a good leader serves others." This quote stems from the premise that the basic inspiration to lead should be to serve. The core of servant leadership is to serve, indicating that leaders need to get back to the basics of leadership, serving others instead of serving themselves (Greenleaf, 1997). In their review of servant leadership, Russell and Stone (2002) discover an overshadowing necessity for effective leaders. Experts in the fields of government, business, religion, and education have long declared that leaders are failing in their leadership. Servant leadership presents potential possibilities to improve purpose in an organization (Bennis, 1997).

### Purpose of the Study

The population from which the subjects were selected consisted of 231 private schools in Mississippi. From this identified population, 112 belong to the Mississippi Association of Private Schools (MAIS). From the 112 MAIS schools, 46 were selected as being distinctively Christian schools (see Appendix A). Christian distinction for these schools was determined by using three guidelines; the school's use of the word Christian in the school's name, on the school's website, and/or in the school's mission statement. With servant leadership as the style of choice by Jesus, the author of the Christian faith, the expectation is that leaders within these schools practice servant leadership.

The purpose of this study was to correlate servant leadership with job satisfaction by collecting data from Christian faith based schools. The instrument used in the study was

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the Servant Organizational Leadership Assessment (OLA). The survey measured

organizational health and servant leadership and correlated these to job satisfaction. The data generated revealed to what extent the schools were implementing servant leadership and how that level of servant leadership influenced the job satisfaction of the teachers in those schools.

Marshall (2009) compared 10 classic models of leadership when seeking the best model for Christian schools. This in-depth historical case study used comparative analysis of biographical sketches of religious leaders who displayed leadership qualities. Five leadership values were identified: spirituality, mastery, values, state of being, and service. The data from 10 classic models, five themes, and biographical sketches were gathered on a matrix which resulted in servant leadership being the best representative leadership style for Christian schools.

The importance of this study, set against the backdrop of a high teacher attrition rate and poor leadership in schools across America, hinges on Christian schools fulfilling the mandate given them - to be Christian in nature, not just in name. With the majority of studies on servant leadership conducted in public schools, businesses, or churches, a study in Christian schools was overdue. This study prompted questions. Do leaders in private Christian schools in Mississippi practice servant leadership, do teachers perceive their leaders as servant leaders, and does servant leadership influence teachers' job satisfaction?

### Significance of the Study

Most research on servant leadership has been qualitative in nature using the tools of

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oral and written interview questions. The instrument used in this research was the

Organizational Leadership Assessment (OLA). Data from the survey was gathered and

scores aggregated using the Statistical Package for the Social Sciences (SPSS) computer

program. The OLA, developed by James A. Laub, has been used in over ~~30~~ 43

dissertation

studies to measure servant leadership, while using a variety of independent variables.

In this study the independent variable was servant leadership. The dependent variable

was the scores obtained on the OLA, which included job satisfaction.

   Laub (1999) projected that those organizations operating in a servant leadership culture

cause workers/teachers within the organization to thrive in this leadership style. Satisfied

workers/teachers stay where they are and tend to perform at high levels of performance

which in turn benefits the entire organization.

   Research shows leadership style and job satisfaction to be directly related (Kouzes &

Posner, 2001). Yet, there is little empirical research to support this conclusion in

Christian schools. The entire staff from 46 private Christian schools in Mississippi was

asked to participate in this research. Using the OLA as the instrument of choice,

administrators and teachers' perceptions of servant leadership's presence in the schools

and the level of job satisfaction were surveyed.

   This research focused on leaders in these private Christian schools in Mississippi to

determine if servant leadership is being practiced, in keeping with the Christian faith. The

research sought to identify teachers who were satisfied with teaching because leaders

were practicing servant leadership.

   Stockhard and Lehman (2004) make a significant statement regarding leadership style.

It is likely that leaders are not aware of how actions influence the satisfaction level of the workers who are in direct contact with those actions. Administrators' leadership styles and teachers' job satisfaction level are more connected than most leaders want to admit.

## Research Questions

The two research questions investigated in this research study:

- To what extent do administrators and teachers in Christian schools in Mississippi implement the principles of servant leadership?
- To what extent does the level of servant leadership revealed in Mississippi Christian schools correlate with administrators' and teachers' level of job satisfaction?

Data were stratified by gender, age, race, and length of service. This provided additional insight into the relationship between servant leadership and job satisfaction. The dependent variable was the level of job satisfaction for the administrators and the teachers. The independent variable in this study was servant leadership and the dependent variable was job satisfaction.

## Summary

This research study will add to the current body of research because there is presently no research concerning servant leadership and job satisfaction in private Christian schools in Mississippi. The independent and dependent variables have been practically listed, servant leadership and job satisfaction consecutively. Theoretically, the research

variables could be stated this way because of the internal nature or characteristics of servant leadership. The independent variables are those core values held by servant leaders, and the dependent variable is servant leadership displayed through those core values, yielding job satisfaction (Greenleaf, 1977).

Servant leadership benefits the follower and the leader. The follower is being served and being taught how to serve others, and the leader is benefiting from becoming a better leader (Maxwell, 1994). Helping a child to find wholeness within him/her, is best realized through leaders who are looking to serve others first and lead second (Rshaid, 2009). According to Page and Wong (2000) servant leaders serve first, making an investment in those they serve for the benefit of all.

The benefits of this study were two-fold for the schools surveyed. The research should reveal to what extent leaders and teachers are practicing servant leadership within the private Christian schools surveyed. Research has already established servant leadership as the best leadership style for Christian schools (Marshall, 2009).

The research should also show whether there is a correlation with servant leadership and job satisfaction among the teachers in these schools. If this correlation proves to be positive, the schools surveyed could become prototype schools for the state of Mississippi in servant leadership. The research could confirm in these schools that servant leadership and job satisfaction are highly correlated, providing leaders with knowledge about teacher retention, and providing teachers knowledge about servant leadership. This research acts as a forerunner in servant leadership in private Christian schools in Mississippi. The research also endeavors to set a precedent for leaders and

teachers to view leading from a godly perspective as Christians, following Christ and serving others.

There are further benefits from this study associated with the use of the OLA as the instrument of choice. Built into the OLA is the ability to provide concrete feedback to leadership within each organization that participates. The OLA provides a pulse for the culture or health within the organization, and suggestions in a lengthy report for each school on how to take steps toward positive organizational health via servant leadership. Servant leadership and the terms associated with it are introduced to the schools' leaders, allowing leaders to promote the leadership style, use the report as a learning tool at in-service trainings, as well as, in everyday activities within the school.

"People buy into the leader before they buy into the vision and the first step to leadership is servanthood" (Maxwell, 1994, p.122, 150). Private Christian schools in Mississippi have the opportunity to display servant leadership and become a precursor to produce positive, productive leaders.

# CHAPTER II

# LITERATURE REVIEW

## Introduction

"The first responsibility of a leader is to define responsibility. The last is to say thank you. In between, the leader is a servant" (DePree, 1989). Servant leaders see the big picture, serve others, and work for the good of the organization and those within the organization. Servant leaders desire for those they serve to be better people. The servant leader is servant first.

Robert Greenleaf's inspiration in coining the term "servant leader" comes from Herman Hesse's story, *Journey to the East*, where the character Leo is servant to a band of men traveling on a fabled journey. Leo serves the men daily and his existence among the men produces a prevailing dependence. The men become conscious of their dependence on Leo only after Leo disappears. The journey is abruptly aborted because of the absence of their servant, Leo, leaving the group of men disbanded. It is important to note that in the story Leo's good-hearted nature is evident as he sings and encourages the men while serving them (Hesse, 1956).

As the story continues, some years later, one of the men who had been on the journey visits the Order who had funded the journey. Leo, head of the Order, greets him. The man now sees Leo as leader, but he initially knew him as servant. Greenleaf's interpretation of the story marks Leo as the leader of the group because he was servant first (Greenleaf, 1977).

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Leo had earned his power and influence with the group of men, making the power legitimate and earned through his serving, not coercion. Greenleaf (1977) points out that the significant difference between servant leadership and other leadership styles not only hinges on the spotlight of serving, but on the purpose of power. With serving as the focus, people are the institutions, – not buildings or systems. With that mindset, servant leadership fosters leaders that produce and encourage people to serve as they are being served. Greenleaf's answer to who a servant leader is:

> The servant leader is servant first… it begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions. For such it will be a later choice to serve- after leadership is established. The leader first and the servant first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature (Greenleaf, 1977, p.13).

### Study of Servant Leadership from 1977

Both Greenleaf (1977) and Senge (1994) agree that it takes change within to bring change without in institutions and in people. Serving and leading are still mainly intuition-based concepts according to Greenleaf. Greenleaf views the desire to serve as a feeling that one wants to serve first, as opposed to desiring the position, the power, and the influence. Leaders desiring to become servant leaders must first shift their paradigm from one of power over others to serving others.

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Some internal changes have been identified in research. Spears (2010), former CEO of The Greenleaf Center, documents three significant goals of the servant leader. First, servant leaders intently look for others to be a part of making decisions. Second, servant leaders have a firm foundation in ethics and core values. Third, servant leaders have a genuine concern for people. This concern translates into a desire followed by actions to see others grow. Simultaneously, the nature and culture of the organization improve in caring and quality. Character is the essential outgrowth displayed by individuals, coming from within. Some call it habits. Some wonder if it can be taught, or does it have to be caught. It is thought that servant and leader are opposites, creating contradiction, instead of causing continuity.

After years of studying Greenleaf's writings, Spears (2010) identified ten characteristics indicative to servant leaders. These ten character traits are core essentials for servant leaders.  Below is the list with a brief description of each character trait:

1. Listening – effective communication which leads to decision making. Servant leaders listen to the heart of their people. This reveals the will of the group –what is verbalized and non-verbalized.  This is both listening and reflecting.

2. Empathy – goes deeper than sympathy. It is a desire to know and to understand the people one works with, not necessarily accepting wrong behavior or character traits, but believing the best of others and looking for their strengths.

3. Healing – the ability to bring healing to oneself as a leader and those who are being led. There is an innate search for wholeness in man. The servant leader acts as catalysis to help mend tears within people's spirit and emotions.

4. Awareness – self-awareness and being attentive to what is going on with others provides strength to the leader. It is a non-verbal communication skill. Awareness awakens the leader to his/her surroundings, brings issues to the forefront, and propagates action. The disturbance does not remove the leader's harmony because the servant leader's peace comes from the inside, not the outside.

5. Persuasion – takes the place of the authority the leader carries. The leader relies on persuasion, influence, and relationship with others.

6. Conceptualization – the ability to dream dreams and visualize visions, promoting this from within. Servant leaders are always thinking big picture, yet can also see the day to day operations. The key is the balance between the two.

7. Foresight – the ability to know what the outcome of a decision will be.  It is more easily experienced than defined. The leader remembers the past, takes note of the present, and does an intuitive equation to predict the outcome of the future with each decision made.

8. Stewardship – someone once defined stewardship as one holding something in trust for another. Greenleaf's analysis of all organizations involved all participants within being responsible in word and deed to the community in which they served.

9. Commitment to the Growth of People – servant leadership deems the value of people deeper than just what they do for a living; this causes them to pull out the gifts and talents of others, helping them to grow within themselves and within the organization, both personally and professionally.

10. Building Community – this is best described by a quote from Greenleaf (1977).

All that is needed to rebuild community as a viable life form for large numbers of people is for enough servant leaders to show the way, not by mass movements, but by each servant-leader demonstrating his or her unlimited liability for a quite specific community- related group.

It is important that the first characteristic listed is listening. For communication to be effective, the leader must listen to those around him. Dr. Merle Ziegler, Communications professor at Mississippi College, completed his research on developing a typography of communication systems at small Christian liberal arts colleges. Ziegler (1982) noted distinct characteristics of the Christian educational organization. One distinct characteristic is the spiritual culture found in Christian schools, both K-12 and colleges, which stems from the Christian worldview. The Christian worldview carries with it an anticipation of strong character traits within the leaders in these institutions. These character traits are referred to in Scripture as the fruits of the Spirit. The fruits of the Spirit are love, joy, peace, patience, goodness, faithfulness, gentleness, and self-control (Galatians 5:22-23).

At Regent University's School of Leadership Studies, researchers have connected servant leadership with the biblical definition of character found in Galatians 5, better known as the fruits of the Spirit. As servant leaders mature spiritually, evidenced by the fruits of the Spirit, followers follow, learn to serve, and grow spiritually as well (Patterson, 2003).

Russell and Stone (2002) take a microscopic look at the concept and attributes of

servant leaders, categorize them, and formulate a model for practical application. This takes servant leadership from concept to relevance. In addition to the 10 attributes that Spears (2010) derived from Greenleaf's writings, Russell and Stone added nine more to the list consistent with Greenleaf on servant leadership. They broaden the categories and classify the attributes as functional – the attributes which appeared the most often in the literature. The nine functional attributes are: vision, honesty, integrity, trust, service, modeling, pioneering, appreciation of others, and empowerment. The attributes function inwardly in servant leaders and observed outwardly. There are additional complimentary attributes that are also identified in the literature. These additional attributes are: communication, credibility, competence, stewardship, visibility, influence, persuasion, listening, encouragement, teaching, and delegation (Table 1).

Table 1

*Servant Leadership Attributes*

| Functional Attributes | Accompanying Attributes |
| --- | --- |
| 1. Vision | 1. Communication |
| 2. Honesty | 2. Credibility |
| 3. Integrity | 3. Competence |
| 4. Trust | 4. Stewardship |
| 5. Service | 5. Visibility |
| 6. Modeling | 6. Influence |
| 7. Pioneering | 7. Persuasion |
| 8. Appreciation of others | 8. Listening |

9. Empowerment          9. Encouragement

                        10. Teaching

                        11. Delegation

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Note: There is no specific order, and the attributes do not stand alone, but are intertwined and influence each other.

Mills (2003) makes a distinction between two beliefs, one modern and one post modern, concerning the Christian school and the Christian school culture or worldview. The modern belief sees the culture of Christian schools as one of positivism, hierarchy, individualism, and a corporate image. The post modern belief sees the culture of the Christian school as communal and interdependent, cohesive, serving others, and with a Christ-centered vision. Culture is a clear window into the performance of those within the organization and an important aspect to study, giving clues about leadership styles and their results.

> Mills (2003) states: the culture of the Christian school is of great importance since it is the quality of human relationships in the body of Christ that underlies the effectiveness of a Christian witness. It is imperative that the Christian school consciously defines and evaluates its culture, rather than allows it to develop by default.

Shared core values and convictions among the people of an organization shape the culture of that organization whether spoken or unspoken. The dynamic nature of the Christian faith, translated into the Christian school, allows for the transforming power of God to operate within people's lives, effecting positive change. The Christian school is in

essence an extension of the body of Christ, which is a living organism.

In a correlational analysis of school climate and servant leadership in Catholic schools in Canada, a positive, significant correlation was found between servant leadership and school climate. Laub's (1999) Organization Leadership Assessment (OLA) was one of the instruments given to 246 teachers from 12 elementary English Catholic schools. A positive school climate is depicted as collegial and supportive - two adjectives that foster an environment where teachers enjoy their students and their jobs. The study's conclusion yielded strong positive correlations of teachers' perceptions of the evidence of servant leadership. It indicated servant leadership, a positive school climate, and job satisfaction are significantly associated (Black, 2010).

Blanchard and Hodges (2005) in writing about servant leadership return to the author of servant leadership, Jesus. Blanchard, a behavioral scientist, poses three questions for servant leaders. Am I a leader? Am I willing to follow Jesus as my leadership model? How do I lead like Jesus? Leaders are always making choices: some general, some specific, some professional, and some personal. Blanchard and Hodges state that the choices made in each of these areas determine who the leader is following. If the leader is servant first, serving the needs of others, his ultimate focus is an audience of One – that audience being God.

This style of leadership requires a commitment to lead in a different way. It is a style of leadership that values relationships first by serving and then the reward, seeing the task accomplished, and aspiring to lead those same people. Jesus selected 12 men to serve and to teach the servant leadership approach. Over 2000 years later, his teachings are the most

popular on the planet (Washington Post, 2012). As a philosophy of leadership, servant leadership may be considered one option among many; but as a theology of leadership, it is a mandate for all who call Jesus Lord. Foundational to tapping into the essence of leading like Jesus is embracing a life purpose of loving God and loving and serving people (Blanchard & Hodges, 2005).

In an extensive review of research on developing successful principals, several questions were asked and answers postulated. One of those questions was: What are the essential elements of good leadership? Among the findings related to good leaders, two important criteria stood out: good leaders supported and developed their teachers, and good leaders implemented effective organizational processes (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005).

Here again is the pattern of the relational first and the task second. Three sets of leadership characteristics were discovered. Good leaders develop people, offering both support and stimulation to help teachers improve their work, as well as, modeling behavior and practices. Good leaders create obvious signposts, providing direction. As visionaries, they develop shared goals, monitor organizational performance, and promote effective communication. Good leaders redesign the organization, create a productive place to work, nurture a healthy school culture, and build collaborative processes (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005).

The fourth of the 10 characteristic in the list is awareness, and was reviewed by Tate (2003). In Tate's research, it was affirmed that most leaders leading organizations are impatient people due to the nature of a leader – a pending sense of urgency to get the job

done. This may not be a good trait because it leaves the followers behind and does not

consider the needs or values of those following (Kouzes & Posner, 1997).

Tate believes awareness towards the followers from the leader is vital for their

success. How else will the leader know what the needs are of those they are leading?  The

key to gaining awareness is to value the relationship more that the task. Five conclusions

surfaced about awareness from Tate's research. Awareness of the personality

characteristics of staff can prove invaluable to the leader who seeks to understand

different points of view. Awareness of the leader's management style is critical to

promoting understanding and increasing worker performance. Self- awareness is a key to

the effective manager of peer group programs. Principle-centered servant leadership

requires leaders to evaluate their performance, values, and needs in a context that is

focused upon others. The typical leader in the face of difficulty tends to react by trying to

find someone else on whom to pin the problem, rather than by automatically responding,

"I have a problem. What is it? What can I do about MY problem?" Only through an

awareness of self can servant leaders truly serve others. At times, the best course of

action is no action. Perhaps the most important consideration for the servant leader is in

defining one's mission. Principles and values are extremely important to servant leaders

(Tate, 2003).

A servant leader's vantage point allows him/her to see the needs of others, considering

personality differences within the workplace, and working to provide a forum for others'

voices and points of view to be heard. Covey (1989, p. 257) believes "until people feel

that you understand them, they will not be open to your influence."

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Specifically, the desire to be a servant leader comes from the desire to serve others. This makes it personal, meaning that the leader chooses to lead this way. It is not forced or recommended. This personal initiative of servant leadership leads to inner growth for the person and outer growth for the organization. Bowman (2005) looks at five practical principles. These principles run parallel with Spears (2010) sixth characteristic in the list of 10, conceptualization. As servers, educators run to great purpose. Servant leaders strive to restore sight to organizations and communities. Teachers as servant leaders unleash the strengths, talents, and passions of those he/she serves. Teachers are trailblazers for those being served and help to remove obstacles. Servant leaders establish high standards of performance of those served while addressing weaknesses and building on strengths. Great servant leaders build on each others' great strengths. Servant leaders put themselves at the bottom of the pyramid to unleash the energy of others. Servant leadership forces educators out of their heads and into their hearts (Bowman, 2005).

Servant leaders need to share ideas and vision with others. It is part of the process and style of leadership that helps the servant leader develop as the servant leader is able to share with others, imparting vision so others can be inspired and grow (Savage-Austin & Honeycutt, 2011).

Servant leadership applies to behavior during implementation, because now the job is to be responsive to the people and to help them to be responsible for living according to the vision, accomplishing the goals, and taking care of others. Jesus mandates that servant leaders set a clear vision that is going to help the world. The vision has to be something larger than life. Once that is set, Jesus' mandate is servant leadership behavior. Servant

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leadership starts with a vision and ends with a servant's heart that helps people live according to that vision (Blanchard & Hodges, 2005).

The last characteristic listed by Spears (2010) is building community. Beck (2010) in his study on antecedents of servant leadership determined six key conclusions. The six conclusions identify servant leaders as: those who serve longer in a position, those who influence by trust-building relationships, selflessness in their lifestyle, self-competent, leading from any position in the organization and those who volunteer once a week. Leaders who volunteered once a week in this research did so in the community they served in, not in the schools they led in. School leadership was mandatory and seen as part of the job of the leaders. Leaders who volunteered in the community helped to build the community and school relationship through serving.

### Current Research

Servant leadership is a people-centered approach to leadership, not focused on profit or results first. Well-noted entities incorporate the servant leadership style: Southwest Airlines, Starbucks, Steak-n-Shake, Synovus, Chick fil-A, and TD Industries are current models giving the practice of servant leadership validity (Branch 1999). If a servant leader is in an organization whose culture does not support servant leadership, he/she may experience difficulty in leading.

In a study using two different instruments, the Self-Assessment of Servant Leadership Profile (SASLP) and the Leadership Practices Inventory (LPI), 112 principals from Missouri were given the SASLP, and three teachers from each of the 112 principal's schools were chosen randomly to take the LPI to rate their principal on servant leader-

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ship practices. The findings show that the perceptions of teachers and the perceptions of principals matched. Principals who scored themselves high on the SASLP were also scored high by their teachers on the LPI. Going into this study, the researchers agreed with commentaries declaring an obvious paradigm shift in leadership moving from the 20th century into the 21st century. The study was prompted by the consensus of many authors who stated the need for a demand for effective organizational leadership along with a growing interest in servant leadership (Autry, 2001; Bennis, 2003; Kouzes & Posner, 2002; Page & Wong, 1998).

Savage-Austin and Honeycutt (2011) in their phenomenological study discovered barriers within organizations to practicing servant leadership. They discovered some organizational barriers to be beliefs, symbols, norms, values, and rules that prevent the practice of servant leadership. Servant leadership thrives in an atmosphere of trust and collaboration. Although the study was done among 15 businessmen, the conclusions can be transposed in other work environments, such as education. Three conclusions were reached. One, the servant leader will operate to the degree he/she is allowed to do so by the organization. The very nature of servant leadership deeply affects the core of an organization and its people. Two, those serving may experience difficulty in helping others believe their authenticity. This is due to so few servant leaders in the organization. It may cause both the leader and follower to fall short of their potential. Three, collaboration is limited. Sometimes collaborative groups pool in an area of the organization giving the people tunnel vision, making it difficult to see the big picture.

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Another examination of servant leadership practices among principals in public schools uses Kouzes and Posner's (1997) instrument the Leadership Practices Inventory (LPI). The original use of the LPI was given to over 12,000 businessmen (Kouzes & Posner, 2001). This quantitative study involved 330 elementary schools, 151 middle schools, and 264 high schools. The LPI provided decisive feedback on leadership style and its influence in the environment. Teachers were given an opportunity to assess their principals' servant leadership effectiveness in five areas. Effective servant leaders exhibit five best practices known as: challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart. An Analysis of Variance (ANOVA) revealed a significant difference between servant leaders in public schools and non-servant leaders in public schools.

Teachers' perceptions of principals who are exercising the five best practices and principals who observed found strong correlation (Taylor, Martin, Hutchinson, and Jinks, 2007). It is suggested by the authors that educational programs should be written to include the study and practice of servant leadership due to the results of this study. Spears (2010) also recommended using the five best practices as a framework in higher educational preparatory programs to integrate servant leadership characteristics in teachers at the training level.

Servant professorship, a term taken from servant leadership, is coined by Johnson and Vishwanath (2011). This study looks at the implications of servant professorship and encompasses over 200 graduate and undergraduate business classes. The servant professor is one who teaches with a servant's heart on the college level. As a professor

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and servant leader one must not only teach, which involves reasoning, understanding, transformation and reflection, it also includes drawing students out of their shell towards a compelling vision of what they can be. This study overlaps with the theory that servant leadership is a valid extension of transformational leadership. The main difference is the presence of an element called agape love. This definition of love is holistic, looking at the whole person and what that person can ultimately be. One of the servant leader's goals is to bring about a desire in others to serve. Agape love is often the catalyst to accomplish this in others (Patterson, 2003).

**Teacher Job Satisfaction**

Caffey (2012) conducted research in a rural school district in south Missouri, asking teaches to identify, in order of importance, seven leadership characteristics indicative of servant leadership. The list of seven was: trust, support, empowerment, morality, caring, serving, and vision. Trust was the highest ranked characteristic from 118 participants yielding a mean of 2.43, or 76%.

Servant leadership exceeds other styles of leadership. Herzberg's (1968) two-factor theory explained the external and internal needs of people. Research showed meeting these needs or overlooking these needs affected the culture of the organization, how the people worked within the organization, and the organization's success or failure. Satisfied teachers bring positive results in any school, yet the opposite is also evident. The focus of servant leaders looks to meet the needs of those they lead. Teachers in a school with a principal as a servant leader are more likely to be satisfied than not satisfied.

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English (2011) reported, job satisfaction theories encompass three main researchers; Maslow (1943, 1968) and his hierarchical theory of need, Herzberg (1968) with his motivation-hygiene or two-factor theory, and Alderfer (1969) who developed the ERG theory. Using Herzberg's two types of factors, intrinsic and extrinsic, English (2011) looked at the needs of teachers and teachers' perceptions of their leaders' servant leadership. The results showed the trait "displaying authenticity" affected teachers' extrinsic job satisfaction more than the intrinsic needs of the teachers.

In Düzce, a Province of Turkey, 523 teachers were given the OLA to determine the level of servant leadership by principals. An additional eight questions were added to help measure job satisfaction with the purpose of finding a correlation of servant leadership and job satisfaction. Of the six categories within the OLA, displaying authenticity, had the greatest effect on a teachers' job satisfaction (Cerit, 2009).

In this research, the OLA underwent a strenuous process of validity and reliability testing, because the Turkish school system and the culture of Turkey differ from that of the American system and culture in which the OLA was originally designed. Cerit (2009) provided data analysis on the reliability and validity for the OLA, and results of the findings among the 523 teachers using the OLA. To quote from the research;

> The results of regression analysis revealed that servant leadership was a significant predictor for teachers' job satisfaction ($R = 0.764$; $R2 = 0.583$; $F = 829.446$; $p < 0.01$). It can be said that 58.3% of the variance related to teachers' job satisfaction is explained by servant leadership.

In reviewing these results and other data provided in the research, the correlation between

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servant leadership and job satisfaction is positive. Principals who practice servant leadership have a positive effect on teachers' job satisfaction.

### History of the Servant Organization Leadership Assessment

James Laub's dissertation was the platform for the development of the Servant Organizational Leadership Assessment (Laub, 1999). His dissertation title was, *Assessing the Servant Organization, Development of the Servant Organizational Leadership Assessment (SOLA) Instrument.* The name was shortened to the OLA (see Appendix B). The development of the instrument underwent a rigorous process. A panel of 14 experts from the educational arena was chosen to help develop the instrument. Included in the 14 member panel was Jim Kouzes from Learning Systems, Inc., and Larry Spears, former CEO of The Greenleaf Foundation. The remainder of the panel either taught or published at the university level on servant leadership. These men and women (6 of the 14 were women) helped establish the foundational pieces for the survey, built the framework, and agreed on characteristics surrounding a servant leadership organization. Sixty items were identified from the constructs and grouped into the six key areas along with 18 descriptors. An additional six constructs were identified for the development of a job satisfaction scale.

### Summary

For society to change its view of the Christian school, Christian schools must realize the importance of conveying a culture based on God, his word, and a relationship with Jesus Christ. Christian educators today agree that there is a need to re-establish a clear vision in society and within the Christian schools about the view of Christian schools.

Educators within these schools must shift from thinking hierarchical leadership to servant leadership. With Robert Greenleaf as the originator of the term, he along with his foundation, including Spears, saw the very notion of measuring servant leadership as difficult. Yet, there is a need to measure this leadership style as well as to identify and quantify it. Greenleaf consistently emphasized that who a person is carries precedence over the actions they do. This echoes the Scripture in Matthew 12:34 (MKJV)... "out of the abundance of the heart, man speaks." Page and Wong (2000) believe that it can be as important to know what servant leadership is not; as it is to know what servant leadership is. Servant leadership is not autocratic or hierarchical, which are ego styles of leadership. Research proves these negative leadership styles leave negative job satisfaction.

Page and Wong (2000) have devised a conceptual framework for measuring servant leadership. In the introduction of their work, they state that servant leaders must be value and character driven people who are both performance and process oriented. According to Page and Wong's conceptual framework, character is central to servant leadership. Character is not necessarily seen in the decisions servant leaders make, but in how they implement their responsibility and who they confer with in reaching decisions. Servant leadership is learnable, although there is no formula. Mastering servant leadership is a lifelong learning process. This is especially true in respect to the inner qualities of humility, integrity, and spiritual character. People must be aroused or changed from self seeking, to servant leading.

This may require a deep intimate relationship with Jesus Christ. The theoretical culture of Christian schools is inherently Christ-centered, however, its actual culture may

tell a different story. Today's emphasis in schools is largely on human values. While some educators would like to omit values altogether from schools, other educators believe the presence of values in schools is unavoidable. Values are a part of human nature. For the Christian schools, biblical values should be in the forefront of leading and decision-making, as well as, an interwoven part of the leaders' lives (Mills, 2003). Christianity emphasizes the essential need of relationship with Jesus Christ, because without rebirth and spiritual transformation, a person may learn how to speak and act like a Christian, but still does not have the power to live a Christian life. It is the same for servant leadership; one must have a servant's heart (Page & Wong, 2000).

Bender (1997) said leadership starts on the inside of an individual. Character locates people. It is a billboard of silent announcement, and in servant leadership this means strong commitment to serving others with a character full of meekness and truth. Black (2010) in a study involving teachers in a Catholic school district found the scores of the participants were high and correlated with servant leadership. One conclusion from the study showed a strong correlation of perceptions of servant leadership and school climate. It suggested when servant leadership was perceived to be present, school climate was positive and part of school climate was teachers enjoying their jobs.

Bender (1997) used the word climate to describe the environment of the schools. The OLA instrument calls it organizational health. The term organizational health will be used in this research to refer to a school's climate in relation to servant leadership.

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**CHAPTER III**

**METHODOLOGY**

**Introduction**

Measuring how leadership styles and practices affect organizations has become a necessary science in the field of education. Surveys are a long standing practice in generating feedback from and for an organization. One method researchers can use to determine if leaders within an organization are practicing servant leadership is to survey its members for responses. The construction of surveys can measure external deeds as well as internal characteristics of the leadership team (Savage-Austin & Honeycutt, 2011).

As the research literature was reviewed, three different instruments for measuring servant leadership and job satisfaction were found. Kouzes and Posner (1997) developed the Leadership Participation Inventory (LPI), also called the Leadership Practices Inventory. Page and Wong (2000) developed the Servant Leadership Profile 360 which has since been revised. The revised version, An Opponent-Process Model, included profile questions that located leadership styles antithetical to servant leadership. Wong and Page (2003), authors of the revised version, considered authoritarian hierarchy and egotistical pride traits to be in direct opposition to servant leadership. Laub (1999) developed the Servant Organizational Leadership Assessment (OLA). The LPI uses certain characteristic descriptors and asks the participant, teachers, to choose the ones he/she values in the leadership. The descriptors are subjective and not necessarily

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indicative to servant leadership, and there are no constructs to measure job satisfaction. For this reason, this instrument did not fit this research. The Servant Leadership Profile 360 asks character-related questions to the participant about the supervisor. This instrument allows for one perception only and does not incorporate descriptors for job satisfaction, thus it was not a good fit.

The OLA allows for three different perceptions, from the administrator, the staff, and the work force or teachers. It also measures more directly the specific character traits that are identified in servant leadership. In addition, the OLA gives a measurement for the organization's health, the level of servant leadership, and categories for job satisfaction. In addition to the survey results, individual school reports are available for each school showing details about all aspects o the OLA, personalizing the survey, making it a valuable tool for in-service training.

## Validity

Laub used a three-part Delphi Survey process to gather his information. The final part of the three-part survey involved 41 varied organizations with 823 participants. The high number involved in these field tests and the continuing research that follows gives the OLA excellent validity and reliability properties. Construct validity, a term used by Laub (1999), was formed through the experts making up the panel by deciding which characteristics determine servant leadership over other available characteristics. A final number of 60 characteristics were agreed on and selected by the panel. Tests were conducted to provide face validity for the purpose of giving support to the six constructs or organizational areas identified in the OLA. Over 100 adult graduate students

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participated in the tests. The results yielded dependable validity in all six areas, giving credibility to the descriptors allowing the instrument to be used across organizational arenas. In addition, the scores positively confirmed that the break points, using the Likert Scale, were correctly placed.

**Reliability**

Reliability surfaced in the field test, yielding a .9802 using the Cronbach-Alpha coefficient (Cronbach, 1951). Three additional researchers performed reliability tests on the OLA showing scores to be equal or higher with the original field test (Horsman, 2001, Ledbetter, 2003, Thompson, 2002). Ledbetter (2003) found the lowest item to item relationship to be from .44 to .78 and in performing a test and retest found consistency and significance within the instrument with (p<.01). An additional researcher, Miears (2004), explored the educational version of the OLA and confirmed that the educational version also has a high reliability score.

The OLA contains six additional questions imbedded in the survey which score job satisfaction within an organization. This aspect of the OLA yielded a .81 using the Cronbach-Alpha coefficient, giving the job satisfaction scale a positive relationship with the rest of the survey. This was confirmed by obtaining a Pearson *r* correlation of .635 with a significance of (p<.01). Other researchers confirmed a strong relationship between the two scales in the OLA, organizational health and job satisfaction. Thompson (2002) completed tests which confirmed validity on the job satisfaction scale within the OLA.

A distinct characteristic of the OLA is its ability to identify a perception match

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between participants in the organization. From this premise, the OLA can be used successfully to determine servant leadership and organizational health - two determinates that Laub set out to measure. Built into the survey is the flexibility for people on all levels to take it, from administrators to staff, to teachers. The benefit of this flexibility yields perceptions from different positions within the same organization, providing valuable, critical feedback for leadership (Laub, 1999).

To date, 37 43 dissertations or masters theses have used the OLA. Some of the titles of these papers that utilized the OLA are: The Perception of Servant Leadership Characteristics and Job Satisfaction in a Church-Related College, Organizational Servant Leadership and its Relationship to Secondary School Effectiveness, The Relationship of Perceived Servant Leadership and Job Satisfaction From the Follower's Perspective, Employee Perceptions of Servant Leadership: Comparisons by Level and With Job Satisfaction and Organizational Commitment, and Servant-Leadership and Job Satisfaction: A Correlational Study in Texas Education Agency Region X Public Schools (Laub 2012).

The OLA was used to measure the overall health of the organization in direct relation to servant leadership and correlated with job satisfaction. Laub's definition of a healthy organization is an organization that uniquely displays servant leadership in the organization's culture, showing value for the people in the organization. An organization that displays servant leadership provides a healthy culture for its people, power for the organization to grow, and potential for each person to fully develop (Laub, 1999).

Laub's definition of servant leadership parallels with Greenleaf's (1996) definition.

"Good leaders must first become good servants." Serving first comes from a desire to place the good of others over the self interest of the leader. Laub developed his instrument with the aspects of servant leadership that define six specific areas. Leadership promotes the valuing and development of people. Leadership builds community. Leadership practices authenticity. Leadership provides for the good of those led, and the sharing of power and status for the common good of each individual.

Leadership looks at the total organization and those served by the organization to promote health within and without while focusing on six key areas. These key areas of organizational and leadership practices are critical to reaching the best organizational health. The OLA provides the perception of the leadership, the staff, and the teachers within an organization in six key areas of servant leadership. Laub defines the six key areas:

1. Displaying Authenticity (DA) – an ongoing commitment to integrity, openness and personal learning.

2. Valuing ~~and Developing~~ People (VP) – a commitment to people, their inherent value and the responsibility to develop others and ourselves to our full potential.

3. Building Partnership and Community (BC) – intentionally choosing to work with others to create outcomes that neither could create on their own and in such a way that each person and organization grows positively through the process.

4. Providing ~~and Sharing~~ Leadership (PL) – not being afraid to lead; to take appropriate action to move towards positive change, nor being afraid to allow

others to lead. All have the capacity and the calling to lead.

5. ~~Servant~~ Sharing Leadership (SL) – an understanding and practice of leadership that places the good of those led over the self-interest of the leader.

Commented [WU3]: This is the definition of Servant leadership but it is not one of the 6 areas of servant leadership

6. ~~Personal and Corporate Development~~Develop People (DP) – promote action research towards continual learning and growth.  To know more about what makes workers, leaders and organizations successful and strong so that they can better their job.

The online capabilities of the OLA provided individual schools access to the Internet to administer the survey online during an in-service training session, or any time that was convenient. Administrators, staff, and teachers had access to the survey. The individual scores are combined with all scores within the school to arrive at an overall score for the school. The OLA does not measure individual scores within an organization.

Dr. Laub gave permission to use the OLA. Dr. Laub provided a complete understanding of the survey, its administration, suggestions on how to aggregate the data and what it afforded the research, the participants, and the research community at large. Dr. Laub set up each school with a universal code with each participant in the school using the same code. Each school had its own code. He also set up a Microsoft Excel spreadsheet to display the data once the surveys were completed. In addition, Dr. Laub compiled a complete report for each school, which was provided to each administrator who participated.

**Research Problem**

Teachers leave public schools at an alarming rate, especially within the first five years of teaching (U.S. Department of Education, 2012). It is established in research that leaders and leadership styles directly affect teachers and help to determine the length of time teachers stay in education. This research looks at the effects of servant leadership and job satisfaction in Christian schools. Two questions guided this research.

**Research Questions**

- To what extent do administrators and teachers in Christian schools in Mississippi implement the principles of servant leadership?
- To what extent does the level of servant leadership revealed in Mississippi Christian schools correlate with administrators' and teachers' levels of job satisfaction?

**Participants**

Initially 46 schools within the state of Mississippi that are members of the Mississippi Association of Independent Schools (MAIS) were identified as Christian. This classification was derived from three features. The schools either use the word Christian in the school's name, on the school's website, or in the school's mission statement. Each administrator was contacted via e-mail (see Appendix C) and invited to participate in the research. Complete personal anonymity was guaranteed, with only the school's name revealed. After extensive contacts with the 46 MAIS schools, 22 committed to participate in the research. The final tabulation of schools completing and returning the survey

online and via mail was 17 schools. All school staff, including administrators and

teachers were invited to participate. Some school administrators chose not to participate,

either by omission or choice. In the final analysis, there were 19 administrators, 13 staff

and 404 teachers who completed the data gathering instrument (OLA).

**Study Setting and Research Design**

The pool of schools to participate was largely determined through the cooperation of a

private statewide educational organization, the Mississippi Association of Independent

Schools (MAIS). MAIS provided a data base of schools and emphasized participation

would need to be voluntary. It was through this data base and the schools' websites that

46 schools were identified as Christian schools (see Appendix A). The word Christian

was either found in the school's title, the school's mission statement, and/or on the

school's website.

An announcement was made at MAIS's annual administrators' meeting explaining the

details about participation in the survey. After the conference, an initial e-mail was sent

to each administrator from the 46 schools identified from the MAIS data base.

This e-mail reiterated the invitation and asked each school to participate in the research

by completing a survey instrument. The e-mail contained a full explanation of the

research along with the benefits to each school that participated. Within two weeks, a

reminder e-mail was sent with suggested target dates for the administration of the OLA to

be administered within each school (see Appendix C).

Administrators in each of these schools were contacted by telephone after the second

e-mail was sent, asking for voluntary participation. Personal anonymity was stressed.

Each administrator was asked to either assign someone to be responsible to administer the survey or to take responsibility by sending the survey to staff and teachers within his/her school. Another option offered was for the survey to be given during the school's in-service training session that would occur before the school year started in early summer. The dates that the schools administered the survey ranged from July 30, 2012 to September 16, 2012.

It was through this process that 22 MAIS schools committed to participate. In the final count, 17 MAIS schools followed through by completing the survey. Four of the 17 schools requested a paper and pencil version of the survey due to the lack of access to computers. Surveys were mailed to these four schools along with demographic sheets with the four custom questions. Each envelope contained a stamped pre-addressed return envelope for the school to use.

Three of the four surveys mailed were completed and returned. These hand-scored surveys were entered into the online site set up for each school by Dr. Laub. Each school was assigned a code to enter into the survey's website. Each participant in that school had the same code, assuring complete anonymity. To expedite the completion of the online surveys, a reminder e-mail was sent to each of the schools with the stated deadline. Only half of the schools had completed the survey by the requested date. Additional telephone calls were made to the schools that had not completed the surveys and a new deadline was set. Within two weeks, all the online surveys were completed. Once the data was gathered online, the raw data was received in a Microsoft Excel spreadsheet. Each school's report was also attached.

**Data Collection**

This quantitative research study used a multiple regression math model to measure the dependent variable of job satisfaction and the independent variables of servant leadership and organizational leadership. Additional custom questions added to the survey asked the participant's gender, age, race, and length of time at the school. The OLA consists of 60 items directly correlated to servant leadership and six items directly correlated to job satisfaction. The information gained from the OLA provided a six-level ranking scale of organizational health which corresponded with servant leadership.

In addition to an individual score for the health of each school that participated, which benefits the school, an overall score was calculated for all the schools surveyed which helped to answer the research questions. Contained within each school's report is a job satisfaction score. The job satisfaction score for all schools were compiled and used to help answer the second question in this research.

The OLA is divided into six categories that also can be analyzed to provide sub-set scores for comparison. These six categories are: displays authenticity, values people, develops people, builds community, provides leadership, and shares leadership. The overall score, the individual organization score, the six sub-set construct or categorical scores, and the job satisfaction scores were formulated using multiple regression. The demographic custom questions were also factored in the multiple regression analysis as independent variables.

Once the participants in the 17 schools completed the survey online and by mail, the raw data was formatted on a Microsoft Excel spreadsheet prepared by the OLA group.

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When the final raw scores were sent via e-mail these data were put into the Statistical

Package for the Social Sciences (SPSS) computer program. Determinations were made in

these areas for comparisons: health score of all schools, a servant leadership score for all

schools, and a job satisfaction score for all the schools. Analysis using the custom

questions, age, race, gender, length of time at the school was viewed to see if any of the

demographic data had any relation to servant leadership and job satisfaction.  These

determinations were correlated with the perceptions of administrators and teachers to

obtain scores in job satisfaction. The final analysis generated a score for perception of

servant leadership and job satisfaction in each school, as well as, an overall score for

servant leadership in private Christian schools in the state of Mississippi.

**The Procedure**

     This quantitative method of research incorporated the OLA survey to gather data

from 17 private Christian schools in Mississippi. The OLA assessed servant leadership,

through an organizational health score, and job satisfaction in each school. Both

administrators and teachers volunteered to complete the survey. The survey provided raw

data for each individual participant; data were distinguished only by each school's

personal code. Also the survey separated the role of each participant by using numbers

that each person selected on the survey (see Appendix B). The survey revealed raw

scores for each participant in these six categories: values people, develops people, builds

community, displays authenticity, provides leadership, shares leadership, job satisfaction,

organization health, servant leadership. Data were compiled in the SPSS computer

program to yield quantitative results.

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**Analysis**

    Raw data from the OLA were inputted into SPSS and information was gained to help answer these research questions:

-  To what extent do administrators and teachers in Christian schools in Mississippi implement the principles of servant leadership?

- To what extent does the level of servant leadership revealed in Mississippi Christian schools correlate with administrators' and teachers' levels of job satisfaction?

    Data were analyzed using a multiple regression technique. Multiple regression analysis procedures primarily provide an equation or equations that are used for predicting values on some of the dependent variables of the population in the research (Mertler & Vannatta, 2005). The dependent variables in this study were the scores from the OLA. The mean and significance of these factors were obtained and reported in a tabled format. A Pearson $r$ was obtained for determining the correlation between servant leadership and job satisfaction. Each independent variable was analyzed for a correlation with job satisfaction. A multiple regression was then used to look at organizational health and job satisfaction, servant leadership and job satisfaction, age and job satisfaction, gender and job satisfaction, race and job satisfaction, and length of time at the school and job satisfaction.

    The six OLA categories, displaying authenticity, valuing people, developing people, building community, providing leadership, and sharing leadership, provided insight into each school. These categories were averaged with a mean displayed for significance.

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**Limitations**

   Participation was voluntary which limited the number of surveys returned. There was

the possibility that participants answered the survey questions the way they wanted the

situation to be, projecting onto the current situation a false perception. It is also possible

that the participants answered the survey questions the way they thought they should

answer the questions, influenced by superiors, or subconsciously not wanting to invoke a

negative answer. Possibly the participants answered the survey questions in a way that

favored their supervisor. Some of the schools conducted the survey online in a teacher in-

service format, and the teachers could have collaborated. Finally, the participants may

have exercised Christian faith and answered the questions as a desired perception instead

of reality.

 **Definition of Terms**

- Administrators – Top school leadership and could also be referred to as the
  headmaster or principal.
- Christian School – A school that has the word "Christian" in the school name, or
  on the school's website, or in the school's mission statement.
- Job Satisfaction – A variable measured in conjunction with servant leadership and
  organizational health yielding 3 levels; needs improvement, good, or very good.
- Management – Supervisors or managers and could also be referred to as an
  assistant principal or administrative assistant.
- Organizational Health – A variable measuring the organization's leadership style
  using servant leadership as the standard of measurement. Designated by numbers.

Levels range from 1.0-5.0 (see Table 2). Laub's definition of a healthy organization is an organization that uniquely displays servant leadership in the organization's culture, showing value for the people in the organization. An organization that displays servant leadership provides a healthy culture for its people, power for the organization to grow, and potential for each person to fully develop.

- Organizational Leadership – A variable measuring the organization's level of leadership using servant leadership as the standard of measurement. Terms are used in conjunction with the levels of organizational health (see Table 2).

- Servant Leadership – Servant leaders intentionally look to meet the needs of others first with leading as the second focus. Servant leaders use power and position to empower the people, and help move the people into positions to better themselves.

- Teacher/Staff – The members or workers in the school and could also be referred to as teachers and assistant teachers.

**CHAPTER VI**

**PRESENTATION OF DATA AND ANALYSIS**

**Sample Description**

The results from the Servant Leadership Organizational Assessment (OLA) discussed in this chapter include data from 17 private Christian schools. Each school received an individual report and these reports were examined to draw conclusions. The OLA provided data that yielded organizational health levels, servant leadership levels, and job satisfaction levels for all the schools involved in the survey. The OLA also yielded data from the six categories found in the survey: displays authenticity, values people, develops people, builds community, provides leadership, and shares leadership. Lastly, correlations were examined between the four custom questions, servant leadership and job satisfaction.

Of the 46 private Christian schools in the state of Mississippi affiliated with the Mississippi Association of Independent Schools (MAIS), 22 schools agreed to participate. Of those 22 schools, 17 schools followed through by taking the survey online or on paper and returning the results. The total number of participants in these 17 schools was 436. These numbers represent three roles or positions within the schools that were selected to receive the survey: the top level or administrators, management or staff, and the worker or teacher. These three positions from the 17 schools are as follows: 19 participants are administrators, 13 participants are staff, and 404 participants are teachers.

Thirteen schools took the survey online and four schools were mailed the paper

version of the OLA. Three of the four packets of surveys were returned. Those who requested a mailed version had limited access to computers. The data was entered online on the OLA website.

   At the beginning of the survey, each participant selected his/her position in the school: administrator, staff, or teacher. In addition to the survey, four custom demographic questions were added. The custom questions asked for the participant's gender, age, race, and length of time in the school. On the mailed surveys, these questions were added and included with the survey form.

## Explanation of Survey

   After each participant selected a position he/she held in the school and answered the four custom questions, he/she then proceeded to the survey. The survey had a total of 66 questions and took approximately 15 minutes to complete. The survey was composed of 66 questions dedicated to the six categories in the survey and to the six questions related to job satisfaction. Listed are the six categories and the number of questions assigned to each:

1. Values people - 10 questions

2. Develops people - nine questions

3. Builds community - 10 questions

4. Displays authenticity - 12 questions

5. Provides leadership - nine questions

6. Shares leadership - 10 questions

7. Job satisfaction - six questions

The questions representing these categories were randomly displayed throughout the survey. Each participant answered three different sections of the survey using a Likert scale of 1-5 with *1 - Strongly Disagree, 2 – Disagree, 3- Undecided, 4 – Agree, and 5 – Strongly Agree*. Questions 1-21 were general questions focused on the organization as a whole. Questions 22- 54 were to be answered by all participants about the leadership in the school. Questions 55-66 were answered by all participants while viewing their role in the school. Embedded in these questions are six that pertain to job satisfaction.

Two larger categories, the organization's (school's) overall health and the organization's (school's) level of servant leadership, negative or positive, are derived from 60 questions (see Appendix B). The school's leadership level is written numerically from 1.0 to 5.0 indicating a corresponding level of servant leadership (see Table 2). The descriptors reflect the level of servant leadership and organizational health level in a school. Each school's servant leadership level and organizational health level was determined by the cumulative scores from the survey of all participants in the school.

Table 2

*Servant Leadership and Organizational Health Levels in the OLA*

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| Organization's Leadership Level | | Organization's Health Level |
|---|---|---|
| Level 1 | 1.0-1.99 | Autocratic (Toxic Health) |
| Level 2 | 2.0-2.99 | Autocratic (Poor Health) |
| Level 3 | 3.0-3.49 | Negative Paternalistic (Limited Health) |
| Level 4 | 3.5-3.99 | Positive Paternalistic (Moderate Health) |
| Level 5 | 4.0-4.49 | Servant (Excellent Health) |

| Level 6 | 4.5-5.00 | Servant (Optimal Health) |
|---------|----------|--------------------------|

## Survey Results

Four custom questions were generated and incorporated into the survey. In the online version of the OLA, the questions were added at the beginning of the survey. In the schools that requested a paper version of the survey, a separate sheet was attached to the survey that contained the four questions. The raw data consisted of all 436 participants' individual scores on every question of the survey. Some items, both on the four custom questions and the survey, were omitted by some participants. This omission is accounted for in the data analysis. The first question asked for the participant's gender. All 436 participants answered this question. The data revealed approximately four out of five participants in the schools that participated in the survey are female (Table 3).

Table 3

*Gender of Participants*

| Category | Number of Participants | Percentage |
|----------|------------------------|------------|
| Male | 74 | 16.97 |
| Female | 362 | 83.23 |
| Missing | 0 | 0 |
| Total | 436 | 100 |

The next question asked the participant to mark an age range that applied. The majority of the participants clustered around the age range from 31-60 years of age (Table 4).

Table 4

*Age Ranges of Participants*

_____

| Ranges | Number of Participants | Percentage |
|---|---|---|
| 20-30 years old | 43 | 9.86 |
| 31-40 years old | 100 | 22.93 |
| 41-50 years old | 122 | 27.98 |
| 51-60 years old | 123 | 28.21 |
| Over 61 years old | 48 | 11.08 |
| Missing | 0 | 0 |
| Total | 436 | 100 |

_____

The participants were asked to mark a race option on the third question. The race options were African American, Asian, Caucasian, Hispanic and other nationalities. The largest percentage of participants were found in the Caucasian race (Table 5).

Table 5

*Race of Participants*

| Category | Number of Participants | Percentage |
|---|---|---|
| African American | 2 | .46 |
| Asian | 6 | 1.38 |
| Caucasian | 418 | 96.09 |
| Hispanic | 6 | 1.38 |
| Other | 3 | .69 |
| Missing | 0 | 0 |
| Total | 436 | 100 |

The final question asked the participant to mark the length of time he/she had been working at the school. The highest number of participants marked from one to five years (Table 6). Limited research has been done using demographic data in correlation with servant leadership. One study involving 112 principals and 336 teachers found no correlation with servant leadership and demographic data collected in public schools. (Taylor, Martin, Hutchinson, & Jinks, 2007).

Table 6

*Length of Time at School for Participants*

| Length of Time | Number of Participants | Percentage |
|---|---|---|
| 0-5 years | 169 | 39.78 |
| 6-10 years | 103 | 24.24 |

| | | |
|---|---|---|
| 11-15 years | 66 | 15.52 |
| 16-20 years | 32 | 7.52 |
| Over 21 years | 55 | 12.94 |
| Missing | 11 | 0 |
| Total | 425 | 100 |

The number of participants in both the positions of administrators (19) and staff (13) provided low numbers, therefore only the scores from the teachers are used to draw conclusions. The 19 administrators' scores from the survey were averaged and conclusions drawn to answer question number one. The scores of the 13 staff were not used in this research because of the low count. All the teachers' scores in the six categories were averaged, There were 404 teachers who completed the survey. This yielded the mean or average for these categories from all teachers' scores in all the schools in each of these categories. These scores were averaged with the number of questions assigned to each category (Table 7). Each question on the survey was answered using the Likert Scale which ranged from 1-5 with *1 - Strongly Disagree, 2- Disagree, 3 - Undecided, 4 - Agree, and 5 - Strongly Agree*. The raw scores for organizational health and leadership are not included, because these scores were imbedded in the six categories.

Table 7

*Teachers' Overall Averages in the Six Categories*

52

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| Category | Number of Questions On the Survey | Mean Or Average | Percentage |
|---|---|---|---|
| Values People | 10 | 42.524 | 84 |
| Develops People | 9 | 37.485 | 82 |
| Builds Community | 10 | 42.081 | 84 |
| Displays Authenticity | 12 | 49.886 | 82 |
| Provides Leadership | 9 | 37.784 | 84 |
| Shares Leadership | 10 | 41.730 | 84 |
| Job Satisfaction | 6 | 27.443 | 90 |
| Total | 66 | | |

_____

Note. The OLA used a Likert scale of 1-5. N = 404.

The averages obtained from the OLA revealed teachers' perceptions of servant leadership in the schools within these six constructs was high. All constructs, or categories, were in the 80th percentile or above. Job satisfaction among teachers in the 17 schools was in the 90th percentile range.

In addition to the raw data, each school received an in-depth 26 page report on the school's survey results. Part of these results included a job satisfaction level displayed as; needs improvement, good, or very good. These reports were e-mailed to each of the schools' administrators. The reports generated for the 17 private Christian schools provided data for the leadership in each school and the data reports served as a school improvement tool.

From the reports, six pieces of data were gathered and discussed. An organizational health score was assigned. The survey identified two of the six categories as the school's highest scoring categories, and two of the six categories were identified as the school's lowest scores. Job satisfaction was scored and assigned with a descriptive word. The survey revealed key patterns that were discussed in the school's reports. Perceptions of servant leadership were revealed from the administrators' point of view and the teachers' point of view. The schools were assigned numbers 1-17 and figures were displayed and discussed. The first school had a high perception of servant leadership (Figure 1).

Figure 1

*Overview of School's report, School 1*

Organization's Health

Level 5

Excellent

| High Areas | Low Areas | Job Satisfaction |
|---|---|---|
| Shares Leadership | Displays Authenticity | Very Good |
| Values People | Develops People | |

Pattern: Teachers are looking for more direction from leadership. *N = 40*
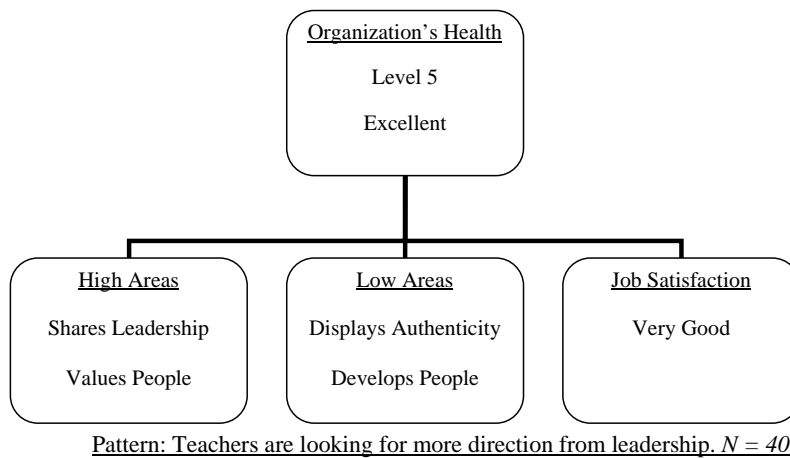
When the school's health level is rated as excellent, this reflects high perceptions of servant leadership in the school among administrators and staff. The administration in school one did not participate in the survey so the high perception of servant leadership was from the teachers' perceptions.

School two scored level six in organizational health (Figure 2).

Figure 2

*Overview of School's Report, School 2*



Pattern: Teachers are looking for more direction from leadership. *N = 8*
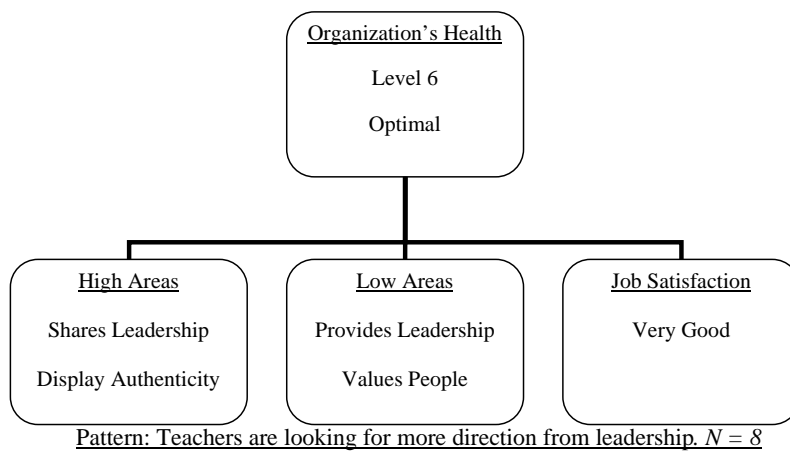
In school two, the leadership and the teachers completed the survey which yielded a high perception match. Teachers viewed the leadership as displaying strong servant leadership, yet the teachers requested more direction from the leadership which indicated unclear communication about the vision from the leaders.

School three was the second school to show the servant leadership trait displays authenticity as a weakness (Figure 3).

Figure 3

*Overview of School's Report, School 3*



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            ┌─────────────────────────┐
            │  Organization's Health  │
            │        Level 5          │
            │       Excellent         │
            └─────────────────────────┘
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| High Areas | Low Areas | Job Satisfaction |
|---|---|---|
| Values People | Provides Leadership | Very Good |
| Develops People | Displays Authenticity | |
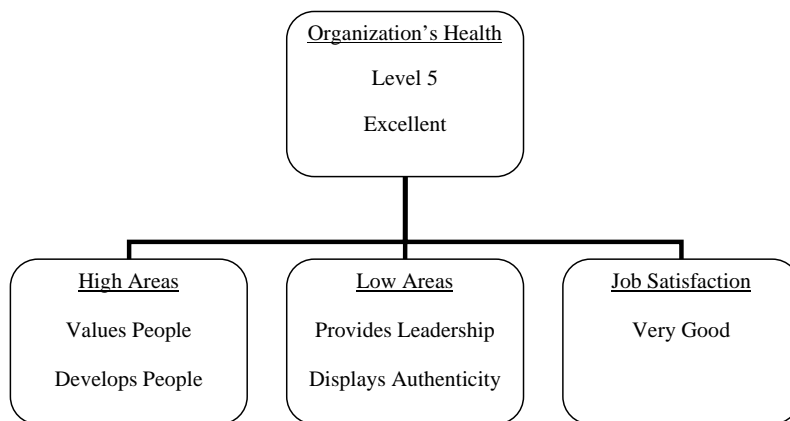
Pattern: Workers are looking for more direction from leadership. *N =13*

In school three, the administrator did not take the survey. The teachers viewed the leadership as displaying strong character traits of servant leadership, yet more direction from the leadership was needed. This was a vision statement and teachers desired to hear leaders communicate the vision of the school clearly and often.

School four was another school with the servant leadership trait displays authenticity as a weak area (Figure 4).

Figure 4

*Overview of School's Report, School 4*

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                    ┌─────────────────────────┐
                    │   Organization's Health  │
                    │                          │
                    │         Level 5          │
                    │                          │
                    │        Excellent         │
                    │                          │
                    └─────────────────────────┘
                               │
         ┌─────────────────────┼─────────────────────┐
┌─────────────────┐   ┌─────────────────┐   ┌─────────────────┐
│   High Areas    │   │    Low Areas    │   │ Job Satisfaction│
│                 │   │                 │   │                 │
│Provides Leadership│  │Shares Leadership│   │    Very Good    │
│                 │   │                 │   │                 │
│ Develops People │   │Displays Authenticity│ │                 │
└─────────────────┘   └─────────────────┘   └─────────────────┘
```
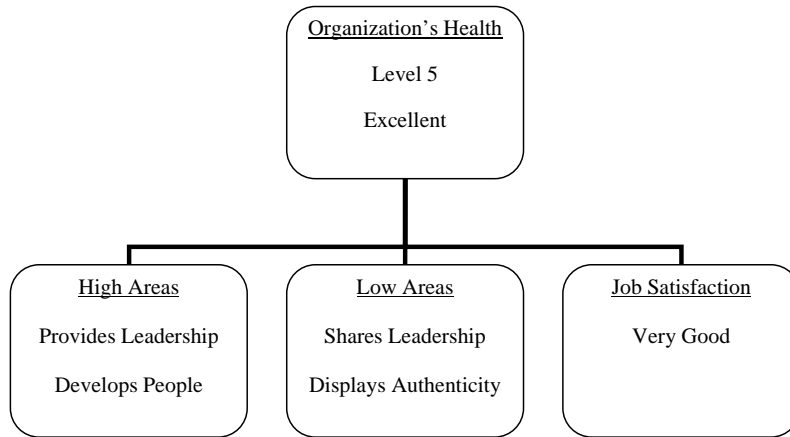
Pattern: Teachers are looking for more responsibility and authority to do the job. *N =40*


In school four, the administration and the teachers participated in the survey. This yielded a high servant leadership perception between leaders and teachers. Shared perceptions suggested a high level of awareness and communication.

School five revealed a pattern that was derived out of the weak areas (Figure 5).

Figure 5

*Overview of School's Report, School 5*

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          ┌─────────────────────┐
          │ Organization's Health│
          │                     │
          │      Level 5        │
          │                     │
          │     Excellent       │
          └─────────┬───────────┘
      ┌─────────────┼─────────────┐
┌──────────┐  ┌──────────┐  ┌──────────────┐
│High Areas│  │Low Areas │  │Job Satisfaction│
│          │  │          │  │              │
│Values    │  │Provides  │  │ Very Good    │
│People    │  │Leadership│  │              │
│          │  │          │  │              │
│Displays  │  │Shares    │  │              │
│Authenticity│ │Leadership│ │              │
└──────────┘  └──────────┘  └──────────────┘
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Pattern: Teachers are looking for more direction from the leadership. *N = 14*

School five had leaders and teachers participate in the survey and yielded a high perception of servant leadership in the school. When perceptions were shared in the school, communication was open and an awareness of needs existed, making it conducive for servant leaders to grow.

School six had one of the largest numbers of participants in the survey from among the 17 schools (Figure 6).

Figure 6

*Overview of School's Report, School 6*

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                    ┌──────────────────────┐
                    │  Organization's Health │
                    │                        │
                    │       Level 5          │
                    │                        │
                    │      Excellent         │
                    └──────────┬─────────────┘
         ┌─────────────────────┼─────────────────────┐
┌────────────────┐    ┌────────────────┐    ┌────────────────┐
│   High Areas   │    │   Low Areas    │    │ Job Satisfaction│
│                │    │                │    │                │
│  Values People │    │Provides Leadership│ │   Very Good    │
│                │    │                │    │                │
│Builds Community│    │Shares Leadership│   │                │
└────────────────┘    └────────────────┘    └────────────────┘
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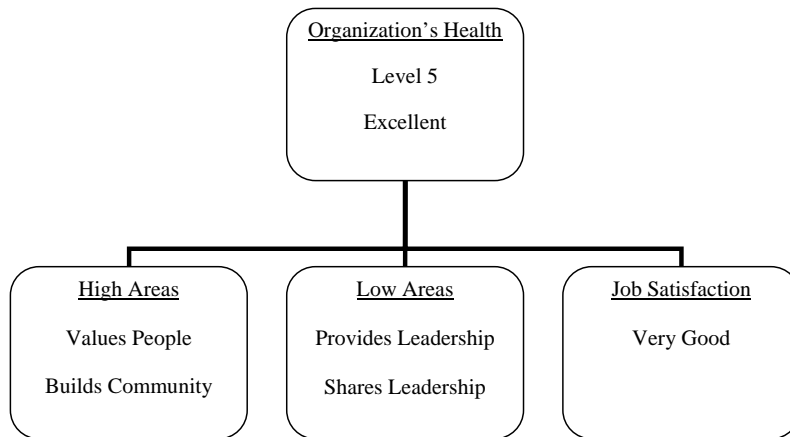
Pattern: Teachers are looking for more responsibility and authority to do the job. *N = 55*

In school six, the administrators and teachers took the survey. This school yielded a high level of shared awareness and open communication. The perception of servant leadership was high among administrators and teachers' perceptions. School six and seven shared the same low areas (Figure 7).

Figure 7

*Overview of School's Report, School 7*

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          ┌─────────────────────────┐
          │  Organization's Health  │
          │        Level 5          │
          │       Excellent         │
          └────────────┬────────────┘
       ┌───────────────┼────────────────┐
┌──────┴──────┐ ┌──────┴──────┐ ┌───────┴───────┐
│ High Areas  │ │  Low Areas  │ │ Job Satisfaction │
│ Values People │ │ Provides Leadership │ │ Very Good │
│ Develops People │ │ Shares Leadership │ │         │
└─────────────┘ └─────────────┘ └───────────────┘
```
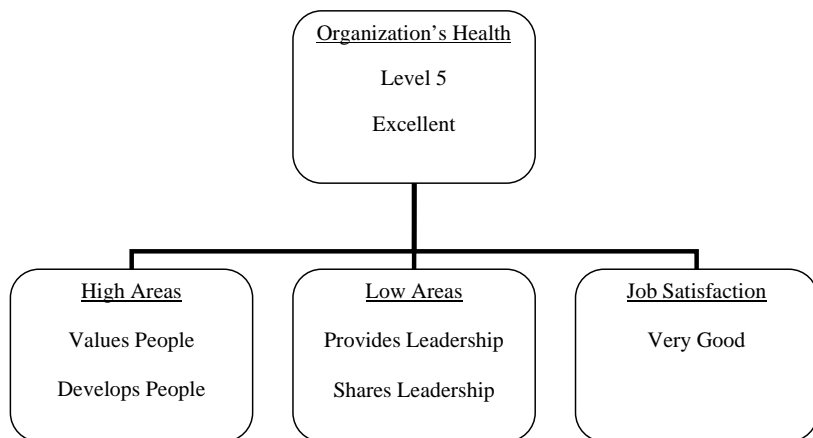
Pattern: Teachers are looking for more direction from the leadership. *N = 10*


The categories of builds community and values people were the differences between school six and seven. School seven had an extremely different perception of servant leadership between the leaders and the teachers. Administration and teachers completed the survey, yet the report suggested a low level of shared awareness and a low level of open communication.

School eight added to the schools with servant leadership trait displays authenticity as a weakness (Figure 8).
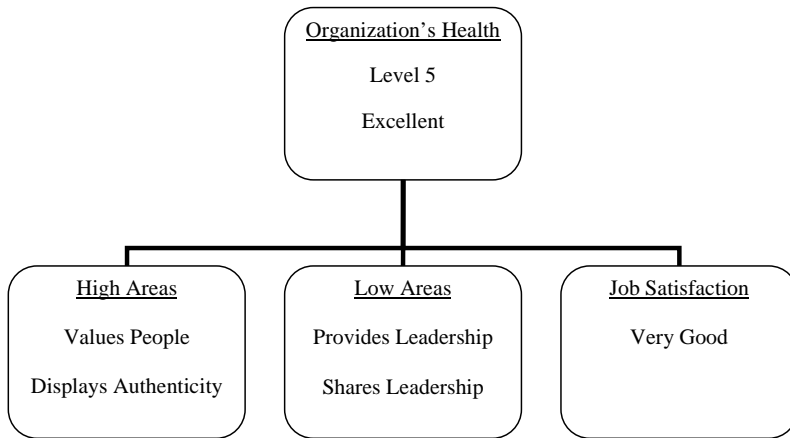

Figure 8

*Overview of School's Report, School 8*

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                    ┌─────────────────────┐
                    │ Organization's Health│
                    │      Level 4         │
                    │      Moderate        │
                    └─────────────────────┘
          ┌────────────────┼────────────────┐
 ┌──────────────┐  ┌──────────────┐  ┌──────────────┐
 │  High Areas  │  │  Low Areas   │  │Job Satisfaction│
 │ Values People│  │Provides Leadership│ │  Very Good   │
 │Builds Community│ │Displays Authenticity│ │            │
 └──────────────┘  └──────────────┘  └──────────────┘
```
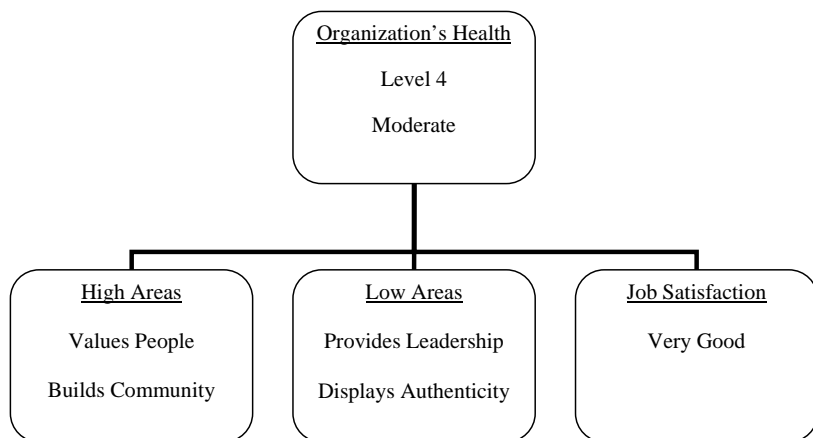
Pattern: Teachers are looking for more direction from the leadership. *N = 14*

The administrators and teachers in school eight had extremely different perceptions of the school's servant leadership. This suggested that the shared awareness and open communication among teachers and leaders was at a low level. This was the first school with a level four on the school's heath and a lower level of servant leadership. Level four represents a parental-led organization with characteristics of moderate levels of trust. It is suggested that maintaining the status-quo of the school is more important than creativity.

Displays authenticity appeared again in school nine as a weak area in servant leadership (Figure 9).

Figure 9

*Overview of School's Report, School 9*

61

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                    ┌─────────────────────────┐
                    │   Organization's Health  │
                    │                          │
                    │        Level 6           │
                    │                          │
                    │        Optimal           │
                    └────────────┬─────────────┘
         ┌───────────────────────┼───────────────────────┐
┌────────┴────────┐     ┌────────┴────────┐     ┌─────────┴────────┐
│   High Areas    │     │   Low Areas     │     │ Job Satisfaction │
│                 │     │                 │     │                  │
│ Shares Leadership│     │ Builds Community│     │   Very Good      │
│                 │     │                 │     │                  │
│Provides Leadership│   │Displays Authenticity│ │                  │
└─────────────────┘     └─────────────────┘     └──────────────────┘
```
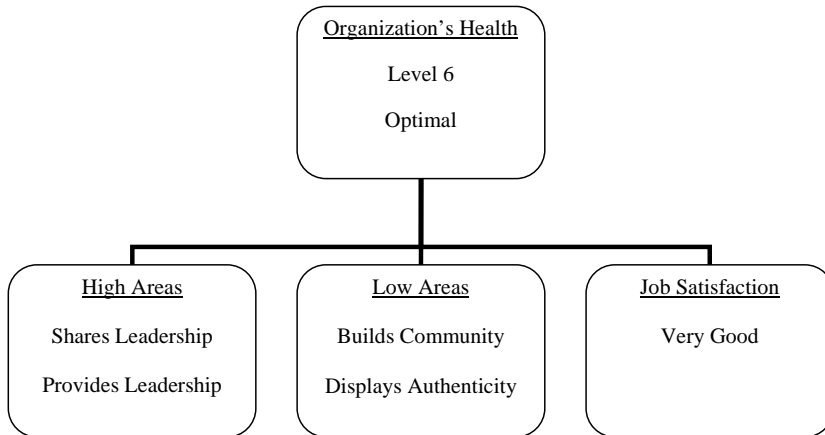
Pattern: Teachers are looking for more direction from the leadership. *N = 7*

   Although school nine rated a level six, the perceptions between leaders and teachers
were different, proposing limited shared awareness with limited open communication.
The atmosphere of the school indicated servant leadership operated at a high level, yet
the school had a weak area in displays authenticity which affected trusts levels.

   School 10 fell in the average range with an organizational health level 5 (Figure 10)

Figure 10

*Overview of School's Report, School 10*

| Organization's Health | | |
| :---: | :---: | :---: |
| Level 5 | | |
| Excellent | | |

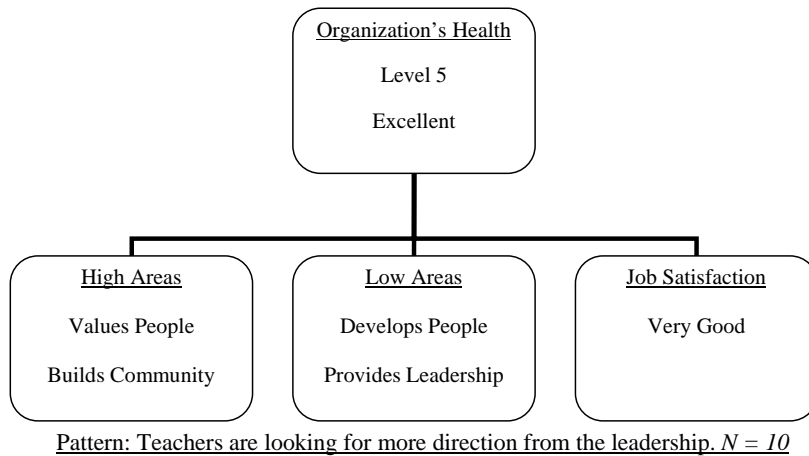| High Areas | Low Areas | Job Satisfaction |
| :---: | :---: | :---: |
| Values People | Develops People | Very Good |
| Builds Community | Provides Leadership | |

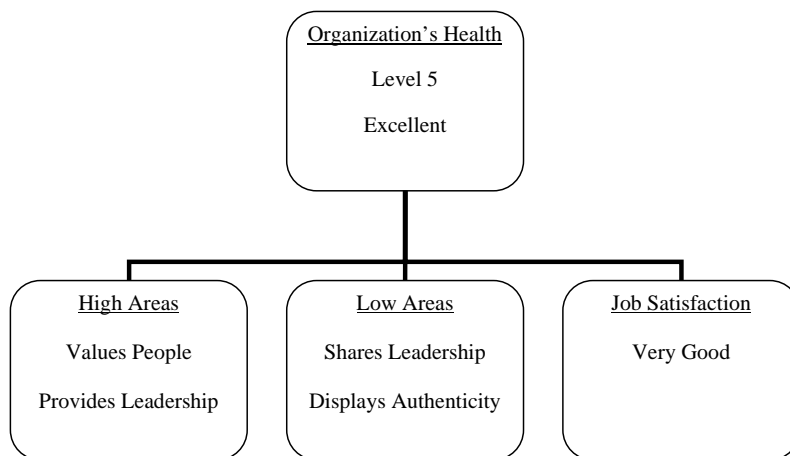Pattern: Teachers are looking for more direction from the leadership. *N = 10*

The leaders and teachers in school 10 had a very high perception match in the school's health and servant leadership. Shared awareness and open communication was high. The teachers desired to receive more direction from the leadership. This reflected lack of vision from the leaders. With shared awareness and open communication in school 10, a clearer direction from the leaders may be achieved.

School 11 provided leadership with a perception that more shared leadership was needed (Figure 11).

Figure 11

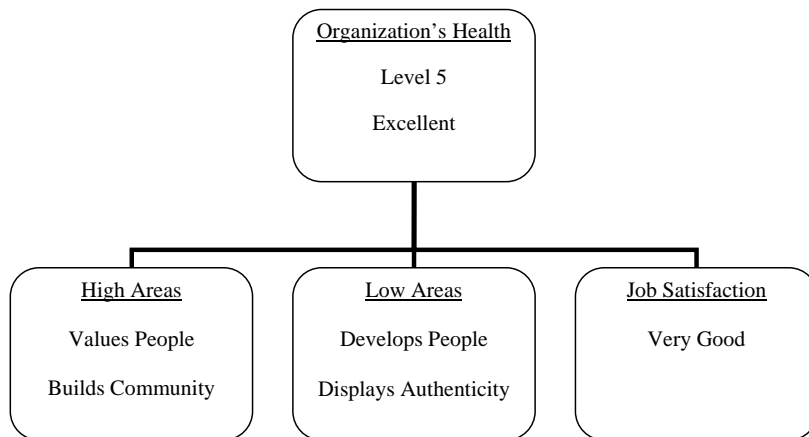*Overview of School's Report, School 11*

```
                    ┌─────────────────────────┐
                    │  Organization's Health  │
                    │         Level 5         │
                    │        Excellent        │
                    │                         │
                    └────────────┬────────────┘
          ┌──────────────────────┼──────────────────────┐
┌─────────────────┐    ┌─────────────────────┐    ┌─────────────────┐
│   High Areas    │    │     Low Areas       │    │ Job Satisfaction│
│  Values People  │    │  Shares Leadership  │    │    Very Good    │
│Provides Leadership│  │Displays Authenticity│    │                 │
└─────────────────┘    └─────────────────────┘    └─────────────────┘
```

Pattern: Teachers are looking for more responsibility and authority to do the job. *N = 37*

Leaders and teachers in school 11 shared a similar perception of the school's health and servant leadership level. It suggested that the communication was open and there was a shared awareness in the school. School 11 was an additional school with a weak area in displays authenticity, which signified a low level of trust among leaders and teachers.

School 12 joined the other schools with the weak area of displays authenticity (Figure 12).

Figure 12
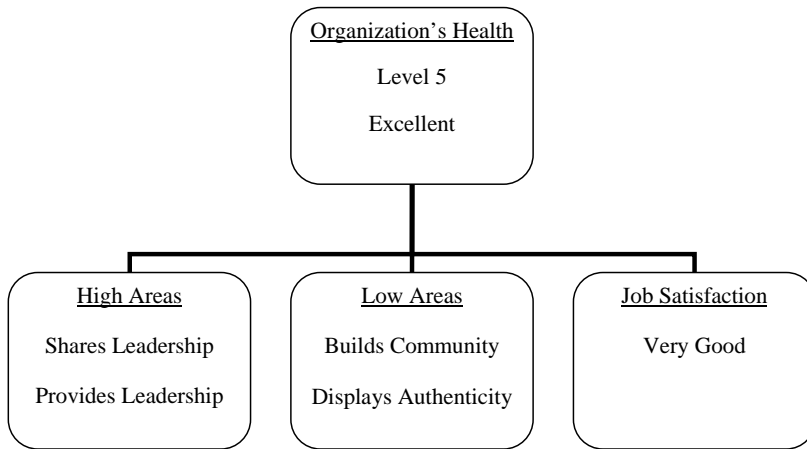
*Overview of School's Report, School 12*

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          ┌─────────────────────────┐
          │  Organization's Health  │
          │                         │
          │        Level 5          │
          │                         │
          │       Excellent         │
          └─────────────────────────┘
```

| High Areas | Low Areas | Job Satisfaction |
|---|---|---|
| Values People | Develops People | Very Good |
| Builds Community | Displays Authenticity | |

Pattern: Teachers are looking for more responsibility and authority to do the job. *N = 80*

School 12 was a servant leadership organization, but the perception match between leaders and teachers was low, suggesting low levels of shared awareness and open communication. One of the weaknesses in school 12, where 80 participants took the survey, was displays authenticity. The lack of this characteristic in leadership parallels with the low perception in the school.

School 13 had a rare set of strong areas compared to the other schools (Figure 13).
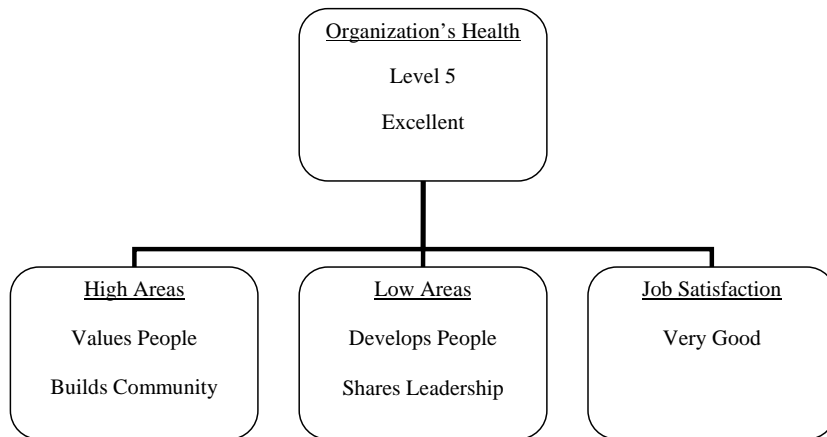
Figure 13

*Overview of School's Report, School 13*

Organization's Health

Level 5

Excellent

High Areas

Shares Leadership

Provides Leadership

Low Areas

Builds Community

Displays Authenticity

Job Satisfaction

Very Good

Pattern: Teachers are looking for more direction from the leaders. *N = 22*

The strengths, shares leadership and provides leadership, revealed servant leadership perceived by teachers and leaders in this school. School 13 had a very high perception match between the leaders and teachers in the school's health and level of servant leadership. This high perception provided a platform for changes needed and for trust to be acquired among leaders and teachers. Displays authenticity appears again in the area of weakness.

School 14 had one of the largest populations of participants (Figure 14).
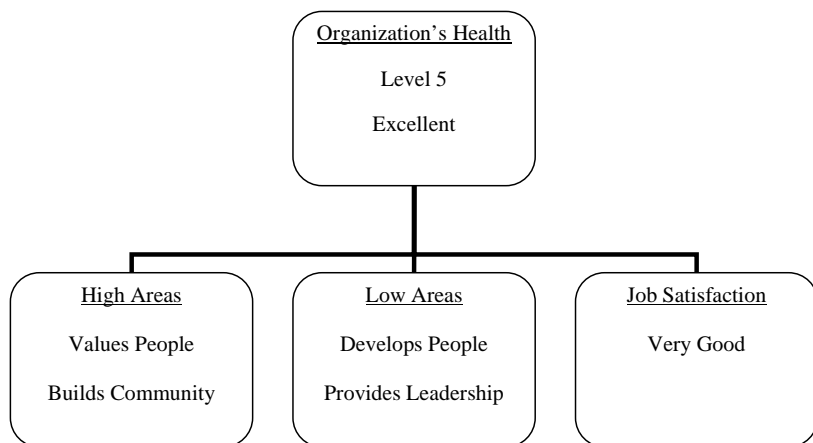
Figure 14

*Overview of School's Report, School 14*

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                    ┌─────────────────────────┐
                    │  Organization's Health  │
                    │         Level 5         │
                    │        Excellent        │
                    └────────────┬────────────┘
         ┌───────────────────────┼───────────────────────┐
┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│   High Areas     │  │    Low Areas     │  │ Job Satisfaction │
│  Values People   │  │ Develops People  │  │    Very Good     │
│ Builds Community │  │ Shares Leadership│  │                  │
└──────────────────┘  └──────────────────┘  └──────────────────┘
```

Pattern: Teachers are looking for more responsibility and authority to do the job. *N = 54*

School 14 and school 12 were almost identical, with one difference in one of the low areas of servant leadership. The pattern in the two schools' reports was also the same. The perception was different among leaders and teachers, which suggested a limited level of shared awareness and open communication.

School 15 was one of the few schools that had a strong area of builds community (Figure 15).

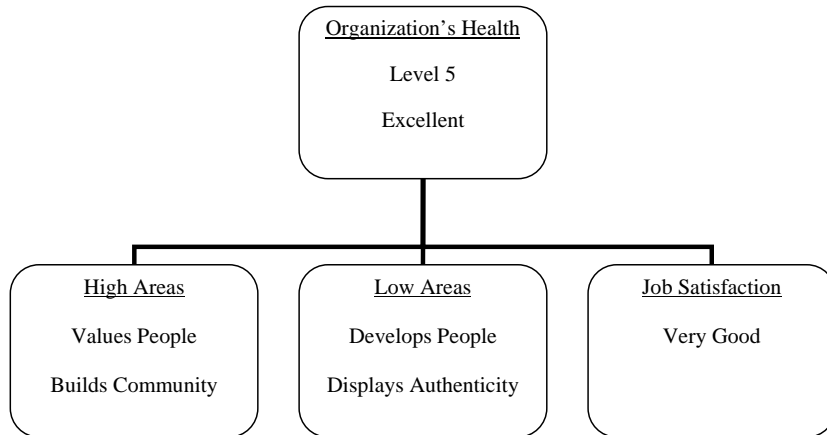Figure 15

*Overview of School's Report, School 15*

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                  ┌─────────────────────┐
                  │ Organization's Health│
                  │                     │
                  │      Level 5        │
                  │                     │
                  │     Excellent       │
                  │                     │
                  └──────────┬──────────┘
                             │
        ┌────────────────────┼────────────────────┐
        │                    │                    │
┌───────────────┐   ┌─────────────────┐   ┌───────────────┐
│  High Areas   │   │   Low Areas     │   │Job Satisfaction│
│               │   │                 │   │               │
│ Values People │   │ Develops People │   │  Very Good    │
│               │   │                 │   │               │
│Builds Community│  │Provides Leadership│  │               │
└───────────────┘   └─────────────────┘   └───────────────┘
```

Pattern: Teachers are looking for more direction from the leadership. *N = 6*

School 15 and 14 were similar except for one difference in a low area. The major

difference in these two schools with similarities was number of participants, school 14

had 54 and school 15 had six. Also administrators in school 15 did not participate in the

survey which gave the school a low perception. Teachers had a high perception of servant

leadership and excellent health in the school. It was perceived that there was a low level

of open communication and shared awareness, because leaders did not participate in the

survey.

School 16 joined the list of schools with the servant leadership trait of displays

authenticity as a weak area (Figure 16).

Figure 16

*Overview of School's Report, School 16*

```
                    ┌─────────────────────────┐
                    │  Organization's Health   │
                    │                          │
                    │        Level 5           │
                    │                          │
                    │       Excellent          │
                    └─────────────────────────┘
                                │
        ┌───────────────────────┼───────────────────────┐
┌───────────────┐    ┌───────────────────┐    ┌───────────────────┐
│  High Areas   │    │    Low Areas      │    │  Job Satisfaction │
│               │    │                   │    │                   │
│ Values People │    │  Develops People  │    │     Very Good     │
│               │    │                   │    │                   │
│Builds Community│    │Displays Authenticity│  │                   │
└───────────────┘    └───────────────────┘    └───────────────────┘
```

Pattern: Teachers are looking for more responsibility and authority to do the job. *N = 18*

Administrators in school 16 did not participate in the survey. This yielded a low

perception of school health and servant leadership between teachers and leaders. This

school had the weakness of displays authenticity that came from the teachers' perception.

School 17 had a different job satisfaction level from the other schools (Figure 17).

Figure 17

*Overview of School's Report, School 17*

```
┌─────────────────────────┐
│   Organization's Health  │
│                          │
│         Level 4          │
│                          │
│        Moderate          │
└─────────────────────────┘
```

| High Areas | Low Areas | Job Satisfaction |
|---|---|---|
| Values People | Provides Leadership | Good |
| Builds Community | Shares Leadership | |
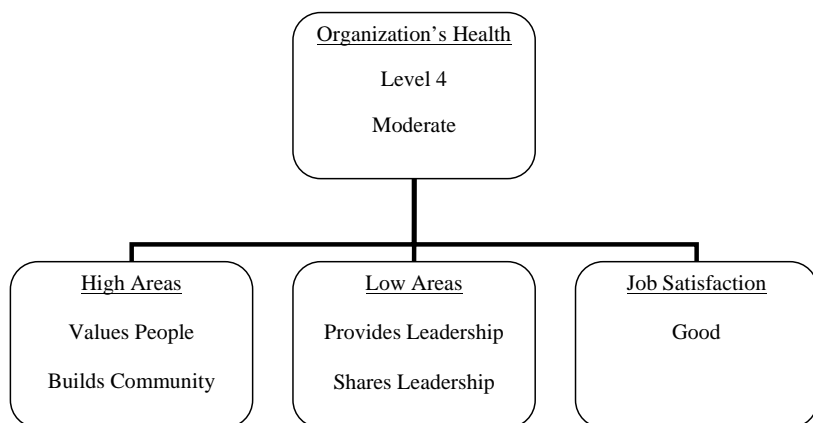
Pattern: Teachers are looking for more responsibility and authority to do the job. *N = 8*

School 17 was the second school with a level four in organizational health and the only school to have a 'good' level in job satisfaction. The perception between administrators and teachers was extremely different and indicated a low level of shared awareness and a low level of open communication. The definition from the OLA for good and very good in job satisfaction was the same. The difference in job satisfaction levels was in how the questions were answered on the survey.

The organization's leadership/health level is identified on a six point scale that incorporates numbers and descriptors (Table 2). Two of the schools scored a six, or optimal health, concerning servant leadership practices in their school. Two of the schools scored a four which is moderate servant leadership in their school. The remaining 13 schools scored a five, excellent health, concerning servant leadership practices in their schools (Table 8).

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Table 8

*Level of Organizational Health for Schools*

_____

| Levels of Organizational Health | | Number of Schools |
|---|---|---|
| Level 1 | Autocratic (Toxic Heath) | 0 |
| Level 2 | Autocratic (Poor Heath) | 0 |
| Level 3 | Negative Paternalistic (Limited Health) | 0 |
| Level 4 | Positive Paternalistic (Moderate Health) | 2 |
| Level 5 | Servant (Excellent) | 13 |
| Level 6 | Servant (Optimal Health) | 2 |

_____

   The overall organizational health score was derived from the composite of scores in the six categories: values people, develops people, builds community, displays authenticity, provides leadership, and shares leadership. The school reports analyzed these six categories and rated them for each school. Each school report showed two strengths and two weaknesses derived from the six categories (Table 9).

Table 9

*OLA School Reports*

_____

| Category | Schools' Strengths | School Level | School's Weaknesses | School Level |
|---|---|---|---|---|
| Values People | 13 | 4, 5 | 1 | 6 |
| Develops People | 3 | 5 | 6 | 5 |

| | | | | |
|---|---|---|---|---|
| Builds Community | 8 | 4, 5 | 2 | 5, 6 |
| Displays Authenticity | 2 | 5, 6 | 9 | 4, 5, 6 |
| Provides Leadership | 4 | 5, 6 | 9 | 4, 5, 6 |
| Shares Leadership | 4 | 5, 6 | 7 | 4, 5 |

Note. No. of Schools =17. The number accounts for how many schools fell into these categories.

The category of values people occurred the most often in the strength areas for all schools, except for two schools that scored a level six, optimal health. The two level six schools scored the highest, showing strength in displays authenticity, provides leadership, and shares leadership. All three levels (4, 5, 6) for the 17 schools had weaknesses in displays authenticity and provides leadership. The two level six schools had four different areas of weaknesses: provides leadership, values people, displays authenticity, and builds community. Displays authenticity was listed as an area of strength and an area of weakness, but was found to be a strong area in only one of the level five schools and one of the level six schools.

Cerit (2009) connected the traits of valuing people and displaying authenticity, showing the two traits share significance with internal needs, external needs, and teacher's job satisfaction. Crandall (2007) connected trust with authenticity as two vital traits that affect how teachers teach and how well they teach. Authenticity is not authentic if the words and the actions of the leader do not match. Leaders need to be determined to be authentic; it is a necessary trait in servant leaders (Johnson, 2012).

Two key patterns emerged for each school's suggested areas of need. Ten of the

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schools' survey results showed teachers were looking for more direction from the leadership. Seven of the schools' survey results showed teachers were looking for more responsibility and authority to do their jobs. This reflected the concept of shared responsibility. Both schools with level six of optimal organizational health held the same key pattern. Teachers were looking for more direction from the leadership, which reflected vision. Caffey (2012) constructed a list of seven servant leadership characteristics for teachers to list in order of importance for job satisfaction. Being a visionary leader was marked number seven most often by 133 teachers, with seven being the least important.

The survey gave two perspectives, the leaders' perspectives and the workers' perspectives about two categories. These two categories were leadership in the school and the organizational health within each school. The perspectives reflect five different levels.

- The leaders and the workers could view the organization more positively than the leadership.

- The leaders and workers could view the leadership more positively than the organization.

- The leaders and workers could view the organization less positively than the leadership.

- The leaders and workers could view the leadership less positively than the organization.

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- The leaders and workers could view the organization and the leadership as equal.

Due to the nature of the culture of schools, no repetitive pattern emerged from this data. Each school had a varied view on both leadership and the organization.

The job satisfaction score was derived from six additional questions located randomly in the survey. The survey questions used to rate job satisfaction are questions 56, 58, 60, 62, 64, and 66. All the schools except for one of the level four schools were given a rating of very good on the job satisfaction scale (Table 10). The OLA's distinct definition of the level of job satisfaction of very good is,

> …workers believe that they personally are making a significant contribution to the organization and that their job is very important to its success. They are able to consistently use their best gifts and abilities in their job while being highly creative in their work. They enjoy the work they do and believe that they personally are working at a very high level of productivity (Laub, 1999).

Table 10

*Job Satisfaction Scores for the Schools*
_____

| Category | Level of School |
|---|---|
| Needs Improvement | 0 |
| Good | 1 |
| Very Good | 16 |
| Total | 17 |

_____

Using the SPSS software, servant leadership and job satisfaction were correlated using multiple regression. The four custom questions were also factored in as independent variables. Both organizational health and servant leadership scores were additional independent variables with job satisfaction as the dependent variable.

There were 404 teachers as participants, but because of the nature of how some questions were not answered by the participants, the SPSS software recorded 395 total participants. The mean score for organizational health for all 17 schools was x= 94.16 with a standard deviation of 37.39. The mean score for servant leadership was x= 159.65 with a standard deviation of 26.38. The mean score for job satisfaction was x= 27.36 with a standard deviation of 3.24 (Table 11).

Table 11

*Analyses Comparisons with Averages*

| Composites for All Schools | Mean | Standard Deviation |
|---|---|---|
| Organizational Health | 94.16 | 37.39 |
| Servant Leadership | 159.65 | 26.38 |
| Job Satisfaction | 27.36 | 3.24 |
| Total Number of Schools | 17 | |
| Total Number of Teachers | 395 | |

Note. Confidence intervals at 95% and p < .01

**Research Question One**

The first research question asked: "to what extent do administrators and teachers in Christian schools in Mississippi implement the principles of servant leadership?" The OLA was the instrument used to answer this question for administrators and teachers. The number of participants to participate in the survey from 17 schools was 19 administrators and 404 teachers. All participants were voluntary and represented private Christian schools in the state of Mississippi. Not all 404 teachers answered every question on the survey. The software program, SPSS, made allowance for the omissions and calculated 395 teacher participants in some calculations.

The percentages for servant leadership and job satisfaction for administrators and teachers were derived from the raw data on the OLA (Table 12). The raw data for servant leadership is derived from the six categories in the survey and the job satisfaction score is derived from six questions on the survey.

Table 12

*Servant Leadership and Job Satisfaction Averages*

| Position | Servant Leadership Mean | Job Satisfaction Mean | N |
|---|---|---|---|
| Administrators | 160.26 | 26.37 | 19 |
| Teachers | 159.65 | 27.36 | 395 |

The mean scores of servant leadership and job satisfaction for administrators and

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teachers were almost identical. The means of these two positions in the schools are the data used to make conclusions regarding servant leadership in the schools surveyed. Question number one is answered positively. Administrators and teachers answered the questions with a four or above on the Likert scale. The scores yielded high servant leadership practices from administrators and teachers in the private Christian schools in Mississippi.

## Research Question Two

Research question one and two worked in concert, sharing data. The second question asked: "to what extent does the level of servant leadership revealed in Mississippi Christian schools correlate with administrators' and teachers' levels of job satisfaction?" The six questions on the OLA that target job satisfaction were answered using a Likert scale of 1-5 with *1- Strongly Disagree, 2- Disagree, 3- Undecided, 4- Agree, and 5- Strongly Agree.*

The research looked for a relationship between servant leadership, gender, age, race, length of time at the school and job satisfaction, using multiple regression (Table 13).

Table 13

*Multiple Regression Coefficients for Participants*

| Model Scores | Standard Error | t | Sig. |
|---|---|---|---|
| Servant Leadership | .005 | 18.708 | .000 |
| Gender of Teachers | .330 | .825 | .410 |
| Age of Teachers | .112 | -.417 | .677 |

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| | | | |
|---|---|---|---|
| Race of Teachers | .477 | .275 | .784 |
| Length of Time at School | .098 | -.266 | .821 |

Note. Dependent Variable: Job Satisfaction Score, p < .01, 1-tailed.

The ANOVA test produced, F = 68.823, p < .000. The coefficient calculations compared the independent variables, servant leadership, gender, age, race, and length of time at the school. The demographic variables showed no significant relationship with job satisfaction, only servant leadership showed a significance of p < .000 (Table 14).

Table 14

*ANOVA Test for Multiple Regression*

| Model | Sum of Squares | df | Mean Square | F | Sig |
|---|---|---|---|---|---|
| Regression | 2135.086 | 6 | 355.848 | 68.823 | .000 |

An analysis using multiple regression and a Pearson *r,* 1-tailed test revealed a high correlation of the coefficient of servant leadership and job satisfaction. A correlation for the data showed, r = .713, *n* 395, p< .01, one-tailed (Table 15).

Table 15

*Pearson r Correlations*

| Pearson Correlations | Servant Leadership Score | Sig. (1-tailed) | N |
|---|---|---|---|
| Job Satisfaction Score | .713 | .000 | 395 |

Note. p<.01

Using multiple regression correlations with job satisfaction and the six categories of the OLA were analyzed using a Pearson *r*, 2-tailed test (Table 16).

Table 16

*Correlations Between Job Satisfaction and Six Categories*

| Dependent Variable Job Satisfaction | Category | Correlation | Number | Sig. |
|---|---|---|---|---|
| JS | Values People | .640 | 405 | .000 |
| JS | Develops People | 709 | 405 | .000 |
| JS | Builds Community | .565 | 405 | .000 |
| JS | Displays Authenticity | .275 | 405 | .000 |
| JS | Provides Leadership | .691 | 405 | .000 |
| JS | Shares Leadership | .679 | 405 | .000 |

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

Five of the six categories were highly correlated with job satisfaction with correlation coefficients ranging from r =.565 to r = .709. The sixth category, displays

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authenticity, had the lowest correlation coefficient of  r = .275 in relationship with job satisfaction.

## Findings

This research presented quantitative data from the Servant Organizational Leadership Assessment (OLA). Laub (1999), author of the instrument, concluded in research that servant organizations produce a higher level of job satisfaction among its employees. When workers are satisfied at work, the climate is set for workers to perform at optimum levels and for the organization to succeed.

The total number of schools to take the survey was 17, with 436 participants, including administrators and teachers. Some calculations excluded administrators, using the 404 teachers. Administrators from some of the schools did not participate in the survey which caused the perceptions of servant leadership in the schools to be skewed. Reasons for some leaders not taking the survey were not known.

The demographics of the participants yielded interesting information. The race population of the participants was largely Caucasian females, ages 31-60, who had taught at the school one to five years. None of the demographic information was significant in correlation with job satisfaction.

Teachers' percentages in all six categories were high, showing a strong perception of servant leadership. All categories yielded over 80% (Table 7) with job satisfaction in the 90th percentile range.

Schools were provided an individual evaluation report. In the schools' evaluation reports, each school was given an organizational health rating that corresponded with the

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school's level of perceived servant leadership. The level for the majority of the schools was level 5, which is an excellent perception of servant leadership. Thirteen schools shared the same area of strength, the servant leadership characteristic values people. "Values people" is a trait promoted by Christianity, thus indicative of the Christian faith. "Builds community", the second highest servant leadership trait, indicated care and concern for those connected with the school, but not in the school. The servant leadership trait displays authenticity occurred the most often as a weak area yielding a .275 average. As an area of weakness, displays authenticity revealed a lack of trust among leaders and teachers.

Perspectives from participants were dependent on administrators and teachers participating in the survey. The perception match was almost identical between leaders and teachers averages in all the schools (Table 12). The Pearson $r$ revealed a high correlation (.713) linking servant leadership and job satisfaction to be highly correlated.

**CHAPTER V**

**CONCLUSIONS**

**Introduction**

Leader and server, two words often considered opposites, can work in harmony, creating unity among the leaders serving and those being served. Engelhart (2012), in an indirect quote, writes that Jesus is still viewed today as the strongest religious leader who demonstrated servant leadership (Spears, 2004). The picture of Jesus washing his disciples' feet embodies servant leadership. The feet were one of the dirtiest places on the human body. People traveled by foot or horse, wearing sandals on dirt roads. As Jesus approached Peter to wash his feet, Peter strongly suggested that Jesus not wash his feet. Peter's desire was to serve Jesus, to wash his feet. Jesus was not Peter's servant, Peter was Jesus' servant. His disciples called him Master. It was all Peter knew until that moment. One can only imagine the change that began to take place in Peter as he allowed Jesus to wash his feet (John 13:6-9, MKJV). The end results of Peter's thoughts and actions are recorded in the book of Acts and the books that Peter wrote (I Peter, II Peter).

As leaders serve, they become aware of the needs of others. This is viewed as a service, an outward action, yet it started with an inward desire to meet a need. Awareness is one of the 10 servant leadership characteristics Spears (2010) identified in Greenleaf's writings. It requires a selfless leader to search for the needs of others, setting his/her own needs aside. Jesus did this on the night before his arrest. His attention was turned towards the men he had come to serve and lead. Jesus prayed in Matthew 6:10,'thy kingdom

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come thy will be done, on earth as it is in Heaven', as part of *The Lord's Prayer*. When he washed the feet of his disciples, he was imitating His Father in heaven, bringing an aspect of heaven to earth by setting an example for his disciples. This example of servant leadership was a paradigm shift in the day of Jesus, just as it is today for educational leaders.

One of the two patterns that emerged from this study for the 17 schools stated that teachers were looking for more direction from leadership. Spears (2010) list of characteristics for servant leadership includes foresight. Foresight is the ability to see ahead, know where the next move is and motivate others to follow with confidence. The followers follow through a convincing confidence, rather than following the leader through coercion or condemnation.

The second pattern that emerged from the teachers in the schools echoed the need to have more responsibility and authority to do their jobs. Servant leaders lead by example, serving first and leading second. This requires collaboration between leaders and teachers, not control. Servant leaders value strong relationship by incorporating collaboration demonstrating the value in others (Laub, 1999).

Teachers can provide critical feedback to leaders provided the leader is open to listen, which reflects the servant leadership characteristic, values people. Authenticity and trust are linked to high performance and productivity that results in quality job satisfaction (Crandall, 2007). Servant leadership sets an atmosphere for trust (Patterson, 2003).

Servant leadership is the foundation or platform for leadership in Christian schools. The human element of leaders, teachers, and others who are part of leadership team are

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the furnishings of the room. Agape love holds it all together (Patterson, 2003).

## Discussion of Results

Mississippi records 231 private schools (Mississippi Private School Statistics, 2012). Out of these, 46 MAIS schools were labeled Christian. These schools were identified and asked to participate in the OLA survey. The total number of schools that committed to participate and followed through was 17. This is approximately 14 % of the total number of private schools in Mississippi.

All 17 schools that participated in the survey produced moderate, to optimum organizational health levels. These levels indicated strong servant leadership characteristics perceived in the schools by leaders and/or teachers. The data also supported the concept that all 17 schools have job satisfaction levels of either good or very good. The research questions put forth in the research were answered. The first research question asked, "to what extent do administrators and teachers in Christian schools in Mississippi implement the principles of servant leadership?" The data from the OLA yielded high scores for all 17 schools. Administrators and teachers in these schools demonstrated a high level of perception and practice of servant leadership.

The second question asked: "to what extent does the level of servant leadership revealed in Mississippi Christian schools correlate with administrators' and teachers' level of job satisfaction?" All 17 schools scored either good or very good on the job satisfaction scale. Servant leadership and job satisfaction were determined to be highly correlated.

The data was so similar that it provided no comparison data. The sample size was

large with 436 participants. The nature of private schools and the culture of private Christian schools differ from public schools. For this reason, this research may not be transferable to public schools, to other private schools, or even private Christian schools outside of Mississippi.

All schools were given an organizational health score, which indicated the level of servant leadership and job satisfaction within those same schools. Two schools received an organizational health score of moderate level, or positive paternalistic rating. In these two schools, individual raw scores were lower than those of other schools' participants. One level four school had a job satisfaction rating of very good, and the other a rating of good. The strong areas were the same - values people and builds community. The weak areas varied. The two schools shared one weak area of provides leadership, but the weak areas differed in shares leadership and displays authenticity. Leaders in these two schools could benefit from the suggestions within the reports.

The majority of the schools scored an organizational health score yielding a level five which indicated a strong presence of servant leadership in these schools. The areas of strength and areas of weaknesses differed in these schools (Table 9). Sixteen schools rated very good in job satisfaction. In some of these schools, the administration did not complete the survey which made the perception of servant leadership only from the teachers' perspective.

Two schools produced scores which put them in level six of optimal servant leadership. Both schools obtained job satisfaction scores of very good. These two schools revealed a pattern where teachers required more direction from leadership.

The strong and weak areas differed (Figure 2, Figure 9).

Figure 9

*Overview of School's Report, School 9*



Organization's Health

Level 6

Optimal

| High Areas | Low Areas | Job Satisfaction |
|---|---|---|
| Shares Leadership | Builds Community | Very Good |
| Provides Leadership | Displays Authenticity | |

Pattern: Teachers are looking for more direction from the leadership. *N = 7*
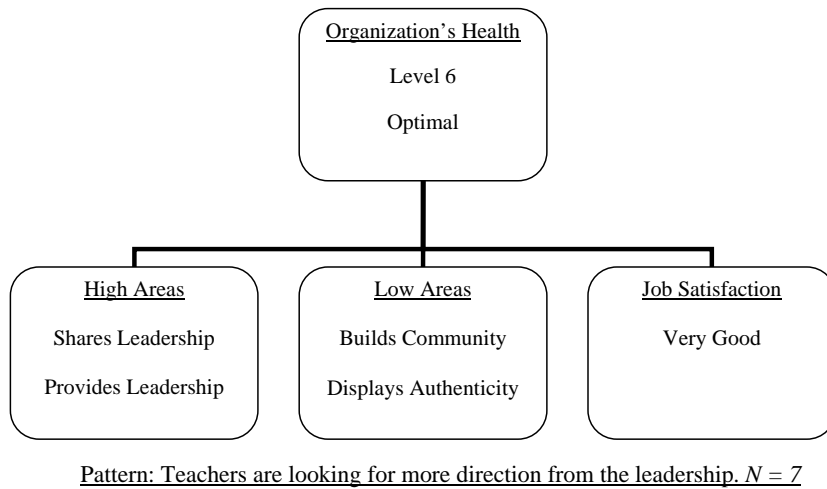
The interesting item in these figures was one school had the servant leadership trait displays authenticity as a strength and one as a weakness. Data suggested the difference is because there are different leaders in the two schools.

Two key patterns listed in the schools' report emerged from all 17 schools. Pattern one: teachers are looking for more direction from their leaders. Pattern two: teachers are looking for more responsibility and authority to do the job they are given to do. A need for direction indicated a lack of vision. Spears (2010), in the list of 10 characteristics found in servant leaders, called it conceptualization and foresight. Teachers' need for

more responsibility and authority could indicate a lack in commitment to the growth of teachers on the leaders' part. Laub (1999) identified six subgroups that were incorporated into the OLA. This research combined the six subgroups and the ten characteristics (Figure 17).  Servant leadership was a choice as are other styles of leadership. The difference in a servant leader's choices resides in the internal decisions he/she makes – to serve first and lead second (Greenleaf, 1977).

Figure 18

*Internal and External Attributes of Servant Leaders*



| Internal Characteristics of Servant Leadership – Spears (2010) | |
| --- | --- |
| 1. Listening<br>2. Empathy<br>3. Healing<br>4. Awareness<br>5. Persuasion | 6. Conceptualization<br>7. Foresight<br>8. Stewardship<br>9. Commitment to the Growth of People<br>10. Building Community |

| External Actions of Servant Leaders – Laub (1999) |
| --- |
| 1.Values People<br>2. Develops People<br>3. Builds Community<br>4. Displays Authenticity<br>5. Provides Leadership<br>6. Shares Leadership |

**Implications**

The data in this study indicated all 17 schools in the Mississippi private Christian school sector have a good grasp of servant leadership and implement it in the schools. Not all leaders in these schools participated in the survey, which yielded a one-sided

perception of servant leadership in some schools. Teachers in these schools perceived leaders operated in the servant leadership style.

Of the six constructs, or categories, found within these schools, displays authenticity proved to be the category that occurred the most often in the study as a weakness. The two word phrase, displays authenticity, indicates an outward action coupled with an inward core value. The word display is an action word and some synonyms of authentic are genuine, reliable, real, and truth.

Laub (1999) offered an understanding of the meaning of displaying authenticity. The perception of healthy organizations sees leaders as open, sharing, and approachable. Authentic leaders are accountable to those he/she leads and protective of the same group. Authentic educational leaders lower the risk of exposure by raising the trust level in schools through transparency in leadership. The biggest stumbling block to openness among leaders comes from the fear of not knowing answers to the many questions he/she is asked. Authentic leaders stay in school, making learning an ongoing journey searching for answers. Finally, authentic leaders lead with excellence and courage, not compromise, causing their words and actions to work in agreement.

Teachers chose to reveal through the OLA that leadership lacks authenticity. The reports that were provided for the schools can be tools for insight and direction for leaders in those schools. The reports offered encouragement for a job well done and suggestions for improvement in areas of weakness.

It is unknown why 29 schools chose not to participate in the survey. Each school was offered the same terms and benefits. Possibly some of these schools would have offered

comparison data and would benefit by leaning about servant leadership in Christian education.

## Recommendations

The benefits of servant leadership in education make it a win-win situation for all stakeholders involved, from the board of education, principals, teachers, pupils, parents, and the community. Additional private Christian schools could benefit from the OLA survey and the report provided from the survey results. Christian leaders in schools which participated have a tool at their disposal to aid in becoming the type of leader that leads like Jesus.

This research was conducted using quantitative measures, and it is suggested additional qualitative measures could add to this research. Qualitative data gathered through interviews with administrators and teachers in the schools could help to explain the strengths and weaknesses in the schools.

MAIS could offer the OLA to all of its schools, as well as, the evaluation report that is available through the OLA group, as a way of investing back into these schools and the leadership. Many of the schools in MAIS are private schools, created for varied reasons. Servant leadership has its roots in Christianity, but can be exhibited in any culture, creed, or context. The far-reaching benefits of servant leadership cross over many educational barriers. The few studies conducted in public schools have yielded positive results, and purport servant leadership as the leading leadership style for the 21st century.

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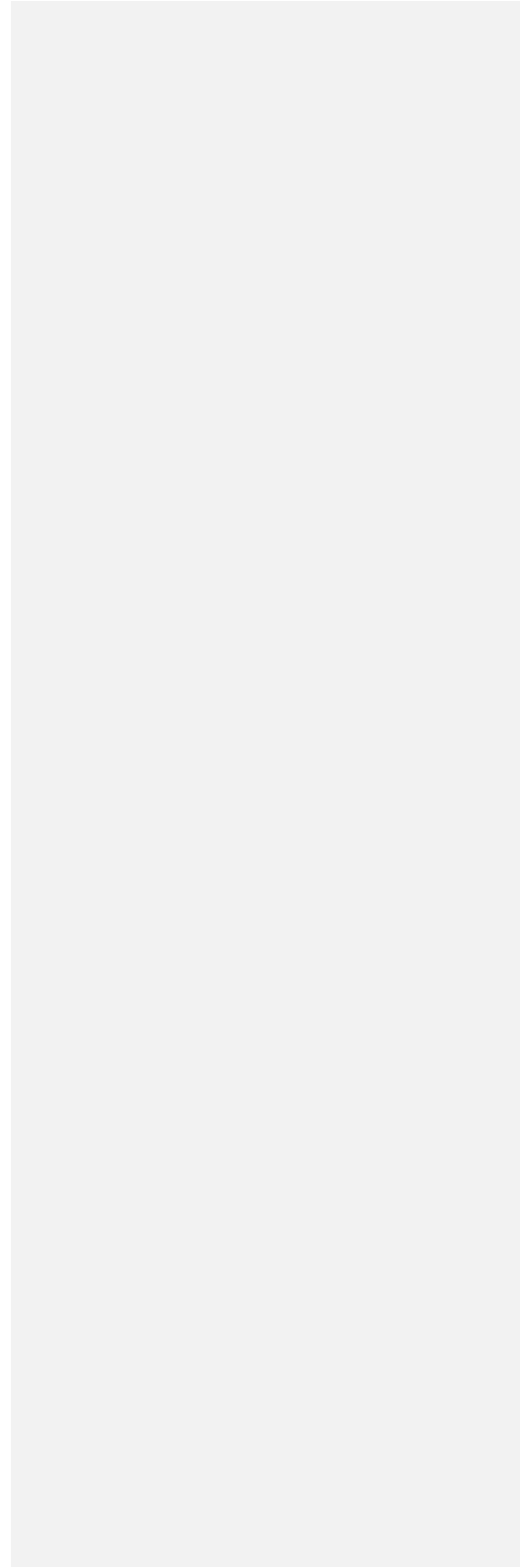
**APPENDIX**

**APPENDIX A**

**CHRISTIAN SCHOOLS WITHIN MAIS**
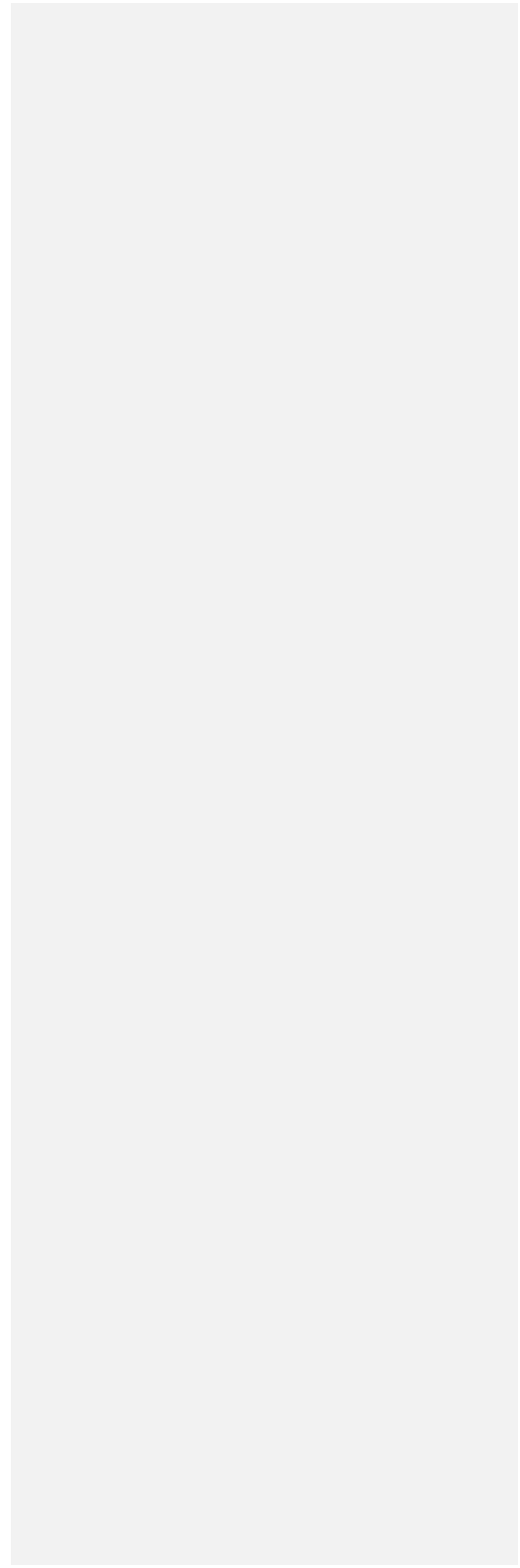
SCHOOLS CONTACTED TO PARTICIPATE IN  THE RESEARCH
THROUGH THE OLA SURVEY

1.  Adams County Christian School / Natchez / K 4-12

2.  Benton Academy / Benton / K4-12

3.  **Brookhaven Academy**

4.  Calvary Christian

5.  Canton Academy

6.  **Cedar Lake Christian Academy**

7.  Central Hinds Academy

8.  Central Holmes Christian School

9.  Christ Missionary and Industrial School

10. Christian Collegiate Academy

11. **Clinton Christian Academy**

12. **Copiah Educational Foundation**

13. East Rankin Academy

14. Greenville Christian School

15. **Hebron Christian School**

16. **Hillcrest Christian School**

17. Immanuel Center for Christian Education

18. Kirk Academy

**19. Lamar Christian School**

20. Lamar School

**21. Laurel Christian School**

**22. Leake Academy**

23. Madison-Ridgeland Academy

**24. Magnolia Heights School**

**25. Mt. Salus Christian School**

26. North Delta School

27. Oak Hill Academy

28. Park Place Christian Academy

29. Parklane Academy

**30. Pillow Academy**

**31. Porter's Chapel Academy**

32. Prentiss Christian School

**33. Presbyterian Christian School**

34. Rebul Academy

**35. Regents School of Oxford**

36. Russell Christian Academy

37. Simpson Academy

38. Starkville Academy

39. The Veritas School

40. Tri-County Academy

41. Trinity Episcopal Day School

42. Washington School

**43. Wayne Academy**

**44. Wilkinson County Christian Academy**

45. Winona Christian School

46. Winston Academy

*Note: Schools in bold participated in the OLA.*

**APPENDIX B**

**COPY OF THE SERVANT**

**ORGANIZATIONAL LEADERSHIP ASSESSMENT**
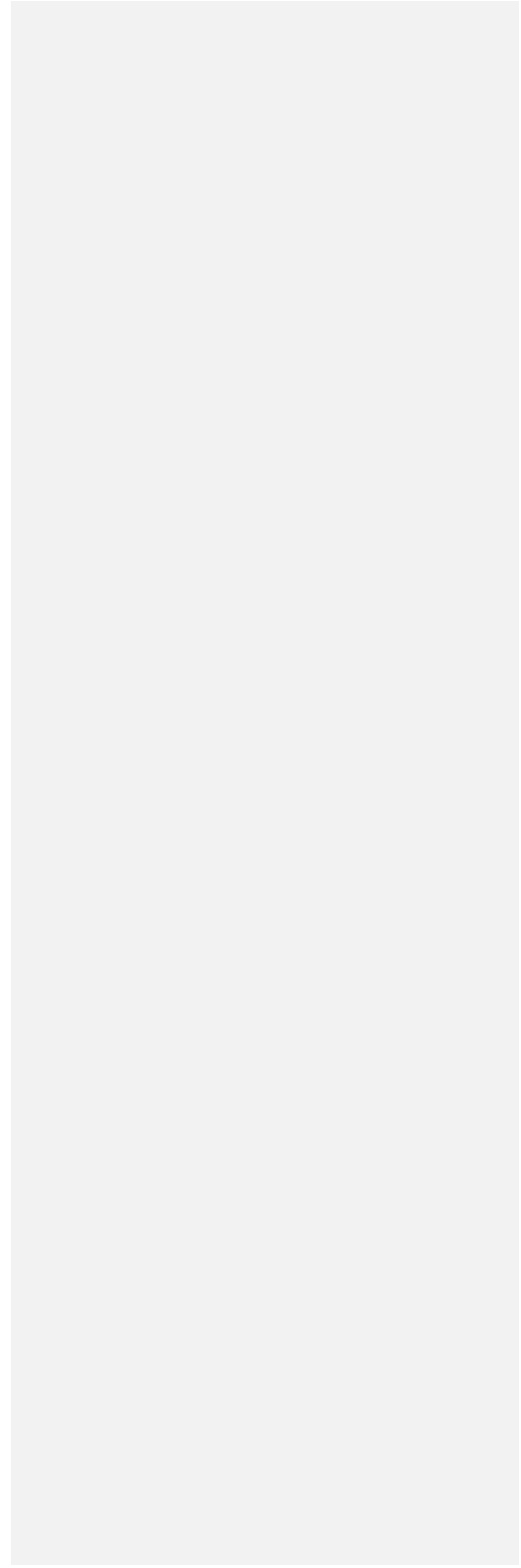
**Organizational   Leadership   Assessment**

**General Instructions**

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

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

**IMPORTANT ….. Please complete the following**

**School being assessed**: _____

**Name of your work unit**: _____

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

1 =  School Leadership  (top level of leadership)

2 =  Management (supervisor, manager)

3 =  Teacher/Staff  (member, worker)

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

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

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

**Section 1**

**In general, people within this school ….**

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

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

| **Section 2** | In this next section, please respond to each statement as you believe it applies to the **leadership** of the school including managers/supervisors and school leadership |

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

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

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

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

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

**Section 3**

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

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

**APPENDIX C**

**CORRESPONDENCE TO ADMINISTRATORS**
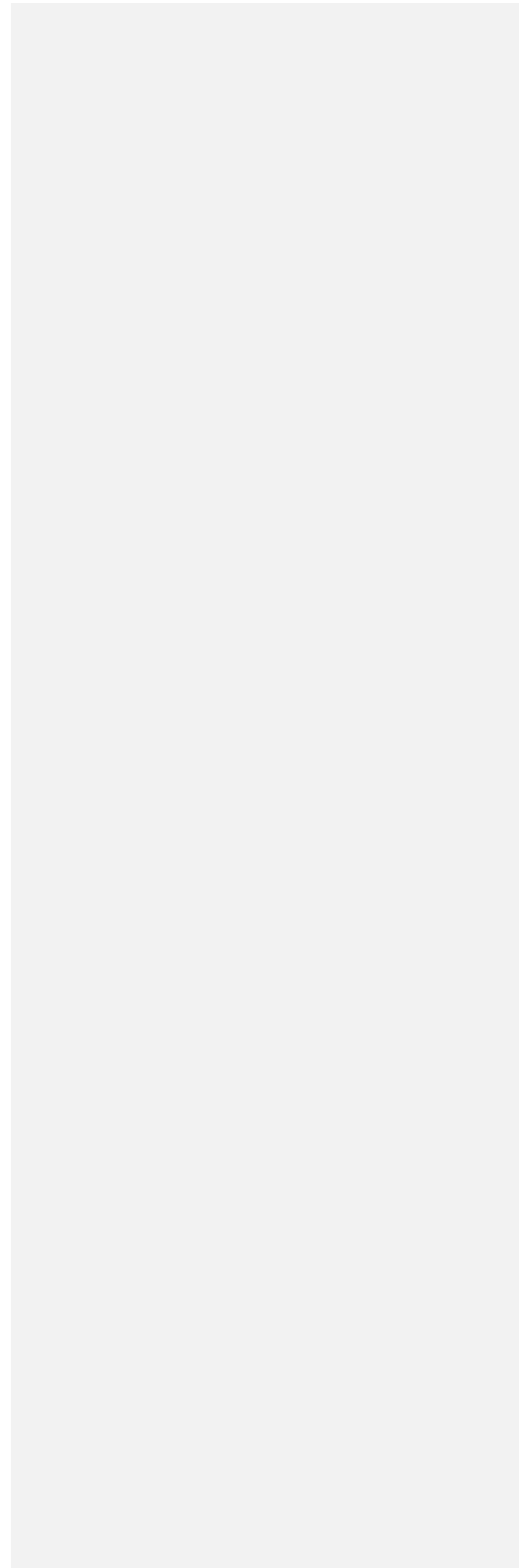
Greetings! Mr. /Ms. Administrator:

My name is Michele Morgan, and I am currently working on my dissertation while enrolled in Mississippi College's doctoral program in educational leadership. Thank you ahead of time for taking into consideration participation in this research through a brief survey.

The purpose of this e-mail is to inform you of the research, ask for your school's participation, and set a time to follow up with a phone call for more details about the research and the survey.

Here are some important aspects:

- The name of the dissertation is: **Servant Leadership in Mississippi Private Christian Schools: A Correlation Study of Servant Leadership and Job Satisfaction**

- Your school has been selected for voluntary participation because of the use of the word Christian either in the school's title, the school's mission statement, or on the school's website.

- The name of the survey is: Servant Organizational Leadership Assessment (OLA) and it takes approximately 15 minutes to take. The OLA is taken online and can be done during an in-service training. All participants are anonymous. The administration of the survey will be at the end of the summer and before school starts. These dates will be determined by each administrator and the researcher.

- Each school will receive an overall school score on servant leadership and job satisfaction, and access to an online version of the dissertation.

- There is **no cost** to the school, yet there is a cost to the researcher (Michele Morgan) to administer the OLA, so voluntary commitment and follow through are important for the success of this research.

Thank you very much for your consideration. Please, may I follow up with a phone call, and if so, what is the best time to call and the phone number to reach you?

My sincerest thanks!

Michele M. Morgan

Dear Administrators and Staff:

Greetings!

I pray this e-mail finds you well. This is a brief follow up to the e-mail you received from me on May 16, concerning participating in a research project for my dissertation at Mississippi College. Many of you have responded and for that I am very grateful. Within the next 30 days the author of the instrument and I will begin to set the details in place for the survey. Over the course of this next month I would like to follow up with each of you personally with an e-mail or phone call, whichever is best for you.

All school staff is encouraged to participate; administrators, staff, and teachers. Here are a few questions in order to proceed.

- How many potential people could participate in the school?
- Also the survey is given online. Would the participants have access to a computer?
- Lastly, the survey will be administrated before the next school year. It takes approximately 15 minutes to take. Is it a possibility that the survey could be given during the school's in-service, and if so, do you already have those dates?

Attached is the first e-mail for reference. I look forward to further communication and pray your summer is peaceful and productive.

For His Glory,

Michele Morgan

Dear Administrators and Staff,

I pray that hurricane Isaac caused little to no harm to you, your family, and your school community. Some of Mississippi's schools have been out and out of power for a day or so and that is always inconvenient. Hopefully the down time was well used for rest and recovery.

Thank you for your willingness to help me in this challenging endeavor of a dissertation through a survey. It is imperative to the success of the dissertation that everyone who committed to help follows through with implementation. At this point no one in your school has taken the survey online. Please tell me how I can help you in this. The deadline that was given earlier of Aug. 24th was to help facilitate gathering the data, however, without sufficient data the research can't be completed.

I realize that Monday is a holiday, so I will follow up with a phone call on Tuesday. Together we can formulate a simplistic plan to implement the survey.

As a reminder, although there is a charge to me for each school, your school benefits by receiving a detailed report of the measure of servant leadership in the school, and an online version of the dissertation titled, "Servant Leadership in Mississippi Private Christian Schools: A Correlation of Servant Leadership and Job Satisfaction" at no cost to you.

Once again, thank your for your commitment and I look forward to talking with you next week. Hope you have a restful holiday weekend.

For His Glory,
Michele Morgan
Ed. D. program, Mississippi College

Dear Administrator,

Good Morning! Thank you for signing up your school to take the OLA. This e-mail provides you everything you will need to complete and monitor the OLA assessment process.

Please customize the message below then forward it to all staff you would like to take the OLA. It explains how to take the assessment. For anonymity reasons, your co-workers will use the same username and password to take the OLA. But the username and password only works __ times, because that is the number I was given over the phone. Thank you and I will be in touch soon. - Michele Morgan


------------------------------------------------

Dear Co-Workers,

We desire to know what you think about our organization and leadership. To get your honest and candid feedback, we need you to complete the Organizational Leadership Assessment (OLA) on-line. It will **only take 15 minutes of your time** but will provide us all with valuable insights that will help us to improve how we work together. Please know that the answers you provide are **completely confidential and anonymous.** We will only be receiving back the averaged responses of the total group taking the assessment. Thank you for completing this as quickly and thoroughly as possible.

**TO TAKE THE ASSESSMENT**

1.  Go to: http://www.olagroup.com and click "Take the OLA" on the upper right of the screen.
2.  Type in _____ as the organizational code
3.  Type in _____ as the pin
4.  Choose the educational version of the OLA
5.  Choose the language option you are most comfortable with
6.  Click "Start"
7.  Read the brief Introduction
8.  Select your Present Role/Position in the organization
9.  Click "Take the OLA"

Thank you again for taking time out of your busy work day to respond. I believe that the feedback from this assessment will help our organization improve for the benefit of us all.

Dear Administrator,

Thank you again very much for participating in my dissertation survey.  Due to the varied dates used by the schools that are participating in the survey, the deadline date has been extended to the week of August 20-24.  Your school has completed 46 of 80 surveys so far. If you have any questions, please do not hesitate to ask. Praying that you have a wonderful fall semester!

For His Glory,

Michele Morgan
Ed D. Student, Mississippi College

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