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The Relationship of Servant Leadership on
Teacher Satisfaction and Teacher Retention

by

Elizabeth F. Engelhart

May, 2012

A dissertation submitted to the Education Faculty of Lindenwood University

in partial fulfillment of the requirements for the degree of

Doctor of Education

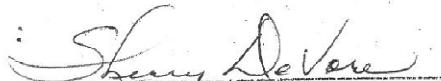
School of Education

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This Dissertation has been approved as partial fulfillment
of the requirements for the degree of
Doctor of Education
Lindenwood University, School of Education


Dr. Sherry DeVore, Dissertation Chair

5/7/2012
Date


Dr. Kin Fitzpatrick, Committee Member

5/7/2012
Date


Dr. Brad Swofford, Committee Member

5/4/12
Date


Dr. Terry Reid, Committee Member

5/7/2012
Date

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college or university course or degree.

Elizabeth F. Engelhart

Signature: Elizabeth F. Engelhart Date: 5/8/12

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This paper would not be possible without my Father, the master at servant leadership. His mercy, grace, and wisdom guided me through countless hours of daylight and dark as I wrote this paper. I am so thankful I have an intimate relationship with Him, my Lord. My utmost appreciation of this milestone goes to my husband, Jeff. You have provided me steadfast support every step of the way, and for that I am forever thankful. Thank you for loving on our children when I was not able to. It is my hope that our family will benefit from this journey. Carley Beth, Morgan, and Cooper, thank you for running up stairs to give me a kiss and a word of encouragement as I plugged away at the computer. The three of you were always able to bring a smile or laugh when I needed it most. To my parents, Gary and Sherry Wilson — thank you for teaching me the value of serving others, the importance of lifelong learning, and for your support during this process. Jim and Gloria Engelhart, my parents through marriage, thank you for your encouraging words during the last 19 years of my education and for welcoming me into your family.

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Abstract

High performing schools with exceptional leaders are needed today in America. School leaders are expected to come to the job equipped with the ability to address curriculum issues, face dire budget constraints, and turn around school culture and climate.

Financially, schools are suffering from the cost of teacher turnover. Students are suffering academically from the revolving door of teachers moving in and out of classrooms. By investigating and addressing such issues, district administrators will be able to recognize which elementary school principals will be able to solve problems because they possess the necessary leadership skills. The purpose of this study was to explore the qualities associated with servant leadership and determine the extent these qualities were exhibited by elementary school principals in one urban public school district. Specifically, this study focused on elementary school principals to determine the relationship of servant leadership on teacher satisfaction and teacher retention. Servant leadership, as it applied to public school setting, was defined through quantitative and qualitative procedures. Through the utilization of the *Leadership Skills Inventory* (Hunter, 2004), *Missouri School Improvement Plan Advanced Faculty Questionnaire* ([MODESE], 2011), and the teacher retention survey question, the researcher found when the elementary school principal displays characteristics of a servant leader, teacher satisfaction is impacted. Considering the impact on the elementary school and the elementary teachers, it may be necessary to consider servant leadership as a chosen model and framework within the high stakes accountability climate faced in education. Servant leaders may demonstrate shared leadership and create the positive culture needed to meet the increasing demands of *No Child Left Behind*.

Table of Contents

| | |
|--|------|
| Abstract | iii |
| List of Tables | vii |
| List of Figures | viii |
| Chapter One: Background of the Study | 1 |
| Theoretical Underpinnings..... | 4 |
| Statement of the Problem..... | 5 |
| Purpose of the Study | 7 |
| Research Questions..... | 7 |
| Hypotheses | 7 |
| Significance of the Study | 8 |
| Definitions of Key Terms | 9 |
| Limitations | 10 |
| Assumptions..... | 11 |
| Summary | 11 |
| Chapter Two: Review of Literature | 13 |
| Definition of Leadership..... | 13 |
| Transformational Leadership..... | 15 |
| History of Servant Leadership | 18 |
| Servant Leadership..... | 21 |
| Qualities of a Servant Leader..... | 24 |
| Twenty-First Century Servant Leaders | 27 |
| No Child Left Behind..... | 27 |

| | |
|---|----|
| Traits of Twenty-First Century Leaders | 29 |
| Key Principles of Servant Leadership..... | 31 |
| Servant Leadership in the School Setting | 37 |
| Servant Leadership and Teacher Retention | 38 |
| Teacher Satisfaction and Commitment to Teaching | 44 |
| Servant Leadership and Teacher Satisfaction | 44 |
| Summary | 48 |
| Chapter Three: Methodology | 50 |
| Research Questions..... | 50 |
| Hypotheses | 51 |
| Variables | 51 |
| Research Perspective | 51 |
| Research Setting..... | 52 |
| Population and Sample | 52 |
| Instrumentation | 52 |
| Data Collection | 54 |
| Statistical Procedures | 55 |
| Data Analysis | 56 |
| Ethical Considerations | 57 |
| Summary | 57 |
| Chapter Four: Analysis of Data | 59 |
| Background of the Study | 59 |
| Research Question One..... | 61 |

| | |
|---|-----|
| Research Question Two | 63 |
| Research Question Three | 74 |
| Summary | 76 |
| Chapter Five: Conclusions | 78 |
| Overview of the Study | 79 |
| Findings Related to the Literature..... | 81 |
| Research Question One..... | 81 |
| Research Question Two | 83 |
| Research Question Three | 85 |
| Hypotheses | 85 |
| Conclusions..... | 86 |
| Recommendations for Future Research | 88 |
| Summary..... | 90 |
| Appendix A..... | 92 |
| Appendix B | 93 |
| Appendix C | 94 |
| Appendix D..... | 95 |
| Appendix E | 96 |
| Appendix F..... | 97 |
| Appendix G..... | 98 |
| Appendix H..... | 99 |
| References..... | 101 |
| Vita..... | 119 |

List of Tables

| | |
|---|----|
| Table 1. <i>Schools with Higher Satisfaction to Career and Principal Leadership</i> | 73 |
| Table 2. <i>Means of LSI and MSIP Advanced Faculty Questionnaire Scores</i> | 74 |
| Table 3. <i>LSI and MSIP Advanced Faculty Questionnaire Statistical Data</i> | 75 |

List of Figures

| | |
|---|----|
| <i>Figure 1.</i> LSI Scaled Scores for Each Elementary Principal..... | 62 |
| <i>Figure 2.</i> MSIP Advanced Faculty Questionnaire for School A | 64 |
| <i>Figure 3.</i> MSIP Advanced Faculty Questionnaire for School B | 65 |
| <i>Figure 4.</i> MSIP Advanced Faculty Questionnaire for School C | 66 |
| <i>Figure 5.</i> MSIP Advanced Faculty Questionnaire for School D | 67 |
| <i>Figure 6.</i> MSIP Advanced Faculty Questionnaire for School E | 68 |
| <i>Figure 7.</i> MSIP Advanced Faculty Questionnaire for School F..... | 69 |
| <i>Figure 8.</i> MSIP Advanced Faculty Questionnaire for School G | 70 |
| <i>Figure 9.</i> MSIP Advanced Faculty Questionnaire for School H..... | 71 |
| <i>Figure 10.</i> Mean Percentages by School for the MSIP Questionnaire | 72 |
| <i>Figure 11.</i> Teacher Retention - Mean Years with Current Principal..... | 76 |

Chapter One: Introduction

Background of the Study

Establishing organizations with effective and efficient leaders is a focus in creating high performing schools. The leaders in public school settings are held accountable for sound budgets, adequate student achievement, a positive school culture, and a vision where students are achieving at their highest potential (Blankstein 2009; DiPaola & Hoy, 2008). These responsibilities, coupled with high teacher turn-over rate, issues in funding, and the demands of the public, impose pressure on school leaders. To examine the teacher satisfaction and teacher satisfaction in relation to servant leadership, the works of Greenleaf (1977, 1998) were reviewed.

School leaders are expected to be experts in curriculum and be able to recognize the importance of teacher satisfaction and teacher retention. (Arumi, Ott, & Johnson, 2006). School leaders must be educated in effective instruction and feel confident in sharing, supporting, and guiding educators who are serving in their school community (DuFour & Eaker, 2008). Additionally, school leaders are expected to determine how well teachers are using best practices by conducting classroom observations to assist teachers in improving teaching skills. Ultimately, the main expectation is for school leaders to improve student test scores while serving as a powerful and productive leader.

One type of leadership that is effective and has powerful capabilities is transformational leadership. Avolio (2005) communicated, “transformational leadership is comprised of both self discovery and reflection and is represented as an interaction between leaders and followers” (p. 98). The leaders concentrate on the superior needs of others, such as value, self-fulfillment, and self-realization (Northouse, 2010).

Martin Luther King, Jr. and Gandhi are known as transformational leaders because of their gift in transforming followers through motivation and servant modeling (Hunter, 2004; Nye, 2008). Although transformational leadership is similar to the framework of servant leadership, the vision of serving is to the organization rather than the individual (Patterson, Russell, & Stone, 2004). The role of the transformational leader is to satisfy the needs of the followers and motivate them to high levels of performance (Barker, Emery, & Sullivan, 2006).

Often authors will simultaneously use the terms transformational and servant leadership. Servant leadership is the act in which a devoted leader collaborates with a follower through the eagerness and manner of serving, in such a profound way that the leader and follower lift each other to a greater degree of accord (Frick & Sipe, 2009). There has been little empirical research concerning servant leadership; however, the theory and practice of servant leadership are promoted in leadership writings (Culver, 2009; Patterson et al., 2004; Spears, 1998).

Not every manager has the ability to become a great leader; however, every leader must be able to demonstrate good management knowledge and skills (Hunter, 1998; Sigford, 2005) and understand the importance of effective management (Huber, 2010). The fundamentals of management must be practiced with the same attitude of service found in servant leadership (Autry, 2004; Culver, 2009). When school culture, vision, and management are coupled with the battles of accountability, one can understand why it is a necessity that the most effective type of leadership is practiced among school administrators (Piele & Smith, 2006).

A school's foundation rests on the culture and vision of that school (Deal & Peterson, 2009). One of the most vital tasks set forth for administrators is to ensure the school culture is one that is inviting for the entire school community (Hebert, 2006). Autry (2004), a renowned expert in servant leadership, supported the concept of servant leadership in the workplace (Ferch & Spears, 2011; Prosser, 2007). Autry (2004) modeled for leaders how to be consistent with the servant leadership model when facing day-to-day leadership issues. To create a positive school culture, school leaders must recognize there is a relationship between one's beliefs and work (Autry, 2004). Autry (2004) believed there are five ways of living: "be authentic, be vulnerable, be accepting, be present, and be useful" (p. 10). Through these states of living, school administrators are better able to gain the trust and support of the individuals in the school community.

To create a positive school culture, the school community should be focused on a vision (Blankstein, 2009; Deal & Peterson, 2009). The school administrator must share the vision of the school with the school community for others to see a clear picture of the organization's purpose, mission, and values (Deal & Peterson, 2009; Salazar, 2008). Thousand and Villa (2005) explained the importance of understanding and communicating a vision well: "Visualizing requires fostering widespread understanding and consensus about the vision" (p. 59). A member of the school community unfamiliar with the vision wants to be able to determine what the organization values (Autry, 2004; Kraemer, 2011).

The principal must be able to articulate vision, purpose, and values to stakeholders. Catano, Richard and Stronge (2008) stated clearly, "Successful principals use communication to build strong relationships, and they strive to improve their own

communication and listening skills because they value the feedback and ideas they receive” (p. 112). With multiple stakeholders from different backgrounds involved, it is essential that principals provide clear and consistent communication with all constituencies involved (Boreen, Johnson, Niday, & Potts, 2009). Utilizing the skills of staying focused on the primary goals at hand is critical in meeting high expectations and school effectiveness (Catano et al., 2008). Effective communication bridges principals to teachers, parents, community members, and students and is essential in meeting school goals. For effective communication to take place, principals must be accessible to stakeholders.

Theoretical Underpinnings

Multiple definitions of leadership have been recognized through the years, and research studies have focused on effective leadership styles (Bolman & Deal, 2011; Daft & Lane, 2007; Maxwell, 2007a; Northouse, 2009; Yukl, 2009). A few of the definitions most pertinent to this study are included. Maxwell (2007b) defined leadership simply, “leadership is influence” (p. 13). Covey (2008a), offered a more in-depth definition of leadership, “leadership is communicating people’s worth and potential so clearly that they are inspired to see it in themselves” (p. 210). Kouzes and Posner (2011) recognized five practices of exemplary leaders: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. These practices are common in effective leadership.

One effective model of leadership is transformational leadership. Transformational leadership begins with shared objectives between the leader and followers (Johnson, 2007). Followers of transformational leaders are engaged and have

high morals (Guerrero & Rowe, 2011; Yukl, 2009). There are four elements of transformational leadership: (a) individualized consideration or the ability to act as a mentor or coach; (b) intellectual stimulation or the leader's ability to be a creative risk taker; (c) inspirational motivation or leaders with strong purpose; and (d) idealized influence or a leader who provides role models for high ethical behaviors (Bass & Bass, 2008).

An extension of transformational leadership is servant leadership. This study will utilize the leadership behaviors of a servant leader (English 2008; Greenleaf, 1977; Lawrence & Spears, 2002) as the lens to view the impact of servant leadership on teacher satisfaction and retention. In *Seven Pillars of Servant Leadership*, Frick and Sipe (2009) emphasized Greenleaf's philosophy: "the servant leader is one who is a servant first" (p. 1). Greenleaf (1998) asserted, "Servant leadership begins with the natural feeling that one wants to serve, to serve first" (p. 1). Servant leaders are different from any other type of leader in that he or she is concerned whether other people's most pertinent needs are being served (Blanchard, 2010).

Statement of the Problem

Administrators are faced with many expectations and challenges, which must be addressed in order for them to be considered successful in their position. Educational research has supported the significance of the principal in creating the conditions for an effective school (Kowalski, 2010). Hughes (2005) investigated the red flags that should be monitored by school administrators and found multiple current issues in school leadership, such as "social and political issues" (p. 3); "curriculum and learning issues" (p. 105); and "organization and management issues" (p. 245). By investigating and

addressing the aforementioned issues, district administrators may be alerted to school principals who are unable to solve problems due to a lack of necessary leadership skills.

Data indicated the retention of teachers to be a significant issue in education (Katzenmeyer & Moller, 2009). Financially, schools are suffering from the cost of teacher turnover. Additionally, students are suffering academically from the revolving door of teachers moving in and out of classrooms (Villia, 2006; Wong, 2004). Wong (2004) emphatically stated, “the teachers hired today are the teachers for the next generation. Their success will determine the success of an entire generation of students” (p. 41). Furthermore, Wong (2005) insisted the field of education recognize “that effective induction programs have comprehensive, coherent and sustained programming,” (p. 47) which may lead to higher teacher retention.

Principals may question what leadership style and practices will prove most successful in the quest to increase teacher satisfaction and teacher retention. To best meet the needs of the school community, principals must consider creating an environment where teacher needs are being met (Kise, 2006). This environment needs to be inviting and successful for the entire school community. Therefore, principals need to recognize the importance of the time, effort, and research essential to creating this crucial environment (McNeal & Oxholm, 2009). Sigford (2005) stated boldly, “the final upturn of the ride comes with acceptance, occurring around the third to fourth year in the [principal] position. It takes that long for ideas to gel, for programs that were set in motion to demonstrate results, and for a person [principal] to change self-perception” (p. 13).

Purpose of the Study

The purpose of this study was to explore the qualities associated with servant leadership and determine the extent these qualities are exhibited by elementary school principals in one public school in southwest Missouri. Furthermore, the impact of servant leadership on teacher satisfaction and teacher retention was examined. The data were analyzed to determine whether servant leadership characteristics exhibited by elementary school principals related to teacher satisfaction and retention.

Research questions.

The following research questions were examined in order to discover the relationship between servant leadership and teacher satisfaction regarding teacher retention.

1. What percentage of elementary public school principals exhibit qualities of servant leadership?
2. What is the relationship between servant leadership and teacher satisfaction in public elementary schools?
3. What is the relationship between servant leadership and teacher satisfaction on teacher retention in public elementary schools?

Null hypothesis. (H_o) There is no relationship between servant leadership and teacher satisfaction on teacher retention in public elementary schools.

Alternate hypothesis. (H_1) There is a relationship between servant leadership and teacher satisfaction on teacher retention in public elementary schools.

Significance of the Study

Within the field of education, the elementary school principal is responsible for a wide variety of tasks. Elementary school principals are responsible for student achievement; a positive school culture; clear vision, mission, and goals; and a healthy school budget (Deal & Peterson, 2009; DuFour & Eaker, 2008; Thousand & Villa, 2005). While dealing with these relevant issues, the elementary school principal must work to find and fulfill his or her purpose.

The findings from this study should contribute to the literature on servant leadership practices. Beginning elementary school principals may utilize the findings from this study when molding the ideas formulated in creating their own leadership philosophy. Elementary school principals may benefit from the findings of this study by understanding the characteristics of servant leadership. It should also serve as a tool for examining servant leadership practices within the school setting. The elementary school principal may gain insight as to what factors of teacher satisfaction greatly impact teacher retention. District administration may find the information in this study useful when hiring elementary school principals. By taking the specific variables of effective practices of servant leadership into consideration and by examining their relationship with teacher satisfaction and teacher retention, district administrators and public education officers may use the research to train leaders.

Definition of Key Terms

The following terms are defined to assist the reader in understanding this study:

Attrition. Teachers leaving the teaching profession for other professions other than education.

Elementary school principal. A building leader assigned to supervise a school that can include pre-kindergarten through sixth grade.

Followers. People who accept being led by another individual (Greenleaf, 1977).

Job satisfaction. The attitudes and feelings individuals have regarding their work (Armstrong, 2006).

Leadership Skills Inventory (LSI). The LSI is a Likert-scale instrument used to determine servant leadership traits of a leader by the leader and subordinates. This tool is used to recognize the leader's strengths and areas of concern in servant leadership characteristics (Hunter, 2004).

Missouri School Improvement Program (MSIP) Advanced Faculty Questionnaire. The MSIP survey responses are obtained from school staff to evaluate educational programming in a school district. One survey that is utilized is the Advanced Faculty Questionnaire. This survey consists of 104 questions in a Likert-scale format (Missouri Department of Elementary and Secondary Education [MODESE], 2011).

No Child Left Behind (NCLB). Signed into law in 2002, this act is aimed at increasing accountability standards for states, school districts, and schools. School districts that do not meet the standards of NCLB are faced with remediation. The remediation could include transfers of students to higher performing schools, tutoring for struggling learners, and assistance for educators. School districts that continually do not meet the standards risk loss of funding and potentially the replacement of administration by the government (Hayes, 2008).

School culture. School culture is centered on the assumptions, beliefs, values, and habits that constitute the norms of the organization (DuFour & Eaker, 2008).

Self-efficacy. Self-efficacy is the belief that one has the ability to achieve a difficult objective (Katzenmeyer & Moller, 2009; Yukl, 2009).

Servant followership. Servant followers are those individuals who accept being led by leaders who display characteristics of servant leadership (Greenleaf, 1977).

Servant leader. A leader who has a natural aspiration to lead by serving others, invests in the development of others, and strives to meet the most significant needs of others (Greenleaf, 1977; Neuschel, 2005).

Servant leadership. The ability to influence others through the relationship of service to people and purpose (Frick & Sipe, 2009).

Servant leadership skills. Servant leaders have to develop the skills of awareness, foresight, persuasion, and stewardship (Greenleaf, 1977).

Stewardship. The idea of choosing service over self-interest (Gosling & Marturano, 2008).

Teacher retention. The teachers who continue to be employed at the same school from one year to the next.

Transformational leadership. Transformational leaders pledge to followers to have shared objectives. Followers are engaged and have high morals (Yukl, 2009).

Limitations

The limitations of this study were:

1. The study was limited geographically to one public school in southwest Missouri.
2. Researcher bias was controlled through triangulation of review of data by two educational researchers.

3. This study was limited by the reliability and validity of survey instruments.

Assumptions

The assumptions of this study were:

1. It was assumed the participants were honest in their responses and interpreted the survey questions as intended.
2. It was assumed participants based their responses upon their own experiences.

Summary

Elementary school principals are faced with a multitude of responsibilities including student achievement, teacher satisfaction, and teacher retention. The purpose of this study was to explore the qualities associated with servant leadership and determine the extent the qualities are exhibited by elementary school principals in one urban public school district. Furthermore, the impact of servant leadership on teacher satisfaction and teacher retention was examined. The study may further determine how a specific leadership style relates to the satisfaction of teachers and, through that gained satisfaction, an increase in the percentage of teachers retained in the public school setting.

In Chapter One, an introduction to the study was described. Within Chapter Two of this study, a review of literature included: (a) No Child Left Behind (NCLB); (b) transformational leadership; (c) history of servant leadership; (d) servant leadership; (e) qualities of a servant leader; (f) twenty-first century servant leaders (g) key principles of servant leaders (h) servant leadership in the school setting (i) teacher satisfaction and retention; and (j) teacher satisfaction and servant leadership. In Chapter Three, the research design and methodology of the study were described, including the subsections: (a) introduction; (b) research questions; (c) research hypotheses; (d) variables; (e)

research perspective; (f) research setting; (g) population and sample; (h) data collection and instrumentation; and (i) statistical procedures. An analysis of data was presented in Chapter Four. In Chapter Five, an overview of the study, findings related to the literature, conclusions, and recommendations for further studies were discussed.

Chapter Two: Review of Related Literature

To fully investigate the purpose of this study, a review of literature surrounding servant leadership was warranted. The definition of leadership was reviewed to understand leadership when combined with servanthood. A discussion of the transformational leader, as described by Burns (1978), was included to identify the similarities between transformational and servant leadership styles. The history of servant leadership and the specific aspects of servant leadership were investigated and linked to the demands faced by twenty-first century school leaders. Then, teacher job satisfaction and teacher retention were discussed within the framework of the school principal as a servant leader.

Definitions of Leadership

The definitions of leadership vary and are subject to the interpretations of the researchers who have studied leadership. Yukl (2009) listed nine different definitions of leadership, while Sergiovanni (2006) did not offer a definition of leadership. Instead, Sergiovanni (2006) cited examples of excellent and poor leadership styles while allowing readers to identify characteristics of effective leadership.

In its simplest terms, leadership is the process of communicating people's worth so clearly that they are able to see it themselves (Covey, 2008a). Bolman and Deal (2011) contended that leadership is "a subtle process of mutual influence fusing through, feeling and action. It produces a cooperative effort in the service of purposes embraced by both leader and the led" (p. 345).

Despite the many ways leadership has been envisioned, the following factors can be identified as central to the development, according to Northouse (2009): "(a)

leadership is a process, (b) leadership involves influence, (c) leadership occurs in a group context, and (d) leadership involves group attainment” (p. 3). Based on these factors, Northouse (2009) confirmed this definition of leadership, “leadership is a process whereby an individual influences a group of individuals to achieve a common goal” (p. 3). Based on this idea, defining leadership is a process, not an idea.

Since leadership is an event that occurs between the leader and followers (Guerrero & Rowe, 2011; Northouse, 2009), the focus of leadership is expressed differently by researchers. Kouzes and Posner (2011) agreed and added that leadership is about relationships. According to Yukl (2009), leadership has been defined in terms of relationships, behaviors traits, and interactions.

A fundamental part of effective leadership is the intimate connection between the leader and the follower, which often influences the success of the leader’s mission (Bass, 2008). Barth (2006) expressed this clearly, “To promote collegial relationships in the school, someone has to make relationships among adults a discussable. Someone must serve as a minesweeper, disarming those landmines. I can think of no more crucial role for any school leader” (p. 6). Bolman and Deal (2011) reported that leadership exists only when those who are involved are actively engaged. Therefore, it is vital to understand educational leadership practices from a communications and relationship viewpoint (Moore, 2010).

Regrettably, this leader-follower relationship cannot be produced by implementing a simple procedure. For the relationship to be effective, passion, inspiration, and involvement from both participants must occur (Hollander, 2009). Leaders must ensure they are giving extra effort to reach those they are serving (Flint,

2011). Maxwell (2007a) defined leadership as influence, moving beyond the typical definition, and viewed the leader's influence on others, both inside and outside the circle of followers.

Yukl (2009) explained that the intellect of leader effectiveness differs between researchers depending upon the researcher's definition of leadership. Hunter (1998) maintained that leadership is the ability to mold people to work wholeheartedly toward goals recognized as being for the common good. Spears (1998) concluded that "leadership is all about going somewhere, not about wandering around aimlessly" (p. 23). Northouse (2010) contended there are almost as many meanings of leadership as there are individuals who have strived to define the concept.

Most definitions of leadership entail a realization that it is more of a process where one person impacts a group of people (Guerrero & Rowe, 2011; Northouse, 2010). The multiple definitions of leadership appear to have nothing else in common (Burger, Klick, & Webber, 2007). The definitions differ based on who influenced the definition, the purpose of the influence, and the outcome of the attempted influence (Yukl, 2009). Viewing leadership as a process requires researchers to realize that leaders are impacted by followers, as well as impact their followers both positively and negatively (Yukl, 2009).

Transformational Leadership

Effective leadership is determined by the intricacies of the organization (Northouse, 2009). It is essential that the leader who has the aspiration to influence change within an organization be furnished with the ability to understand the culture and critical issues of the organization (Algozzine & Jazzar, 2006). The degree of

effectiveness of the leader is often verified by the organization's culture, performance, and follower satisfaction (Yukl, 2009).

Transformational leadership originated from Burns' (1978) breakthrough study of leadership. Burns concluded that successful historical leaders had a distinctive type of leadership, which he noted as *transforming* (Burns, 1978). In essence, transformational leadership focuses on a pledge to shared objectives and enabling followers to achieve those objectives (Yukl, 2009).

The main focus of transformational leadership is to increase the commitment and capacity of the members of the organization. The transformational leader "engages followers in such a way as to raise them to new levels of morality and motivation" (Denhardt & Denhardt, 2011, p. 146). Transformational leaders find opportunities to encourage staff members to take up heroic causes through their chosen professions (Lipman-Blumen, 2001). Leaders also establish the importance of relationships. Four components have been used to explain transformational, leader-follower relationships: (1) idealized influence, which results in a strong emotional attachment from follower to leader; (2) inspirational motivation, which promotes excited followers who are motivated to achieve the organization's objectives; (3) individual consideration, which the leader serves as a mentor to followers; and (4) intellectual stimulation, in which inspires followers to solve problems creatively by themselves using out-of-the-box thinking (Achua & Lussier, 2010).

Charismatic or idealized influence allows leaders to act as role models, create an association with a shared vision, and instill faith in followers (Northouse, 2009). These leaders choose to do what is right rather than what is most cost effective or most

convenient. Charismatic and idealized leaders make transparent decisions by thoroughly explaining the rationale behind the decision (Avolio & Bass, 2002), while inspirational motivation empowers followers to consider changing to more challenging goals.

To inspire followers, leaders set high expectations so that followers can reach their highest potential and meet those challenging goals (Bass & Riggio, 2006). Through encouragement and high expectations, transformational leaders are able to raise the self-confidence of followers (Achua & Lussier, 2010; Bass & Riggio, 2006). Individual considerations from leaders include recognizing each follower's unique needs and showing respect to those needs (Guerrero & Rowe, 2011). Intellectual leaders solve old problems in new ways, create and communicate a clear vision, help followers come up with value-added ideas, and encourage followers to think outside the usual realm (Dyer, Dyer, & Dyer, 2007).

The transformation leader can show resilience and strength in each consideration by meeting the individual needs of followers, coaching and mentoring followers, and recognizing and celebrating the achievements of followers (Hickman, 2010; Johnson, 2012a; Sosik, 2006). Transformational leadership causes leaders to focus on transforming workers into self-actualized professionals. Trust, admiration, loyalty, and respect are words that followers use to describe feelings of leaders by followers (Yukl, 2009). As a result, followers are motivated to do more than what is expected of them and are eager to fulfill the organization's vision (Sosik, 2006).

Transformational and servant leadership have parallel characteristics (Bass & Bass, 2008). Spears (2002) attested that servant leadership is comparable with and enhances other leadership philosophies, such as transformational leadership. Both

leadership styles are efforts to define and explain people-driven leadership styles (Baron, 2010; Hickman, 2010). Both leadership styles incorporate modeling, vision, integrity, trust, and risk-sharing (Borden & Nandram, 2010). In fact, the styles similarly focus on the vitality of valuing people, mentoring, listening, and empowering followers (Borden & Nandram, 2010). Transformational and servant leaders focus on a service to others, which impacts the culture of the organization.

Both transformational and servant leaders work to gain respect through behaving ethically and avoiding the misuse of power, also known as ethical charisma (Avolio & Bass, 2002). DeSpain (2000) explained, “Those who were successful in maintaining that balance between being a leader, while serving the needs of the organization and its members, continued to be respected and admired” (p. 11). Transformational and servant leadership are consistent in the importance of consideration and appreciation of followers (Borden & Nandram, 2010; Burns, 1978).

History of Servant Leadership

The general concept of servant leadership is rooted ancient history. Chanakya, a teacher to the Mauryan Emperor, dated servant leadership back to the 4th century B.C. (Jha & Jha, 1998). There are scripts that relate to servant leadership in the Tao Te Ching, also known to the Chinese as, *The Book of the Way and Its Virtue*, dated 570 B.C. (Cole, 2006). The origin of the leader as servant is frequently associated with Christianity and the teachings of Jesus Christ (Blanchard & Hodges, 2008; Prosser, 2007).

In the Bible, Jesus gives instructions on the issue of power and authority of a leader, the role of the leader, and the qualities of a leader (Life Application Study Bible, 2007). Spears (1998) emphasized that Jesus was “the ultimate in turning the leadership

pyramid upside-down” (p. 27) and was the only religious figure he could name who knew how to build an effective management team. Spears (2002) referred to Jesus as the original servant leader.

In the Bible, servant leadership is prevalent in the New Testament (Life Application Study Bible, 2007). Jesus began His ministry choosing 12 men to work alongside him (Luke 5:1-11; Matthew 4:17-22). These men were called disciples, and they were to travel through the lands preaching, teaching, and healing (Luke 6:12-15; Mark 3:13-19). Shortly after the selection of these 12 men, the disciples began to disagree amongst themselves regarding who was the greatest. Jesus gathered them together and boldly stated, “If any man desires to be first, the same shall be last of all, and servant of all” (Mark 9:35). The disciples did not fully comprehend the magnitude of what Jesus was saying, because shortly after this conversation, two of them requested to sit at Jesus’ side, a place of authority. Jesus responded again:

You know that they which are accounted to rule over the Gentiles exercise lordship over them; and their great ones exercise authority upon them. But so shall it not be among you; but whosoever will be great among you, shall be your minister: And whosoever of you will be the chiefest, shall be servant of all. For even the Son of man came not to be ministered unto, but to minister, and to give His life a ransom for many. (Mark 10:42-25)

Jesus worked diligently to reveal His purpose: to serve and give His life for others. Again, in the book of Luke, He reiterated, “But you are not to be like that. Instead, the greatest among you should be like the youngest, and the one who rules like the one

who serves” (p. 1233). Jesus continually provided His followers with examples of true servant leadership.

The Bible presents a very clear picture of servanthood and Greenleaf (1977) expanded the leadership style to modern-day society. After a long career with AT&T, Greenleaf (1977) started a career in teaching and consulting. It was then he was introduced to Hermann Hesse’s (1956) novel, *Journey to the East*, which contained the parable of Leo. This novel is a tale of a group of pilgrims who are on an expedition to find the final eastern order (Hesse, 1956). The pilgrims face many afflictions and tribulations, but a faithful servant, named Leo, carries them through (Hesse, 1956).

During the journey, Leo disappeared (Hesse, 1956). This results in the advancement of several self-proclaimed leaders from amongst the pilgrims (Hesse, 1956). Although the mission to discover the order falls short, one pilgrim reconnected with the faithful servant, Leo (Hesse, 1956). The group came to the realization that Leo was indeed the one who had provided authentic leadership to the group (Hesse, 1956). Hesse’s fictional work left a remarkable impression on Greenleaf (1977).

Greenleaf (1977) was so taken by this piece that he wrote an essay titled, *The Servant as Leader* and *The Institution as Servant* (Frick & Sipe, 2009). Greenleaf (1977) encouraged a vision of a society that would be more just and loving with multiple opportunities for everyone and suggested this was achievable by increasing the performance of the current leaders and organizations (Gonzaga University & Spears Center, 2009). Since that time, an increasing amount of research has been conducted around these essays and other works by Greenleaf (Dierendorick & Patterson, 2010).

Bottum (as cited in Frick, 2004), a close friend and colleague of Greenleaf, attested that Greenleaf imagined Jesus washing the disciples' feet when he created the servant model (Frick, 2004). Valuing personal experience and ensuring others understand that leadership is about influence and the ability to impact others by changing lives (Spears, 2004) were the main tenets of servant leadership, as envisioned by Greenleaf. Ultimately, a true leader serves the entire organization, including each person within the organization (Blanchard, 2010).

Servant Leadership

Greenleaf's works have influenced many generations of people. One piece of his contribution to the world was the simple act of bringing together the words *servant* and *leader* (Ferch & Spears, 2011). Greenleaf (1998) is also recognized for coining the phrase, "the servant as leader" (p. 6). This provided a name for something many intimately understood and helped unite those who felt isolated in their beliefs and their careers (Gonzaga University & Spears Center, 2009).

Greenleaf (1998) believed in what many (Blankstein, Cole, & Houston, 2007; Neuschel, 2005) have called, "the big idea" (Greenleaf, 1998, p. xi) or the idea of the leader as a servant (Neuschel, 2005). The big idea is that leadership, in its final moments, is ultimately a service (Maxwell, 2007b). Greenleaf (1998) believed the only way leadership can sustain and truly offer the followers the benefits of energy is for leadership to be a service. Greenleaf (1998) challenged leaders to be concerned for production, concerned about the task-at-hand, be aware of the social issues, and be concerned for the people. Greenleaf (1998) preached about being effective and efficient leaders while not causing multiple human problems in the process.

Although there is evidence that some of the most respected and successful organizations, particularly business and religious organizations, are now practicing the disciplines of servant leadership, there has been a lack of essential research into the examination within the field of educational leadership (Anderson, 2006). However, the work by Greenleaf (1977) is applicable to school leaders. While not providing an explicit definition of the term *servant leadership*, but rather provided this explanation and examination, Greenleaf (1997) posed:

The difference manifests itself in the care taken by the servant [school leader] — first to make sure that other people’s highest priority needs are being served. The best test, and difficult to administer, is: Do those served grow as persons? Do they, *while being served*, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? *And*, what is the effect on the least privileged in society; will they benefit, or, at least, not be further deprived? (p. 7)

These questions are the core of understanding servant leadership with the leader’s focus moving from self to follower (Covey, 2008b; Davey & Wong, 2007). The literature on servant leadership indicates a leader connected to values and who facilitates by values and vision will improve economic performance [school community] (Patterson, 2003).

Spears (2002) and other researchers on servant leadership identified characteristics which are vital to the development of servant leaders. Decision-making skills and communication are essential for the school administrator (Piele & Smith, 2006; Spears 2002). However, these two skills must be supported by a dedication to listening to others (Spears, 2005). The servant leader works to identify the goal of a group (Lawrence

& Spears, 2002; Neuschel, 2005). The servant leader “seeks to listen receptively to what is and is not being said” (Prosser, 2007, p. 62). Listening, combined with time for reflection, is important to the servant leader’s growth (Lawrence & Spears, 2002; Prosser, 2007).

The servant leader focuses on understanding and empathizing with others. Followers long to be accepted and celebrated (Lumpa, Whitaker, & Whitaker, 2009). Spears (2002) insisted that successful servanthood relies on empathetic listeners. Empathy, coupled with healing, is also very powerful for the servant leader. Prosser revealed, “Servant leaders recognize they have an opportunity to help make whole those whom they come in contact with” (p. 20). Greenleaf (1977) believed: “there is something subtle communicated to one who is being served and led if, implicit in the compact between servant leader and led, is the understanding that the search for wholeness is something they share” (p. 6).

Greenleaf (1977) presented a vast array of leadership characteristics to help clarify the servant leader model. Each characteristic was placed on a continuum with each characteristic as contrasting scales with opposite poles. Greenleaf (1977) did not list each pole, but he used contrast to state his point. By presenting each characteristic as a continuum, Greenleaf (1977) made an important reference: “Servant leadership is a moment-by-moment choice” (p. 14). A leader may be committed to the principles of servant leadership; however, the leader must make the choice to apply the principles in social settings (Sarros & Sendjaya, 2002). As restated, the attribute of the serve-first is the heart of servant leadership. The other end of the continuum is to react first.

One of the most important attributes of servant leadership is to serve others. By serving others, the leader is focused on making the followers more able to meet their own needs and more equipped to serve the school in general (Laub, 1998). A goal of servant leaders is to help followers become more autonomous and less reliant on the leader (Greenleaf, 1977).

Greenleaf's goal was for servant leaders to encourage followers to reflect upon their own lives and decide whether they were living the life of a servant leader (Borden & Nandram, 2010; Prosser, 2007). If the followers were served properly and grew personally, professionally, and became more autonomous, then they too could become servant leaders (Fairholm, 2011; Kouzes & Posner, 2011; Northouse, 2009). This would be an indication the servant leader was following the philosophy of servanthood (Greenleaf, 1977).

Qualities of a Servant Leader

To be an effective servant leader, one must be able to embody the quality of servanthood (Maxwell, 2007b). Maxwell (2007a) revealed that there are marks of servanthood. One characteristic of servanthood entails putting others ahead of oneself and one's personal desires (Frick & Sipe, 2009; Maxwell 2007a). This leader must be able to set aside his or her own agenda (Church, 2007; Maxwell 2007a). The servant leader is clearly aware of the school community's needs, available to help whenever possible, and is able to accept the community's needs as important (Fujishin, 2007; Maxwell 2007a). When assessing how a leader treats others, one is able to see a reflection of how that person thinks about himself/herself and wants to be treated (Huckabee, 2007). Philosopher-poet, Hoffer (2006), expressed:

The remarkable thing is that we really love our neighbor as ourselves: we do unto others as we do unto ourselves. We hate others when we hate ourselves. We are tolerant toward others when we tolerate ourselves. We forgive others when we forgive ourselves. It is not love of self, but hatred of self which is at the root of the troubles that afflict our world. (p. 64)

Great leaders see the need, grasp the opportunity, and serve without wanting anything in return (Achua & Lussier, 2010; Maxwell, 2007a). Secure leaders are able to exhibit servanthood and offer power to others. Servant leaders are able to initiate service to others (Maxwell, 2007a). Most individuals will serve if they feel compelled to do so. Some individuals will serve when they know that there is a crisis.

Servant leaders have an acute sense for what is happening around them (Hull & Kirst-Ashman, 2009) and are always searching for clues from their surroundings to inform their opinions and decisions. This type of leader knows what is happening and will seldom be fooled by appearances (Culver, 2009). Servant leaders have the ability to recognize their interested and able followers and consider how to transform the followers into future leaders of the system (Autry, 2004).

Servanthood is not motivated by position, promotion, or position (Maxwell, 2007a). In fact, it is the opposite in that servanthood is motivated and fueled by love. The extent and the influence of a servant leader is based on the depth of the leader's concern for others and willingness to serve to serve others (Pace & Stephan, 2006). Servant leaders walk slowly through the crowds so that they are able to connect with people (Maxwell, 2006). This fosters the opportunity to develop intimate relationships with individuals the servant will be able to serve.

Servant leaders are compassionate and show humility and care for the followers of the organization. Servant leaders are more interested in the organization than themselves (Mausbach & Mooney, 2008). Compassionate leaders care deeply about those they are serving and the servant leaders' compassion builds up those they serve. A servant leader with a compassionate heart creates relationships of respect and trust. Followers find it much easier to trust someone who seeks to serve one's best interests and stands beside one during times of uncertainties (Mausbach & Mooney, 2008).

Blanchard and Hodges (2003) and Mausbach and Mooney (2008) reported that servant leadership requires a deep level of intimacy between the leader and the follower that is beyond the scope and sequence of what an ego-driven leader could handle. Accountability is critical between the leader and follower. Servant leaders care enough to hold followers accountable for their actions. Servant leaders maintain high expectations, while being sensitive to the needs of others. Servant leaders continually praise and encourage followers so that expectations can be met.

Yukl (2009) characterized servant leadership as including characteristics, such as "nurturing, defending and empowering followers" (p. 420). Greenleaf believed servant leaders must pay close attention to the needs of followers and "help them become healthier, wiser, freer, more autonomous, more likely themselves to become servants" (Yukl, 2009, p. 420). People want to follow servant leaders on their own free will because they trust them (Neuschel, 2005).

Johnson (2007) pointed out that through servant leadership, higher morals could be raised in a workplace. Covey (2006) believed that servant leadership has moral authority, which develops a shared trust. If the servant leader is principle-centered, he or

she will develop moral authority, and if the follower is principle-centered he or she will follow the leader. Both the leader and follower will follow truth.

Twenty-First Century Servant Leaders

No Child Left Behind (NCLB). Since the enactment of NCLB, accountability for results drives the focus of school principals and teachers, and meeting academic standards becomes critical. Sergiovanni (2009) determined that the most critical issue facing one out of three principals is the funding and implementation of NCLB. Imperative to increased student achievement are highly-qualified teachers and effective leadership. The leadership model exhibited by the school principal may serve to assist in retaining qualified teachers and establishing a climate conducive to job satisfaction, thereby leading to student gains. The question becomes: Will the use of a servant leadership model by the school principal create a climate in which teachers are satisfied with their jobs and teacher retention is high; whereby students are more likely to meet the proficiency standards?

The NCLB Act of 2001, signed into law on January 8, 2002, was based on stronger accountability for results (Hayes, 2008). NCLB gave the federal government a stronger standing into education than ever before (Gut & Wan, 2011) by laying the groundwork for standards-based education focusing on four areas: assessments for accountability in the subjects of math and communication arts, school choice, site-based decision making, and researched based practices (Ham, Schertzer, & Stevenson, 2008). Because of NCLB, educators are working to close the achievement gap and ensure all students, regardless of student economic status or disabilities, achieve proficiently in academics (Koch, 2009).

Each year, students across the United States are required to take part in state mandated testing. Under the NCLB Act, each state is required to set standards for achievement and decides how those standards will be assessed (Gut & Wan, 2011). The idea of reducing the achievement gap and requiring all subgroups of students to score proficient by 2013-2014 is an important goal.

Due to yearly increasing proficiency targets, school administrators and teachers are expected to continually raise their expectations for student achievement (Molland, 2007). One reason is that NCLB requires states establish a definition of adequate yearly progress (AYP) to measure the achievement of schools and the state based on determined assessments. The AYP includes separate measured objectives for continuous improvement for subgroups sorted by race and ethnicity, disability, socioeconomics, and limited English proficiency (Brown & Hunter, 2006).

There are high stake penalties for not meeting the requirements of all subgroup populations on the AYP. According to NCLB (NCLB Desk Reference, 2002), school districts must “ensure that all groups of students, including low-income students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency, reach proficiency...[by 2014]” (p. 17). NCLB requires that standards, testing, and accountability should all be a part of the state’s requirements and schools must comply with these standards in order to receive Title I funding for students in poverty (Hutchison & Wiggan, 2009). NCLB clearly articulated that successful schools will be given more federal dollars as a reward, and those that are not successful will lose money as a punishment (Brown & Hunter, 2006).

Traits of twenty-first century leaders. School leaders are responsible for improving teacher effectiveness, meeting state mandates, and fostering a welcoming school community. Additionally, school leaders are responsible for improving teacher quality through recruitment, evaluation, and professional development (Laine, Lasagna, & Behrstock-Sherratt, 2011). Based on the overwhelming amount of pressure placed on school leaders today, it is essential that school leadership is effective (Darling-Hammond, LaPointe, Meyerson & Orr, 2010).

Greenleaf (1977) urged servant leaders to utilize traits to create an environment that embraces change so that stakeholders look at change as an opportunity instead of a threat. To address effective leadership, Lawrence and Spears (2002) and Prosser (2007) identified 10 crucial traits for leaders. Servant leadership experts insist that the more leaders are equipped to address the current needs of the present day, the more effective they are at moving the organization (Lawrence & Spears, 2002; Prosser, 2007).

The 10 traits of twenty-first century servant leaders, according to Lawrence and Spears (2002) and Prosser (2007) are:

1. Successful servant leaders are equipped with the ability to see when new things are not working and when new things are required. This applies not only to the workplace, but also to their leadership.
2. Servant leaders stay ahead of the game. They are able to foresee issues before they arise with customers, society, and the world.
3. Successful leadership does not require or depend on masculinity or femininity. Servant leaders have a set of attributes that both male and female share.

4. Successful leaders have a strong sense of purpose. This purpose is articulated clearly to all stakeholders.
5. It is critical that leaders show that they genuinely care and are trustworthy. The majority of communication should be face-to-face. Greenleaf described characteristics of servant leaders with the attribute of trust. He stated, “Leaders do not elicit trust unless one has confidence in their values and competence and unless they have a sustaining spirit that will support the tenacious pursuit of a goal” (Prosser, 2010, p. 20).
6. Successful servant leaders are reflective in their practice. They continually seek feedback from the stakeholders who they serve.
7. Leaders create a vision with meaning that actively involves stakeholders. All stakeholders must understand what is necessary for them to behaviorally fit into the vision. Servant leaders reward the stakeholders who meet the criterion of the vision.
8. Leaders must stay abreast technology. The use of advanced technology is critical to the success for today’s leader.
9. Both small and big organizations can be successful. It is a matter of the leader finding the right scale and providing the necessary leadership strategies. Leaders of small organizations sometimes need to act big. Leaders of big organizations may have to recreate themselves as collections of small units.
10. Successful leaders make federations of organizations. Most successful businesses combine the best traits of both big and small companies.

Key Principles of Servant Leadership

Incorporating the principles of servant leadership is critical to both the leader and the follower. The following is a brief introduction to 10 key servant leadership principles (Spears, 2012) that can be utilized by all leaders to create a powerful change in the way that service is implemented in organizations. These ten principles have a strong emphasis on the follower (French, Rayner, Rees, & Rumbles, 2011). These principles are in a hierarchy that begins with the internal action of (1) listening, (2) empathy (3) healing, (4) awareness, (5) foresight, (6) persuasion, (7) conceptualization, (8) commitment to the growth of people, (9) stewardship, and (10) building community.

Listening. The first principle, and the foundation of servant leadership, is listening. The most critical test of whether one is communicating with stakeholders is to ask “am I listening” (Frick & Sipe, 2009, p. 104). Servant leaders must “reach a deep level of understanding and communication with others to gain trust, which begins with listening and manifests with positive change” (Lawrence & Spears, 2002, p. 31). Servant leaders listen without thinking about what needs to be said for the rebuttal, instead focusing on the other person’s thoughts and feelings (Wheeler, 2012). Servant leaders work to identify and summarize the focus of the organization (Borden & Nandram, 2010).

Not only is it important that servant leaders listen to what is being said, but it is important that servant leaders seek to listen receptively to what is not said (Hannigan, 2008; Kiang & Lian, 2011). Greenleaf emphasized the importance of being silent, reflective, and meditating as a part of listening to oneself (Gonzaga & The Spears Center, 2009). Former Chrysler chairman, Lee Iococca, insisted, “Listening can make the

difference between a mediocre company and a great one” (Maxwell, 2008, p. 53).

Through listening, many of the other principles of servant leadership can be developed (Kiang & Lian, 2011).

Empathy. The second principle is empathy. Empathy is not something that is typically first thought of when it comes to leadership, but it should. Servant leaders must work to understand and empathize with followers (Kiang & Lian, 2011). Accordingly, “individuals who fully accept others and empathize with them are more likely to be trusted and therefore able to effectively communicate and create change” (Lawrence & Spears, 2002, p.35). Civility is built from empathy.

Empathy should be supportive and not patronizing. Leaders misuse power when they solve other people’s problems for them. Servant leaders need to recognize follower’s unique gifts and spirits (Ferch & Spears, 2011; Kiang & Lian, 2011). Empathy is shown by assuming the good intentions of those in which one serves (Mosley, Mosley, & Petri, 2011).

Greenleaf (2002) reiterated, “Deep down inside the great ones have empathy and an unqualified acceptance of the persons of those who go with their leadership. Acceptance of the person requires a tolerance of imperfection” (p. 34). Greenleaf (2002) believed that when empathy is used, trust is developed:

People grow taller when those who lead them empathize and when they are accepted for what they are, even when their performance may be judged critically in terms of what they are capable of doing. Leaders who empathize and who fully accept those who go with them on this basis are more likely to be trusted. (p. 35)

Healing. The third principle presented is healing, which no other leadership theory incorporates (Wheeler, 2012). This principle addresses the spiritual side of leadership (Kiang & Lian, 2011). Servant leaders learn to heal themselves and others through personal transformation (Frick & Sipe, 2009). Lawrence and Spears (2002) agreed, “it is believed that one is never completely healed; thus servant leaders constantly share in the search for wholeness with those whom they lead” (p. 50). Leaders need to help address emotional healing and encourage people to move through their difficulties (Wheeler, 2012). Unity is formed amongst stakeholders and change is created (Gonzaga & The Spears Center, 2009).

Awareness. Awareness is the fourth principle, and it keeps one in touch with one’s self and others (Kiang & Lian, 2011). Servant leaders look beyond the horizon and increase both general and self-awareness. Awareness provides leaders with the opportunity to look at situations from a more integrated, holistic view (Ferch & Spears, 2011; Giacalone & Jurkiewicz, 2010). Through awareness, servant leaders are able to alter behaviors so that intention and delivery are aligned (Spears, 1998). Accordingly, “the cultivation of awareness gives one the ability to stand aside and see oneself in perspective in the context of one’s own experience, amid the ever present dangers, threats, and alarm” (Lawrence & Spears, 2002, p. 41).

Awareness assists in understanding issues that surround ethics and values (Prosser, 2007). Awareness is developed through self-reflection, through dialogue with others regarding one’s performance, through open-mindedness, and through continual learning (Daft & Lane, 2007; Day, Halpin, & Harrison, 2009; Kraemer, 2011). Greenleaf

(2002) observed, “Awareness is not a giver of solace — it is just the opposite. It is a disturber and an awakener” (p. 41).

Able leaders are usually sharply awake and reasonably disturbed. Greenleaf (2002) continued, “They are not seekers of solace. They have their own inner security” (p. 28). Servant leaders are firm in their decision-making, as their inner awareness of direction provides them with a solid path that produces results. This principle, awareness, makes the servant leader stronger (Ferch & Spears, 2011).

Foresight. Fifth, Greenleaf introduced the principle of foresight or plotting the course of action (Kiang & Lian, 2011). Foresight is a vital servant leadership characteristic that requires leaders to comprehend lessons from the past and present realities (Frick & Sipe, 2009; Spears, 1998). Additionally, foresight requires servant leaders to look at consequences of future decisions. Therefore, “the servant leader sees a long sweep of history projected into the future that better enables the foreseeing of likely events” (Lawrence & Spears, 2002, p. 40).

A keen sense of foresight allows servant leaders to go beyond traditional planning to have “a sense for the unknowable and be able to foresee the unforeseeable” (Frick & Sipe, 2009, p. 106). By using this idea of foresight, leaders are able to breathe life into the vision of the organization and move followers to explore the possibilities of the future. This allows an organization to create a shared vision with meaning (Bocarnea & Dennis, 2006). Foresight through servant leadership enables leaders to pursue the future rather than only focusing on the present demands of the organization (Frick & Sipe, 2009). Greenleaf (1977) boldly indicated, “Foresight is the lead that a leader has” (p. 8).

Persuasion. The sixth principle is persuasion or beginning with the end in mind (Kiang & Lian, 2011). Servant leaders are able to “convince rather than coerce, through a gentle, non-judgmental argument that a wrong should be righted by an individual voluntary action” (Lawrence & Spears, 2002, p. 43). Persuasion often occurs one person at a time by consensus building (Ferch & Spears, 2011).

Through persuasion of followers, servant leaders are able to provide continuous improvement in the organization (Brumley, 2012). Fair and consistent actions by leaders may persuade participation in the organization (Hunter, 2004). Kiang and Lian (2011) concluded, “transparent, fair and just action invites and persuades others to cooperate with servant leaders” (p. 7). Spears (1998) insisted that persuasion was one of the most critical principles of servant leadership.

Conceptualization. Conceptualization, or seeing the big picture, is the seventh principle (Kiang & Lian, 2011). Lawrence and Spears (2002) indicated, “servant leaders nurture the ability to believe in greatness by maintaining a perspective that thinks beyond day-to-day realities” (p. 49). This is critical for today’s leaders due to the challenges in the world today. This is a characteristic that requires discipline and practice (Chalofsky, 2010).

Servant leaders must stretch their thinking and be open-minded. Conceptualization provides a reason to believe in a hopeful tomorrow. This principle allows leaders to dream big dreams (Frick & Sipe, 2009). Northouse (2010) reminded servant leaders “to respond to complex organizational problems in creative ways, enabling leaders to deal with the intricacies of the organization in relationship to its long term goals” (p. 222).

Commitment to the growth of people. Eighth, is the principle of commitment to the growth of people. Servant leaders continue to believe that followers have ‘intrinsic values beyond their tangible contributions and commit to the personal, professional, and spiritual growth of all people within their scope of influence’ (Lawrence & Spears, 2002, p. 101). Servant leaders must help followers extinguish poor habits and replace them with healthy habits and those healthy habits must be reinforced repeatedly (Hunter, 2004).

As a part of the commitment to the growth of people, to serve, one must be committed to do everything within his or her power to ensure the personal, professional and spiritual growth of followers (Ferch & Spears, 2011). Servant leaders are committed to recognizing “the signs of outstanding leadership appear primarily among the followers” (Maxwell, 2008, p. 75). The servant leader must ensure that the followers are reaching their highest potential (Trompenaars & Voerman, 2009).

Stewardship. The ninth principle is stewardship, being accountable and sharing control (Kiang & Lian, 2011). Lawrence and Spears (2002) noted, “servant leaders create trust within organizations and institutions and work for the greater good of society” (p. 59). Through this principle, faith in humanity is increased, change is encouraged and sustainable practices are put into action.

Stewardship requires leaders to place others at the forefront (Achua & Lussier, 2010). Stewardship requires servant leaders to act on behalf of others. Johnson (2012a) illustrated this by concluding, “leaders function as the agents of followers, who entrust them with special duties and opportunities for a limited time” (p. 204). Stewardship suggests results through accountability (Messina, 2011). Servant leaders are able to reach their desired objectives through collaboration rather than control (Johnson, 2012a). In the

twenty-first century, with corporate distrust at the forefront of many organizations, stewardship is one of the most attractive principles of servant leadership, especially when combined with foresight (French et al., 2011).

Community. The tenth principle is community. Building a sound community is critical to the development of stewardship. Frick and Sipe (2009) restated the importance of “regaining the lost sense of community spirit by building the community back into the workplace environment by all those who work there” (p. 201). A healthy community will foster a “surplus of love, healing will be fostered, commitment to others will be manifested and sustainable changes will occur” (Gonzaga & The Spears Center, 2009, p. 124). The key to a sound community is to live in an integrated way (Gergen & Vanourek, 2008). It is essential that servant leaders make a conscious effort to “be both state-of-the-art and state-of-the-heart in relation to those they wish to lead” (Spears & Lawrence, 2002, p. 242).

Laub (1998) reiterated that servant leaders must build strong relationships, work collaboratively with others, and value differences of others. Followers of servant leaders are concerned with the relationships of the individuals of whom they work with each day. Laub (1998) summarized that servant leaders know that people will be impacted more by the quality of relationships rather than the accomplishment of tasks.

Servant Leadership in the School Setting

With an increase in the expectations of school principals, Davis and LaPointe (2006) pointed out, “Growing attention on the crucial role of school leaders” is being requested” (p.16). School principals have an intricate task of ensuring their students have academic achievement (U.S. Department of Labor, 2009). Hunter (2004) believed that

with this pressure, school leaders are “yearning to be the leaders they know that their people need and deserve” (p. 16). These leadership challenges presented by the education system require skilled and driven leaders.

Traditional forms of leadership in the school setting have placed a focus on management issues (Senge, 2005). In contrast, a servant leader’s role is to meet the needs of others by serving as a motivation for facilitating change within a culture (Greenleaf, 1998). Sergiovanni (2006) determined that a school leader should work towards becoming a servant leader. Through focused empowerment and leadership shifts, elementary school principals will learn how to serve the teachers first and themselves second.

Servant Leadership and Teacher Retention

Teachers are the most important group of professionals for children and the nation’s future. Barth (2006) indicated, “The nature of relationships among the adults within a school has a greater influence on the character and quality of that school on student accomplishment than anything else” (p. 8). Yet, research associated with teacher job satisfaction relays inconsistent findings, possibly due to the various aspects of the role of the teacher, as well as differences in the school community environments (Marion & Quaglia, 1991).

Educators often refer to their profession as a calling or a mission and are not driven by advancement or extrinsic rewards (Evans, 2010). In contrast, teachers determine their satisfaction in the participation with their students, collaboration with teachers, and by success of student learning, which supports Herzberg’s theory that “motivation is related to an individual need for psychological growth” (as cited in

Latham, 1998, p. 82). Teacher efficacy is known as one of the great satisfiers for educators (Cavanaugh & Kail, 2007). Personal efficacy is the belief that one can positively influence an out-come (Piele & Smith, 2006). Teacher efficacy is the educator's belief in the ability of the teaching profession as a whole to positively impact achievement (Klein, 2006). Woolfok, a researcher on teacher efficacy, explained, "teachers who set high goals, who persist, who try another strategy when one approach is found wanting — in other words, teachers who have a high sense of efficacy and act on it — are more likely to have students who learn" (as cited in Shaughnessy, 2004, pp. 156-157). Efficacy is a crucial component of teacher satisfaction in the workplace (Dworkin & Saha, 2009).

The degree to which a teacher is satisfied with his or her job has been proven as an indicator of teacher retention (Lehman & Stockard, 2004). In 1983, the reported finding of the publication, *A Nation at Risk*, was alarming in regards to the state of American schools (Alliance for Excellent Education, 2008). Following the publication, politicians, business leaders, educators, and community members decided to make a change in quality public education. This publication reiterated that American teachers were coming to teach unprepared. Additionally, the publication reported that teachers were not teaching higher-level thinking in the areas of science and math.

Teacher retention became a serious concern. Researchers investigated a number of issues influencing the retention of new teachers, such as teacher salary and school quality. The researchers ignored induction programs and teacher quality (Heyns, 1988).

Then, *A Nation Prepared* was published in 1986, which led to a request that the national board establish high standards and to certify teachers who meet that standard

(Berry, 2011). The document recommended the implementation of decision-making structures utilizing lead teachers who would help support the staff. Additionally, during this time period in education, school leaders began requesting excellent induction programs.

In the 1990s, researchers found retention even more positively related to the first year of teaching experience than originally anticipated (Ferraro & O'Dell, 1992). In 1996, the National Commission on Teaching and America's Future suggested that new teachers would have an expert teacher that they communicated with on a regular basis regarding classroom management and teaching strategies (National Commission on Teaching & America's Future, 1996). New teachers would also receive formal and informal evaluations of their performance from the school leader. In the last decade, the focus in education has been on the quality of instruction. NCLB's focus was to impose high academic standards by ensuring that every class was taught by a highly-qualified teacher (Gorard, See, Smith, & White, 2006).

With the imposed high stakes testing and increase in poverty, teacher ratings have been of utmost concern in education today (Davis, 2007; DeAngelis & Presley, 2007). Teacher attrition rates are rising, and it is of concern that students "face less-experienced and less-effective teachers nearly every year throughout their primary education" (Abdallah, 2009, p. 1). Abdallah (2009) noted, "incoming teachers are often not as successful compared to more experienced teachers in raising student achievement, student test scores, and school standards" (p. 1).

The most recent study on teacher turnover rates indicated that almost 15% of the present teaching force will most likely chose another profession in the future (Cochran-

Smith, Feiman-Nemser, & McIntyre, 2008). Research shows an alarming statistic, “17 percent of educators leave teaching after one year, 30 percent after two years, nearly half after five years, and up to 80 percent after ten years” (Boreen et al., 2009, p. 6).

The United States Department of Education (2011) reported that studies in 2004-2005 showed that 8.4% of the teaching force left the profession and 8.1% transferred to another district. Research shows that teachers typically leave in their first years of teaching and when close to retirement (Daley, Guarino, & Santibanez, 2006). According to the U.S. Department of Education (2011), 10% of the teachers who began their teaching career in 2007 were not teaching in 2008, and 12% were not teaching in 2009.

Studies have indicated that the direct and indirect cost of losing a new teacher equates to roughly 150% of the average new teacher’s salary (“Staff retention rate,” 2011). Replacing teachers, finding qualified candidates, and mentoring new teachers all require a significant financial commitment from the district (Cullingford, 2006). The repercussions for the school districts could be even worse if unqualified or partially qualified teachers have to be hired to replace those who leave the district. The Alliance for Excellent Education (2008) estimated that the cost of replacing teachers who leave the profession is at 2.2 billion annually

Daley et al. (2006) reported the following, “The dual goals of recruiting and retaining effective teachers are often difficult to realize because of insufficient or sometimes dwindling resources” (p. 173). Teacher turnover is not only hard on school budgets, but also is damaging to the instructional cohesiveness of the school (Futernick, 2007). Due to the damaging cost, school districts have begun seeking out research on the breakdown of teacher turnover. Recent studies have been conducted looking at

distinctions of turnover, such as transfers within the district, teachers leaving and later returning, and teachers who leave permanently (DeAngelis & Presley, 2007)

Recruitment, the hiring process, and retaining quality teachers remain a focus for administrators (Bjork, Johnston, & Ross, 2007). Darling-Hammond et al. (2010) contended that districts must do something to protect their most valued investments. The issue of attracting and retaining quality teachers is intensified because the number of college graduates wanting to be teachers has dramatically decreased.

Multiple factors contribute to teacher retention in the twenty-first century. It is difficult for elementary school principals to meet higher standards when the teacher attrition continues to rise. Low performing and high poverty urban schools typically see low teacher retention. More qualified teachers are most likely to transfer out of lower performing schools, leaving the least qualified teachers to teach the nation's neediest students (Cochran-Smith et al., 2008).

Schleicher (2011) contended the best way to strengthen the teacher profession is to increase teacher job satisfaction. This would enable school districts to encourage the most potential candidates to move into education and increase the retention of current experienced and tenured teachers (Catano et al., 2008). Elementary school principals must have a clear interpretation of issues that result in contentment, and, in turn, how teachers' overall satisfaction impacts the quality of education in schools (Marion & Quaglia, 1991). The challenge for school leaders is to identify the factors that contribute to teacher job satisfaction (Rao & Ramatulasamma, 2003).

The research evidence suggests that adequate compensation and safe and supportive school environments serve to attract and retain teachers (National Science

Foundation, 2008). Liu and Ramsey (2008) found that teachers' job satisfaction varied with career status, years of teaching, and gender. Latham (1998) reminded school leaders, "Job satisfaction can do more than help retain quality teachers, it can improve their teaching" (p. 82).

Collins and Frantz (1993) summarized, "trust the teachers" (p. 233). Teachers feel valued when educational leaders listen to their ideas and take them into consideration. The consideration of teacher ideas boosts teacher satisfaction and morale (Collins & Frantz, 1993).

Research shows that safe environments, effective leadership, collaboration amongst colleagues, parental involvement, and adequate learning resources can promote teacher effectiveness, enhance their commitment to school, and increase their job satisfaction (Daley, Guarino, & Santibanez, 2006). Recent research completed in the United States found that teachers' perceptions of their working conditions are highly predictive of their intent to remain or leave their current school (Ladd, 2009). Of the five working conditions, leadership was the top predictor of teacher retention.

Jackson (2007) completed a study and found a significant correlation between teacher attrition and teacher satisfaction. The other four identifiers were: facilities, empowerment, professional development, and time policies. This study confirms that leadership qualities are critical to keeping quality teachers in schools (Jackson, 2007).

Leadership is a significant predictor of teacher satisfaction (Tickle, 2008). Tickle (2008) centered his research on a school and staffing survey and a public school teacher questionnaire. Path analysis was used to determine indicators of teachers' job satisfaction and the teachers' intent to stay in the teaching profession. The data revealed that

administrative support was the most prominent factor of teachers' job satisfaction.

Tickle's (2008) study provided evidence that the leadership of the principal is linked to teacher satisfaction and retention. Entry level teachers are greatly influenced by variables that are influenced by the elementary school principal (Lehman & Stockard, 2004).

Teacher Satisfaction and Commitment to Teaching

Although teachers are paid less than those in other comparable professions and are required to work in environments that are not ideal, most of them are satisfied about being educators (National Science Foundation, 2008). In a research study conducted by the National Science Foundation (2008), educators were asked how long they planned on staying in the field of education. Of those surveyed, 42% responded they would remain in education as long as they were able, and 34% responded they would remain in education until they retired. From this study, researchers found teacher satisfaction and a commitment to teaching were tied directly to working conditions. Additionally, the researchers found, regardless of what the teachers taught, if they were surrounded with positive working conditions, those teachers were more likely to choose the career again (Behrstock-Sherratt et al., 2011). These same teachers were committed to teaching as a career, long term (Behrstock-Sherratt et al., 2011; National Science Foundation, 2008).

Servant Leadership and Teacher Satisfaction

One of the greatest challenges facing twenty-first century servant leaders is protecting the well-being of their followers. An employee's degree of job satisfaction is not only important to his or her well-being, but also critical for the well-being of the organization. From a structural perspective, it is important to understand the factors that attribute to job satisfaction because of the high costs associated with teacher turnover.

In order to reduce the cost associated with teacher turnover, school leaders must create a relationship between the employee and the school. This involves meeting the individual needs of staff members and using their knowledge, skills, and attributes to shape a job position. Organizations that critically strive to meet the needs of their employees and help them reach their highest potential are most likely to have employees with higher levels of job satisfaction who are less likely to leave an organization (Gallos, 2006).

Several theorists have reported servant leadership provides answers, in multiple ways, to some of the ethical and moral concerns and challenges put in front of followers today (Autry, 2004; Gonzaga University & The Spears Center, 2009). Spears pointed out two main reasons for the rise in servant leadership. First and foremost, Spears suggested there is a “general level of dissatisfaction among members of today’s organizations with the level of caring and encouraging behaviors they experience at work” (Gonzaga University & The Spears Center, 2009, p. 131). Servant leadership allows for a more opportunistic approach to fulfilling expectations than do other more traditional leadership models (Tey, 2006). Additionally, servant leadership, when implemented appropriately, results in greater levels of trusts in followers (Patterson et al., 2004)

Teacher satisfaction is one piece that determines leadership effectiveness (Bass & Bass, 2008). Hunter (2004) encouraged leaders by stating a servant leader has the ability of “influencing people to enthusiastically work toward goals identified as being for the common good, with character that inspires confidence” (p. 32). DuFour and Eaker (2008) encouraged three practices of leaders: lead through shared vision; involve others in the school’s decision-making process and empower individuals to act; and provide staff with

the tools necessary to make sound decisions. Powered with this information and led by someone who serves, teachers will be satisfied.

Deal and Peterson (2009) believed in a positive school culture, teachers overcome any dissatisfaction by the leader providing a clear focus and vision. This is important based on the data showing “teachers willingly stay because of strong collegial supports and because they have an important say in the operation of the school; they also seek strong input in what and how they are allowed to teach” (Futernick, 2007, p. 4).

Authenticity is a characteristic trait that is vital to servant leaders (Johnson, 2007). Followers provide critical feedback to servant leaders that increase the leader’s self-knowledge (Wheeler, 2012). This provides a reward for the leader by allowing them more flexibility to make those difficult decisions, and the leader is able to get more work done in a timely fashion (Johnson, 2012b). Servant leaders are able to foster a keen sense of trust (Daft & Lane, 2007).

Authenticity and trust are linked to high productivity and performance (Crandall, 2007). Those followers who work in this trusting environment are highly productive, and this results in high job satisfaction (Saiyadain, 2009). Followers of servant leaders typically go above and beyond to meet the standard job description, make sacrifices for the organization, and are eager to help their colleagues (Johnson, 2012b).

An elementary school principal who acts with concern for others is most likely to foster relationships with teachers who are highly satisfied (Bass & Bass, 2008). Servant leaders are more apt to apply empathy (Lawrence & Spears, 2002) and are more able to meet the needs of others (Hunter, 2004). Elementary school principals as servant leaders may excel in comparison to other leaders as they influence and inspire teachers to

contribute to students and families through collaboration (Hunter, 1998). Baron (2010) highlighted this idea when he discussed the topic of job satisfaction:

The three occupations in the top dozen on both job satisfaction and general happiness do not rank high on the salary scale. Clergy ranks first in job satisfaction and general happiness. Firefighters rank second in job satisfaction and general happiness and special education teachers are the third doubly top-ranked occupation. The reason for this is high job satisfaction and general happiness is not money, but the feeling of being appreciated and respected for their service. All three of these occupations instill a personal feeling of worth because these people work on behalf of others. Working to benefit others is the core idea of servant leadership. (p. 87)

Elementary school principals are often focused on their own vision of what it takes to satisfy a teacher. Elementary school principals as servant leaders would utilize a collaborative process for creating a desired satisfaction by practicing the *first among equals* mindset (Greenleaf, 1977). Teacher satisfaction would be impacted by the elementary school principal's ability to serve the teachers first, so they may meet the needs of their students. Highly satisfied teachers who are retained year-to-year are essential for successful schools. For this to take place, the elementary school principal must be committed to servant leadership and the tenets thereof. Spears (2002) stated:

It is important to stress that servant-leadership is not a "quick fix" approach. Nor is it something that can be quickly instilled within an institution. At its core, servant-leadership is a long term, transformational approach to life and work — in

essence, a way of being — that has the potential for creating positive change throughout our society. (p. 4)

Elementary school principals have a high level of responsibility to the students and the development of the staff. One standard of the Interstate School Leaders Licensure Consortium (ISLLC) reads, “a school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and an instructional program conducive to student learning and staff professional development” (Peel, Queen, & Shipman, 2007, p. 113). When elementary school principals lead by putting students and staff development first, they are showing a commitment to serving the school and the vision set in place by the school community.

Summary

The literature review consisted of research on leadership, which has been defined as the process of communicating people’s worth and potential so they are able to see it themselves (Covey, 2008a). Relevant is the expectation specific leadership characteristics should be promoted and implemented by leaders. The leadership literature contains a clear belief that specific characteristics can and should be encouraged and implemented by school leaders. Transformational leadership promotes positive characteristics that appeal to the moral values of followers (Yukl, 2009). As a parallel to transformational leadership, servant leadership is applied as a viable, working model.

Although Greenleaf (1977) posited the idea of servant leadership over thirty years ago, those qualities are still applicable in leadership today. Greenleaf (1977) stated, “The grand design of education is to excite, rather than pretend to satisfy, an ardent thirst for information; and to enlarge the capacity of the mind, rather than to store it with

knowledge, however useful” (p. 184). By researching the practices of a servant leader, this study helped determine the impact such a leader could have on teacher satisfaction and teacher retention.

Chapter Three detailed the proposed methodology including the subsections: (a) introduction; (b) research questions; (c) research hypotheses; (d) variables; (e) research perspective; (f) research setting; (g) population and sample; (h) data collection and instrumentation; and (f) statistical procedures. An analysis of data was presented in Chapter Four. In Chapter Five, a summary of findings, detailed by each research question and recommendations for further studies were discussed.

Chapter Three: Methodology

Increasing student achievement and meeting the demands of federal and state mandates have resulted in multiple responsibilities for the school leader (U.S. Department of Labor, 2009). To effectively and efficiently meet these high standards and help with the personal growth of others (Culver, 2009), today's school leader may question which leadership model is most effective. The focus of this study was to determine if the servant leadership model served to increase teacher satisfaction and teacher retention.

Servant leadership is characterized by listening skills, ability to identify with others, and a willingness to reflect (Lawrence & Spears, 2002). According to Greenleaf (1977), the truly great servant leader is marked by a constant demonstration of genuine interest and affection for his or her followers. Through the use of servant leadership, elementary school principals may create a school culture where teachers are satisfied and teacher retention is high (Bulach, Frederick, & Potter, 2008).

Research Questions

The following research questions were posed in order to discover the relationship between servant leadership and teacher satisfaction, as well as teacher retention:

1. What percentage of elementary public school principals surveyed exhibit qualities of servant leadership?
2. What is the relationship between servant leadership and teacher satisfaction in public elementary schools?
3. What is the relationship between servant leadership and teacher satisfaction on teacher retention in public elementary schools?

Null Hypothesis

H_0 There is no relationship between servant leadership and teacher satisfaction on teacher retention in public elementary schools.

Alternate Hypothesis

H_1 There is a relationship between servant leadership and teacher satisfaction on teacher retention in public elementary schools.

Variables

Independent variable. The independent variable was servant leadership.

Dependent variables. The dependent variables were teacher satisfaction and teacher retention.

Research Perspective

The purpose of this study was to investigate the qualities aligned with servant leadership and determine the extent the qualities are exhibited by elementary school principals in one urban public school district. Additionally, the relationship of servant leadership on teacher satisfaction and teacher retention was studied. Through the use of the LSI (Hunter, 2004), the principal of each participating school completed the leader form, and certificated teachers from the respective schools completed the subordinate form.

The MSIP Advanced Faculty Questionnaire and Certificated Teacher Retention Survey responses provided additional sources of data. By applying quantitative methods, data were obtained, thereby permitting the researcher to fail to reject or reject the null hypothesis (Merriam, 2009). The findings from this study would provide insight into

current assumptions specifically surrounding servant leadership and the impact on teacher satisfaction and retention.

Research Setting

The setting of the research occurred in one public school district in southwest Missouri. Within the district are 37 elementary schools, totaling 11,307 students. All but three of the elementary schools house pre-kindergarten through fifth grade. Two of the elementary schools, both kindergarten through fourth grade configuration, feed into the only intermediate school in the district.

Population and Sample

The target population consisted of certificated teachers and principals in 37 public elementary schools within the identified district. Principals who had served in their current buildings for five years or more were invited to participate in the study. Eight of the eleven principals agreed to the terms of the informed consent and allowed for the certificated teachers in their respective buildings to consider completing the survey. Therefore, the sample for this study was comprised of eight elementary school principals and the 189 certified elementary teachers from each of the corresponding elementary schools.

Instrumentation

Hunter (2004), the creator of the LSI, was contacted for permission to use the instrument in this study (see Appendix A). The LSI (Hunter, 2004) was designed to assess an individual's actual leadership skills [based on a self-report] (see Appendix B) and perceptions of subordinates (see Appendix C) in comparison to the principles

associated with servant leadership. A Likert-scale, with anchors (strongly agree, agree, disagree, and strongly disagree) were designated to measure the results.

In this study, the LSI (Hunter, 2004) was utilized to determine the servant leadership traits of elementary school principals by inventorying principals and certificated elementary teachers working in each participating elementary school. After completing the LSI (Hunter, 2004), each teacher was presented with the Certificated Teacher Retention Survey, which consisted of an additional question surrounding years of teaching in the current elementary school building with the present elementary school principal. This question was added to the LSI to glean more information about teacher retention.

A portion of the Missouri School Improvement Plan [MSIP] Cycle 4 Advanced Questionnaire (see Appendix D) for certified faculty (MODESE, 2011) was used as secondary data to determine teacher job satisfaction in the sample district. The questionnaire is divided into 16 standards, which address various components of an educational program. The standard selected for this study was 6.5: “The district has created a positive climate for learning and established a focus on academic achievement” (MODESE, 2011, p. 16).

The MSIP Advanced Questionnaire was designed to provide an opportunity for all stakeholders in Missouri’s public school districts to participate in the review process and to provide a document which would generate beneficial information for school improvement (MODESE, 2011). The MSIP survey data obtained from students, parents, and school staff, are used by the MODESE to evaluate educational processes in a district,

generally, every five years. For the purpose of this study, at least 60% of the certificated teachers in the participating elementary schools took the questionnaire, in December and January of 2010, based on the MODESE mandated requirements.

Data Collection

Once IRB approval was received from the university (see Appendix E) and the participating district, in late May of 2011, the data collection process began utilizing the LSI (Hunter, 2004), the MSIP Advanced Faculty Questionnaire (MODESE, 2011), and Certificated Teacher Retention Survey. Each participant was presented with a letter of introduction (see Appendices F & G) and informed consent (see Appendix H). All participants were given the opportunity to ask questions about the study before signing or acknowledging consent. Also, anonymity and confidentiality were addressed.

Following consent, the LSI (Hunter, 2004) was given to the principals and asked to rate his or her own leadership qualities. Likewise, the LSI (Hunter, 2004) and Certificated Teacher Retention Survey were disseminated to the certificated teachers participating in the study. The LSI (Hunter, 2004) completed by the elementary teachers provided the opportunity to rate their principal's leadership qualities.

In addition to the 25 Likert-scale prompts on the LSI (Hunter, 2004), two open-ended questions were included for the certificated teacher and elementary school principal to complete regarding the principal's leadership skills. A survey question (Certificated Teacher Retention Survey) was posed to each certificated teacher, who had completed the LSI, to determine longevity with his or her current elementary school principal.

Upon collection of the LSI and Certificated Teacher Retention Survey, the data from the MSIP Advanced Questionnaire were obtained. Seven selected questions on teacher satisfaction were accessed, via the MODESE (2011) public web site, for each participating school. A frequency table was created to determine which schools had teachers with higher job satisfaction in relation to career, as opposed to higher job satisfaction in relation to leadership.

Statistical Procedures

The following procedures were applied:

Descriptive statistics. A systematic way of summarizing the data collected (Guerra, Kaufman, & Platt, 2006).

Frequency table. A table to arrange data on a variable. The table shows the frequency with which each category is mentioned. Often the total numbers in each category are changed to percentages (Fraenkel & Wallen, 2012).

Mode. The mode is determined by counting the most frequent score in a distribution (Houser, 2009).

Mean. Mean is calculated by adding up the individual scores and dividing the total by the number of scores in the data set (Guerra et al., 2006).

Inferential statistics. The methods utilized in analysis, interpretation, and drawing conclusions from the data (Houser, 2009). Inferential statistics are utilized to make judgments of probability between groups. In this study, characteristics of servant leadership from eight elementary school principals were examined, and the results were presented to determine the impact of servant leadership on teacher satisfaction and teacher retention.

Pearson r . The Pearson r is an index of correlation used when the data represent either interval or ratio scales (Fraenkel & Wallen, 2012). A Pearson r coefficient was calculated to determine whether a significant correlation existed between servant leadership and teacher satisfaction and retention.

Range. Range is the difference between the highest and lowest score in a data set (Lodico, Spaulding, & Voegtle, 2010). The range was determined when investigating LSI differences amongst the elementary school principals.

Data Analysis

The data were analyzed from the LSI (Hunter, 2004) to determine which elementary principals exhibited servant leadership qualities based on results retrieved from the elementary principals and certificated teachers in each school. The servant leadership data were compared to the data responses obtained from the Certificated Teacher Retention Survey. When scoring the LSI, points were assigned to each question answered using a key provided by Hunter (2004). All of the points for each elementary school principal were added and divided by the number of responses for the individual question. The scores were ranked from strengths to weaknesses. Each elementary principal was assigned a mean score based on the data.

A survey question (Certificated Teacher Retention Survey) was posed to every certified teacher in each participating school to determine how long he or she had taught in the building with the current elementary school principal. The information retrieved from the survey question on retention was calculated. Each elementary principal was given a teacher retention percentage based on the average amount of years the certificated teachers had taught in the building under the principal's leadership.

When analyzing the scores from the LSI and the MSIP Advanced Questionnaire for teacher job satisfaction, descriptive statistics were used to compile the data into a frequency table. A Pearson r was applied to determine the correlation between the data on servant leadership and teacher satisfaction and retention.

Ethical Considerations

The raw data obtained from the LSI were secured under the supervision of the researcher. No personally identifiable information from the certified teachers or principals will occur in publication. Therefore, anonymity confidentiality will be insured. All paper and electronic documents will be destroyed three years after completion of the study.

Summary

In this chapter, the research perspective and setting were presented. The population and sample were identified, and the instruments utilized to obtain data were revealed. A discussion of the data collection process and data analysis followed. Data were collected from the LSI created by Hunter (2004). Once scored, the LSI (Hunter, 2004) provided data that reflected strengths in servant leadership characteristics and areas of concern to be addressed. Additionally, the two open-ended questions on the inventory provided insight into each elementary principal's leadership style.

Data from the MSIP Advanced Faculty Questionnaire were tabulated to investigate teacher satisfaction. Teacher satisfaction was divided into two specific categories. The first category analyzed was teacher satisfaction in relation to leadership. The second category examined was teacher satisfaction in relation to career. This

information was beneficial to the study as it provided an insight into specific reasons for job satisfaction at each school.

One survey question was posed to each certificated teacher at each of the designated elementary schools. The purpose of the Certificated Teacher Retention Survey was to determine how long each teacher had taught with his or her current principal. Descriptive and inferential procedures were applied to the data obtained from the LSI and the MSIP Advanced Faculty Questionnaire.

In Chapter Four, analyses of this study were presented. In Chapter Five, a summary of findings, guided by each research question, was revealed. An overview of the study, limitations, conclusions, and recommendations for future research were discussed.

Chapter Four: Analysis of Data

In this study, quantitative data were reviewed to determine the relationship between servant leadership and teacher satisfaction on teacher retention. Initially, the data were analyzed in a multi-step process. The results of the LSI (Hunter, 2004) were computed to determine the extent of the qualities of servant leadership exhibited by the elementary principals who were surveyed. These results were compared with the data retrieved from the MSIP Advanced Faculty Questionnaire and the Certificated Retention Teacher Survey. Finally, the data were analyzed according to servant leadership qualities, along with the constructed response answers to further confirm the findings.

In this chapter, a background of the study was presented. Next, each research question was posed, followed by analyses of the data. References to relevant literature were included within each section.

Background of the Study

The purpose of this study was to explore the qualities associated with servant leadership and determine the extent these qualities are exhibited by elementary school principals in one urban public school district. The population and sample for this study consisted of elementary school principals who had served as principal in his or her current building for five years or more and certificated teachers in those buildings from one public school district in southwest Missouri. An LSI (Hunter, 2004), the MSIP Advanced Faculty Questionnaire, and Certificated Teacher Retention Survey were used to examine the purpose of the study.

Following the determination of the elementary principals who had been in their current building five years or more, the LSI protocols for the principal and certificated

teachers were disseminated to the eight participating elementary schools. Each school was randomly assigned a letter identification to ensure their anonymity.

The extent to which the elementary school principal exhibited servant leadership traits was measured by the LSI (Hunter, 2004). Each elementary school principal was given an LSI specifically for leaders. Each certificated elementary teacher was given the LSI designed for subordinates.

This Likert-scale instrument utilized the anchors: strongly agree (4), agree (3), disagree (2), and strongly disagree (1) to measure the results. Once scored, the inventory reveals if the leader is in excellent shape, is in good shape, has a potential problem area, or has an urgent problem area in regards to characteristics of servant leadership (Hunter, 2004). According to Hunter (2004), if the principal (leader) scores 3.4 - 4.0, the principal's leadership is in excellent shape; in good shape, 3.0 - 3.3; 2.5 - 2.9 indicates there is a potential problem area; and 0.0 - 2.4 indicates an urgent problem area.

Seven of the 104 questions from the MSIP Advance Questionnaire for certified faculty were selected to assess teacher job satisfaction (MODESE, 2011). The staff questionnaire is available through an online survey. When preparing the district for the questionnaire, a representative from MODESE (2011) stated their research shows on average 60% of teachers take the questionnaire.

Additionally, the MODESE deems the data valid if there is at least 60% participation from the staff questionnaire. For the purpose of this study, an assumption was made at least 60% of the staff members completed the questionnaire (MODESE, 2011). Data were collected from the Certificated Teacher Retention Survey to determine the number of years the teachers had been in their building with the current principal.

Research Question 1

What percentage of elementary public school principals surveyed exhibit qualities of servant leadership?

To address the above research question, two definitions were reviewed. *Servant leader* was defined as a leader who has a natural desire to lead by serving others, invests in the development of others, and strives to meet the most significant needs of others (Greenleaf, 1977, Neuschel, 2005). *Servant leadership* was defined as the ability to influence others through the relationship of service to people and purpose (Frick & Sipe, 2009). Based on the combination of the stated definitions, one may assume a servant leader in a public school setting serves others with a common purpose of providing an education in public schools. The data defined how this definition is valid through investigating the practices of servant leadership.

Based on the data obtained, seven out of eight principals, or 87% of the elementary school principals serving for five years or more in their respective buildings, displayed characteristics of servant leadership. The highest LSI (Hunter, 2004) score was received by the principals from Schools D and E at 3.78 (see Figure 1). The lowest score received by an elementary school principal on the LSI (Hunter, 2004) was School H with 2.95. The range of the LSI (Hunter, 2004) scores was .83.

Common characteristics of servant leadership exhibited by the principals were expressed by 189 certificated teachers. These characteristics came to light from the open-ended questions answered by the certificated teachers. Trust, respect, fairness, leads by example, and understanding were consistent key words used to describe the principals' leadership styles. Phrases, such as, "She trusts and respects her teachers and staff" and

“Her decision-making is fast, fair, consistent and creative” were noted by the teachers. Others surveyed reported, “He leads by example.” Teachers who respected the leadership qualities of their principal responded, “She is a true servant leader. She doesn’t expect us to do something she wouldn’t do herself. She remains attached to our situations and understand where we are coming from.” When comparing each of the principals in the eight elementary schools, the servant leadership characteristics were exhibited by seven of the principals.

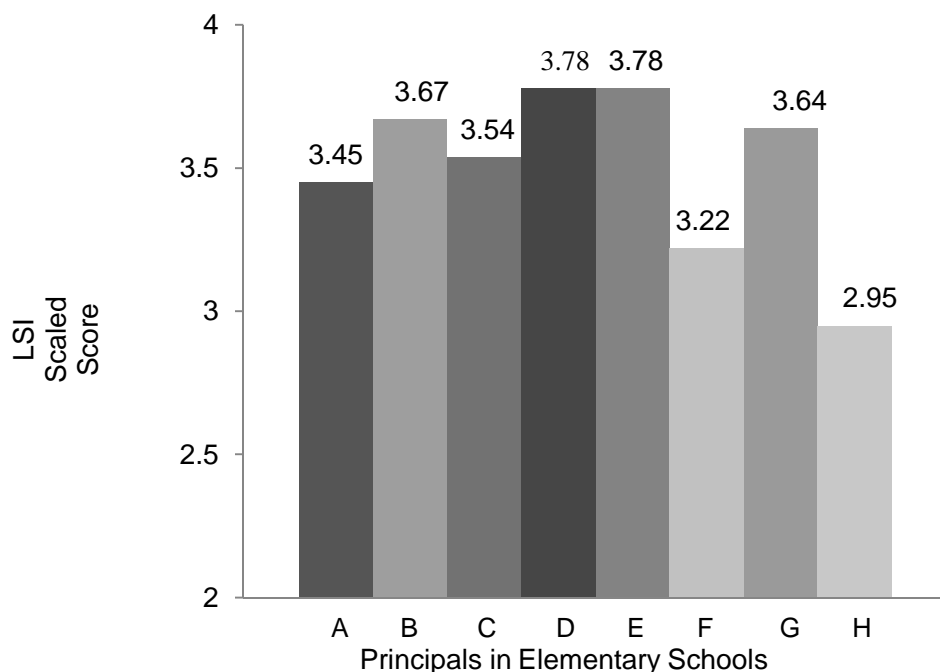


Figure 1. LSI (Hunter, 2004) scaled scores for each elementary principal. According to Hunter (2004), if the principal (leader) scores 3.4 - 4.0, the principal’s leadership is in excellent shape; in good shape, 3.0 - 3.3; 2.5 - 2.9 indicates there is a potential problem area; and 0.0 - 2.4 indicates an urgent problem area.

Research Question 2

What is the relationship between servant leadership and teacher satisfaction in public elementary schools?

Teacher job satisfaction is the attitudes and feelings educators have regarding their work (Armstrong, 2006). The MSIP Advanced Faculty Questionnaire (MODESE, 2011) from the surveyed schools was analyzed. Questions 1, 5, and 6 focused on teacher satisfaction in regard to working alongside the elementary school principal, while questions 2, 3, 4, and 7 centered on direct teacher satisfaction with the career. The data were retrieved from the academic year, 2010-2011. A summary of each of the schools' percentages of strongly agree and agree follows:

Teacher satisfaction with principal.

1. My school's principal fosters shared beliefs and a sense of community and cooperation.
5. When I have concerns, my principal responds in a professional manner.
6. My principal helps to create a positive environment that fosters student success.

Teacher satisfaction with career.

2. I believe that I can positively impact student performance.
3. I usually look forward to each working day as a teacher.
4. If I had a chance to choose all over again, I would still choose teaching as a career.
7. Overall, I enjoy working as a teacher in this district.

School A. School A had 24 certificated teachers who took the MSIP Advanced Faculty Questionnaire (MODESE, 2011) for the academic school year, 2010-2011. The questionnaire responses from School A (see Figure 2) showed there is higher teacher satisfaction in regards to career ($M = 91.67\%$). Satisfaction is much lower when it comes to satisfaction with the job in regards to the elementary school principal’s leadership ($M = 74.46\%$)

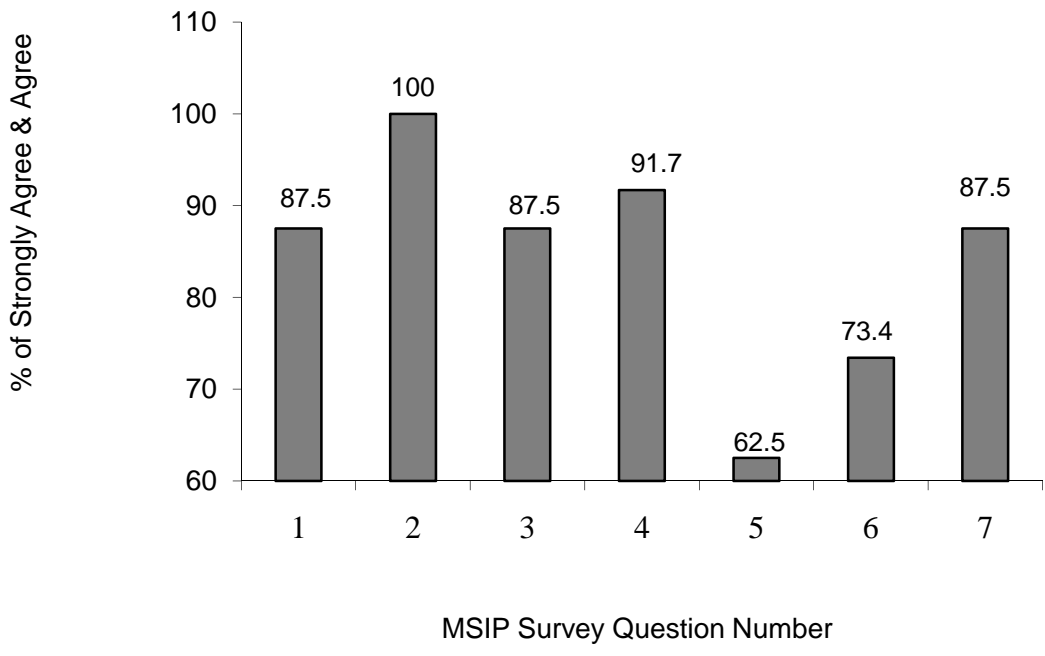


Figure 2. MSIP Advanced Faculty Questionnaire for School A. Questions 1, 5 and 6 focused on teacher satisfaction in relation to principal leadership. Questions 2, 3, 4 and 7 focused on teacher satisfaction in relation to career.

School B. School B had 28 certificated teachers who took the MSIP Advanced Faculty Questionnaire (MODESE, 2011) for the academic school year, 2010-2011. School B's data from the questionnaire reflected there is higher teacher satisfaction in regards to career ($M = 93.55\%$) (see Figure 3). Satisfaction is slightly lower when it is related to satisfaction with the job in regards to the elementary school principal's leadership ($M = 88.2\%$).

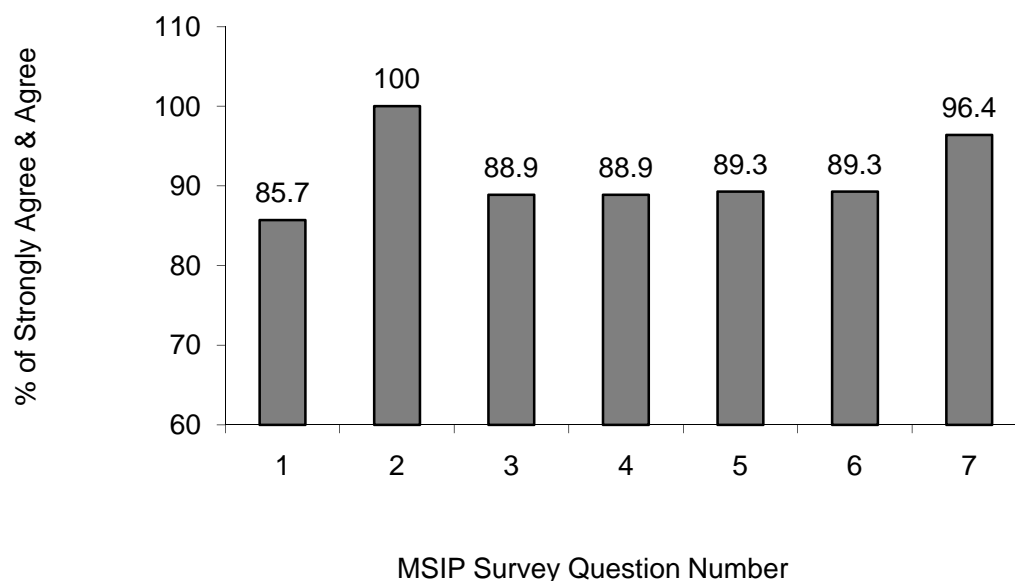


Figure 3. MSIP Advanced Faculty Questionnaire for School B. Questions 1, 5 and 6 focused on teacher satisfaction in relation to principal leadership. Questions 2, 3, 4 and 7 focused on teacher satisfaction in relation to career.

School C. School C had 17 certificated teachers who completed the MSIP

Advanced Faculty Questionnaire (MODESE, 2011). School C's data from the questionnaire showed higher teacher satisfaction with the job in regards to the elementary school principal's leadership ($M = 100\%$) (see Figure 4). Satisfaction is slightly lower but still high when relating teacher satisfaction to career ($M = 95.58\%$).

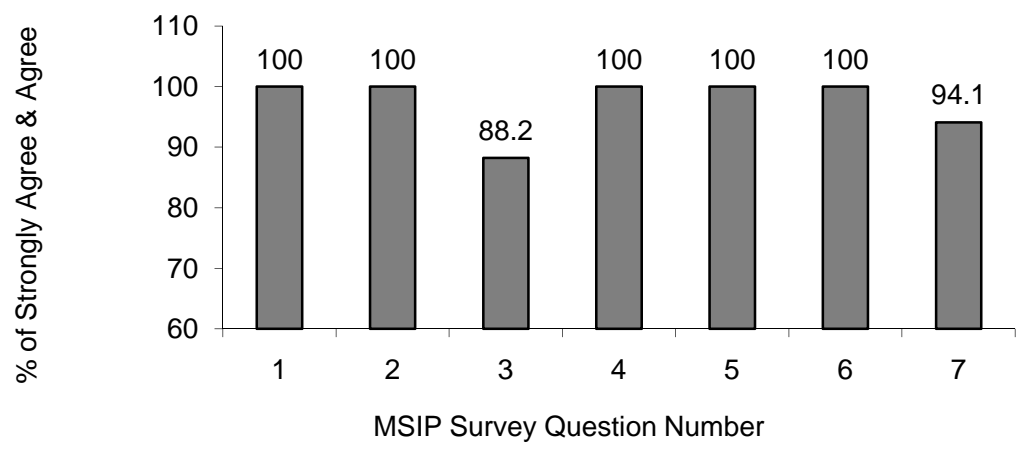


Figure 4. MSIP Advanced Faculty Questionnaire for School C. Questions 1, 5 and 6 focused on teacher satisfaction in relation to principal leadership. Questions 2, 3, 4 and 7 focused on teacher satisfaction in relation to career.

School D. School D had 21 certificated teachers who took the MSIP Advanced Faculty Questionnaire (MODESE, 2011) from the academic school year, 2010-2011. School D's data from the questionnaire reflected there is higher teacher satisfaction with the job in regards to the elementary school principal's leadership ($M = 100\%$) (see Figure 5). Satisfaction is slightly lower but still high when relating teacher satisfaction in regards to career ($M = 95.2\%$).

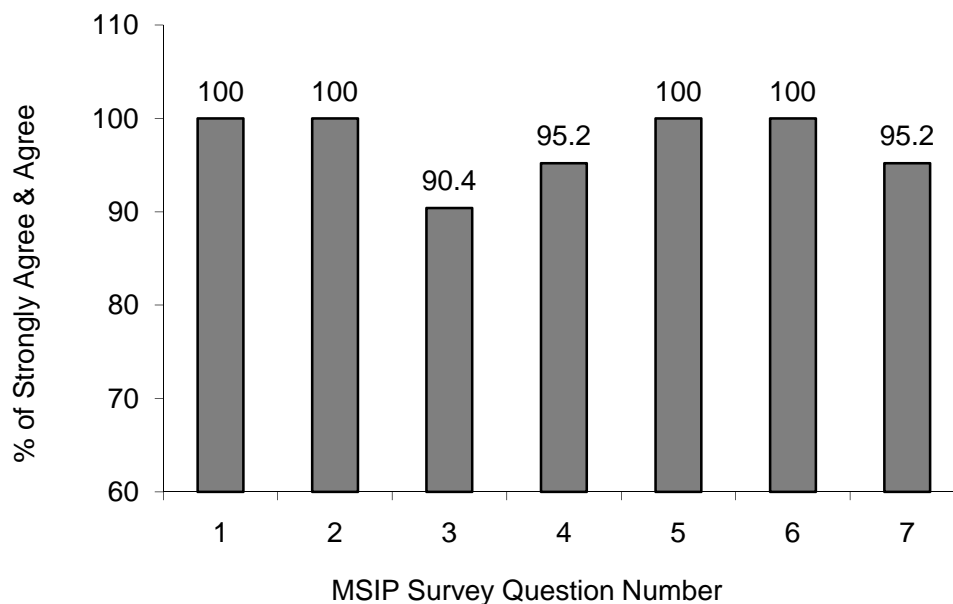


Figure 5. MSIP Advanced Faculty Questionnaire for School D. Questions 1, 5 and 6 focused on teacher satisfaction in relation to principal leadership. Questions 2, 3, 4 and 7 focused on teacher satisfaction in relation to career.

School E. School E had 16 certificated teachers who took the MSIP Advanced Faculty Questionnaire (MODESE, 2011) from the academic school year, 2010-2011. School E's data from the questionnaire demonstrated there is higher teacher satisfaction in regards to career ($M = 98.45\%$) (see Figure 6). Satisfaction is slightly lower when it is related to satisfaction with the job in regards to the elementary school principal's leadership ($M = 95.82\%$).

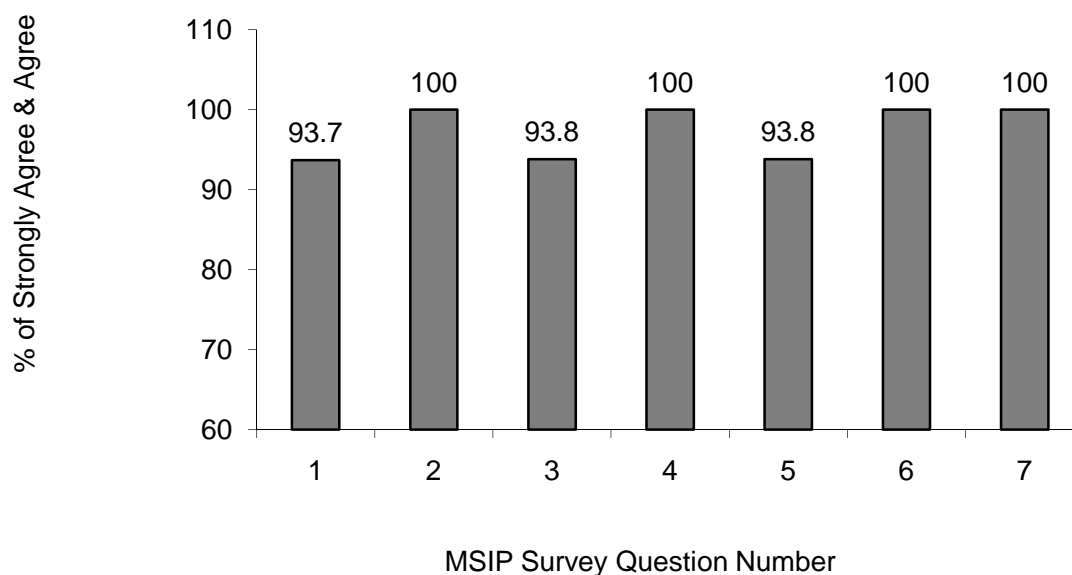


Figure 6. MSIP Advanced Faculty Questionnaire for School E. Questions 1, 5 and 6 focused on teacher satisfaction in relation to principal leadership. Questions 2, 3, 4 and 7 focused on teacher satisfaction in relation to career.

School F. School F had 28 certificated teachers who completed the MSIP Advanced Faculty Questionnaire (MODESE, 2011) from the academic school year, 2010-2011. School F's data from the questionnaire indicated there is higher teacher satisfaction in regards to career ($M = 98.15\%$) (see Figure 7). Satisfaction is slightly lower when it is related to satisfaction with the job in regards to the elementary school principal's leadership ($M = 91.67\%$).

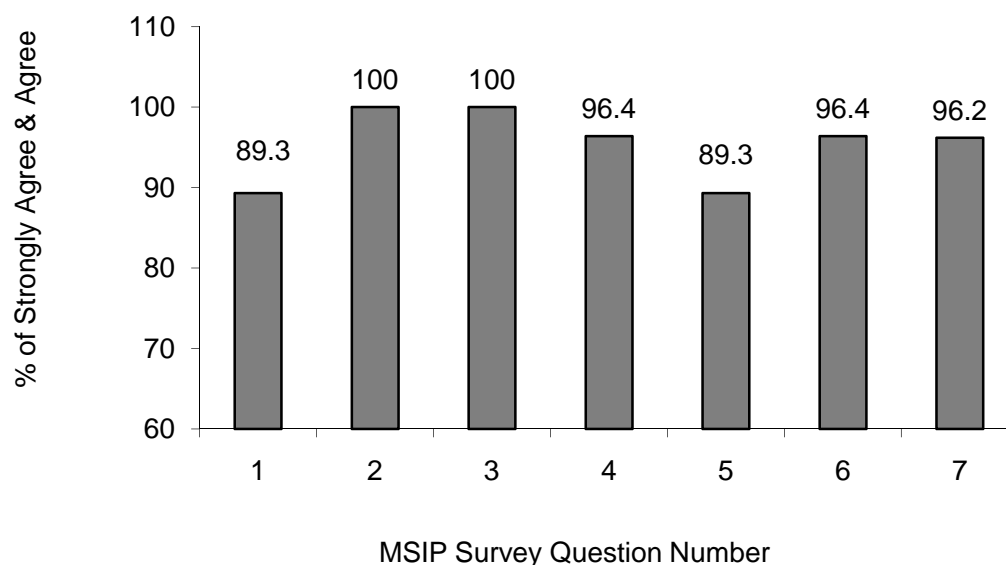


Figure 7. MSIP Advanced Faculty Questionnaire for School F. Questions 1, 5 and 6 focused on teacher satisfaction in relation to principal leadership. Questions 2, 3, 4 and 7 focused on teacher satisfaction in relation to the career.

School G. School G had 31 certificated teachers who completed the MSIP Advanced Faculty Questionnaire (MODESE, 2011) from the academic school year, 2010-2011. School G's data from the questionnaire displayed there is higher teacher satisfaction with the job in regards to the elementary school principal's leadership ($M = 97.87\%$) (see Figure 8). Satisfaction is slightly lower, but still high when relating teacher satisfaction in regards to career ($M = 93.53\%$).

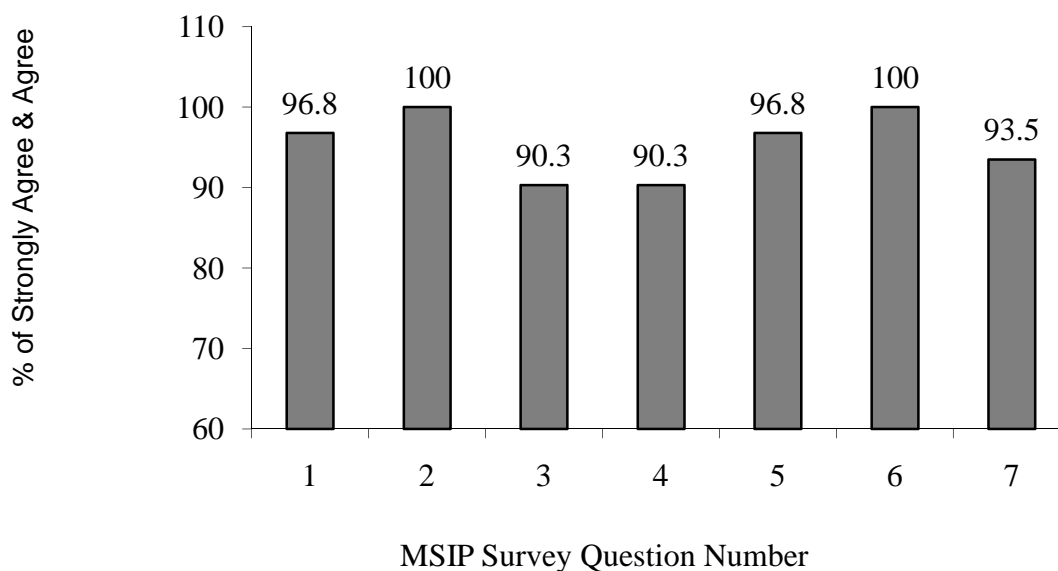


Figure 8. MSIP Advanced Faculty Questionnaire for School G. Questions 1, 5 and 6 focused on teacher satisfaction in relation to principal leadership. Questions 2, 3, 4 and 7 focused on teacher satisfaction in relation to the career.

School H. School H had 24 certificated teachers who took the MSIP Advanced Faculty Questionnaire (MODESE, 2012). School H's data from the questionnaire showed there is higher teacher satisfaction in regards to career ($M = 93.72\%$) (see Figure 9). Satisfaction is lower when it comes to satisfaction with the job in regards to the elementary school principal's leadership ($M = 83.2\%$).

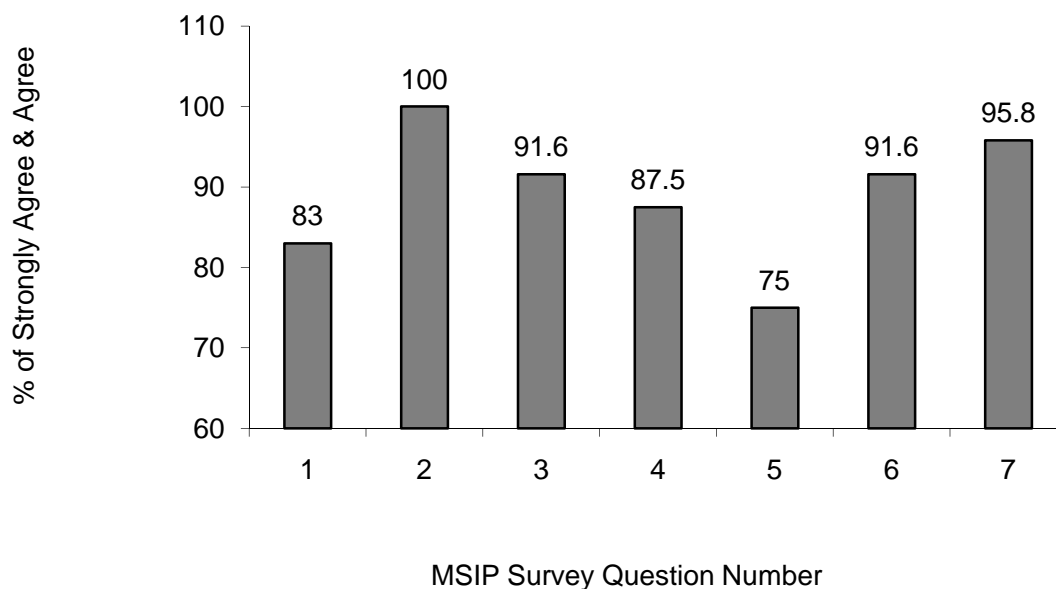


Figure 9. MSIP Advanced Faculty Questionnaire for School H. Questions 1, 5 and 6 focused on teacher satisfaction in relation to principal leadership. Questions 2, 3, 4 and 7 focused on teacher satisfaction in relation to career.

When analyzing the overall percentages for the MSIP Advanced Faculty Questionnaire, six of the eight schools had teacher satisfaction of 90% or higher (see Figure 10). Schools A, B, E, and F had higher satisfaction with teaching as a career. Schools C, D, and G had higher satisfaction with the leadership characteristics displayed by their elementary school principal (see Table 2). School A's data on teacher satisfaction was approximately 10% lower than the other schools. School H's data on teacher satisfaction was less than 90%; however, it was not as low as School A.

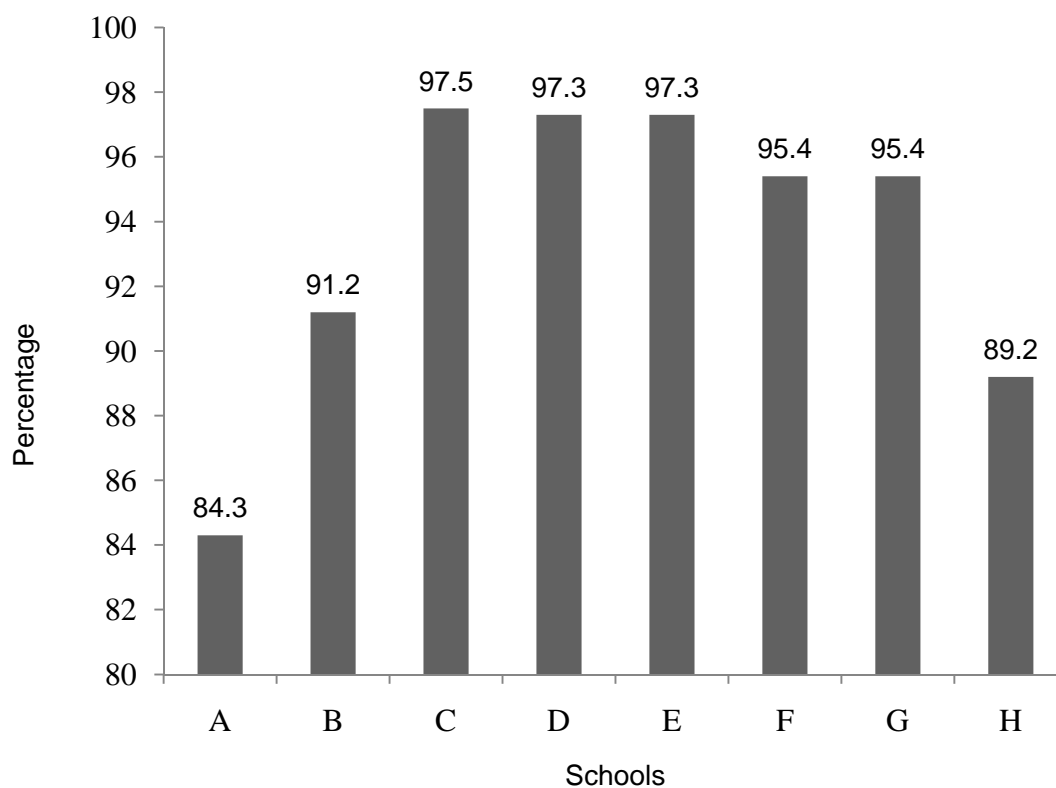


Figure 10. Overall mean percentages by school for the MSIP Advanced Faculty Questionnaire.

Table 1

Comparison of Schools with Higher Satisfaction to Career & Principal Leadership

| Higher Satisfaction with Career | Higher Satisfaction with Principal Leadership |
|---------------------------------|---|
| School A | School C |
| School B | School D |
| School E | School G |
| School F | |

Pearson r . A Pearson r was applied to determine the correlation between servant leadership data obtained from the LSI (Hunter, 2004) and teacher satisfaction from the MSIP Advanced Faculty Questionnaire. General guidelines to determine significance were utilized for this study: small (.10 and .30), medium (.30 to .50), and large (.50 to 1.00) (Laerd Statistics, 2012). The data shown in Table 2 are the LSI mean percentages of servant leadership characteristics from the elementary school principal and the MSIP Advanced Faculty Questionnaire mean percentages of teacher satisfaction from the certificated elementary teachers. There was a medium significant ($p > .05$) positive correlation ($r = .45$) between servant leadership and teacher satisfaction.

Table 2

Mean (M) of the LSI and the MSIP Advanced Faculty Questionnaire Scores

| School | LSI | MSIP |
|--------|------|------|
| A | 86.4 | 84.3 |
| B | 91.7 | 91.2 |
| C | 88.5 | 97.5 |
| D | 94.4 | 97.3 |
| E | 94.5 | 97.3 |
| F | 80.5 | 95.4 |
| G | 91.0 | 95.4 |
| H | 73.8 | 89.2 |

Note: Decimal values rounded to the tenth place.

Research Question Three

What is the relationship between servant leadership and teacher satisfaction on teacher retention in public elementary schools?

The LSI and MSIP Advanced Faculty Questionnaire data were analyzed using descriptive statistics, specifically, measures of central tendency and measures of dispersion. The mean for the LSI was 87.59, while the mean for the MSIP Advanced Faculty Questionnaire was 93.45. The standard deviation for the LSI was 7.23 and 4.79 for the MSIP Advanced Faculty Questionnaire. The standard error of mean for the LSI was 2.56. The MSIP Advanced Faculty Questionnaire standard error of mean was 1.69.

Table 3

LSI and MSIP Statistical Data

| Results | Group One – LSI | Group Two – MSIP |
|------------|-----------------|------------------|
| <i>M</i> | 87.59 | 93.45 |
| <i>SD</i> | 7.23 | 4.79 |
| <i>SEM</i> | 2.56 | 1.69 |

Note. Decimal values rounded to the hundredth place.

When investigating teacher retention for the eight schools, certificated teachers were questioned about retention: “How many years have you taught in the building with your current principal?” The average years spent teaching by the certificated teachers in their current buildings was $M = 3.265$ years. The highest average years of teaching in the building with the current principal by a certificated teacher was calculated at School D ($M=5.67$) (see Figure 10). Teacher retention was the lowest at Schools E and C ($M = 2$).

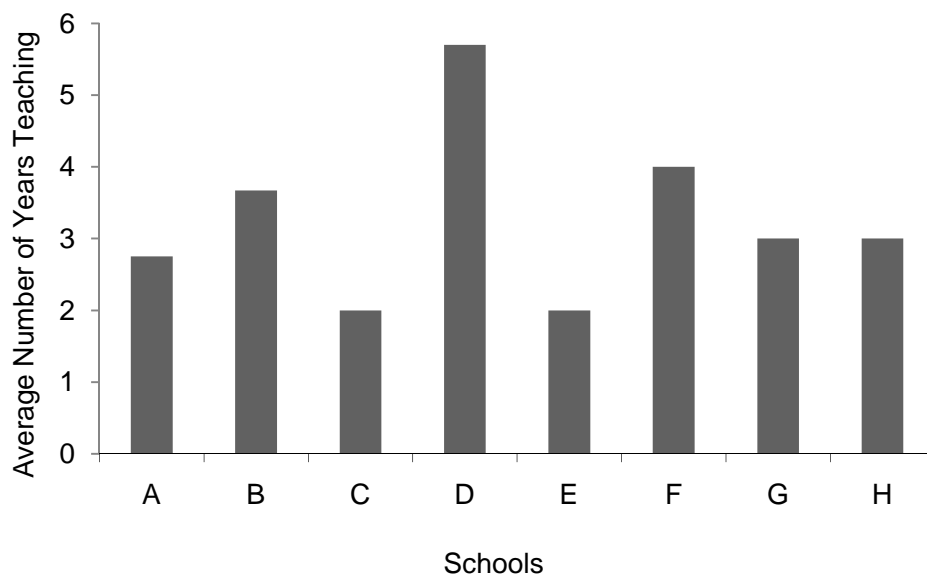


Figure 10. Teacher retention data showing average number of years teaching in the building with the current principal.

Summary

Included in Chapter Four were a description and analysis of the data collected to address the three research questions examining the impact servant leadership had on teacher satisfaction and retention in an urban school district elementary setting. The LSI (Hunter, 2004) was chosen because it allowed an examination of how leadership characteristics impact the ways people function within a business or organization. To clarify, Hunter (2004) designed a three-step process for organizations to develop better leaders.

First, the LSI (Hunter, 2004) was designed to assist organizations articulate necessary leadership behaviors and what the consequences are if leaders do not follow those behaviors. Next, through the dissemination of the LSI (Hunter, 2004), organizations have the opportunity to gather critical information regarding the leader and the ways

subordinates function within the organization. Last, through feedback from the LSI (Hunter, 2004), leaders are able to understand how to build upon their leadership strengths and address their areas of concern.

Qualitative data provided through the open-ended questions answered by the certificated teachers provided insight concerning the impact the elementary school principal had upon the teachers' satisfaction. Similar characteristics of servant leadership displayed by the principals were stated by the certificated teachers. Additionally, the MSIP Advanced Faculty Questionnaire (MODESE, 2011) was selected to investigate teacher satisfaction. Specifically, the questions chosen from the questionnaire focused on measuring the extent to which a teacher is satisfied with teaching as a career and satisfaction with the job in regards to the elementary school principal's leadership.

In the final chapter, an overview of the study was presented. The purpose of the study, the procedures chosen, the research questions, and a conclusion of the research findings were explained. Additionally, recommendations for future research were discussed.

Chapter Five: Conclusions

Effective leadership in an organization is critical with the demands in public schools. The ongoing challenges public school leaders are facing with accountability reform coupled with shared decision-making confirm the fact quality leadership is essential (Rice, 2010). School leaders are being challenged to shift educational outcomes under less than ideal circumstances. Kouzes and Posner (2011) suggested leadership be viewed as a relationship of service to people and with purpose. When describing this service, Kouzes and Posner (2011) summarized:

Leaders we admire do not place themselves at the center; they place others there. They do not seek the attention of people; they give it to others. They do not focus on satisfying their own aims and desires; they look for ways to respond to the needs and interests of their constituents. They are not self-centered; they concentrate on the constituent. (p. 28)

Kouzes and Posner (2011) continued, “Leaders serve a purpose and [serve] the people who have made it possible for them to lead” (p. 39).

Retaining quality teachers is a challenge, and teacher attrition is on the rise due to a number of factors (Corwin & Schneider, 2007). Among the top listed factors for attrition are burn out, extended hours, less support from administration, testing pressure, fear of layoffs, and fewer resources (“Top Five Reasons,” 2011). The goal is for school leaders to equip teachers with the skills necessary for 21st century learning (Schleicher, 2011).

As an extension of transformational leadership, the practice of servant leadership may provide guidance in leading public schools and addressing the issue of teacher

satisfaction and teacher retention. In order to bolster teacher satisfaction and teacher retention, servant leadership provides opportunities for elementary school principals to “instill a feeling of personal worth because these people work on behalf of others. Working to benefit others is the core idea of servant leadership” (Baron, 2010, p. 87). Instilling a school climate where teachers feel that they are treated with dignity and are valued increases teacher job satisfaction (Baron, 2010).

An introduction to the study and a review of related literature were shared in Chapter One and Chapter Two. Literature related to this study included the definition of leadership, transformational leadership, the history of servant leadership, servant leadership, qualities of a servant leader, twenty-first century servant leaders, key principles of servant leadership, servant leadership in the school setting, servant leadership and teacher retention, teacher satisfaction and commitment to teaching, and servant leadership and teacher job satisfaction. Next, the methodology of the study was presented. The analyses of the data were discussed in Chapter Four. In this final chapter, an overview of the study, findings related to the literature, conclusions, and recommendations for future research were revealed.

Overview of the Study

The purpose of this study was to explore the qualities associated with servant leadership and determine the extent these qualities are exhibited by elementary school principals in one public school district in southwest Missouri. Specifically, this study focused on elementary school principals to determine the relationship of servant leadership on teacher satisfaction and teacher retention. The servant leadership

characteristics, espoused by Greenleaf (1977), provided the lens with which to view the relevant literature and methodology of the study.

The data from the LSI (Hunter, 2004) and the MSIP Advanced Faculty Questionnaire (MODESE, 2011) were analyzed to determine the relationship between servant leadership and teacher satisfaction. Additionally, data from the LSI (Hunter, 2004) and the Certificated Teacher Retention Survey were examined to determine the relationship between servant leadership and teacher retention.

The setting of this research was one public school district in southwest Missouri. The district granted permission to gather the aforementioned data within the elementary schools. The LSI (Hunter, 2004) was disseminated at each elementary school in which the elementary school principal had served five or more years in the current building, based on data retrieved by the school district. Eleven elementary school principals were identified. Eight of the eleven agreed to participate in the study.

Those eight elementary school principals and their certificated teachers were given the LSI (Hunter, 2004). The LSI was designed the same for the certificated staff (subordinates) and centered on the leadership characteristics of the principal. The LSI for the elementary school principal (leader) was designed as a self-evaluation of servant leadership characteristics. Both the LSI forms for the elementary principal and the certificated teachers included two open-ended questions, thereby providing opportunities for the principal and teachers to celebrate strengths and examine areas of concern regarding leadership.

Additionally, a survey question (Certificated Teacher Retention Survey) was posed to each certificated teacher to determine longevity with his/her current principal.

The purpose of the survey question was to compare years of retention amongst teachers at each building with teacher satisfaction and servant leadership. A portion of the MSIP Advanced Faculty Questionnaire, for the 2010-2011 school year, was used to assess teacher job satisfaction (MODESE, 2011). Three pertinent questions and responses were selected to assess teacher satisfaction in regard to working with the elementary school principal. Four additional questions were chosen to address direct teacher satisfaction with the career.

Findings Related to the Literature

The servant leadership model espoused by Greenleaf (1977) provided the conceptual framework for this study. In the review of literature surrounding servant leadership, noted authors and researchers were cited. The findings from this study, paired with relevant literature, were examined and applied to the research questions.

Research question 1. What percentage of elementary public school principals surveyed exhibit qualities of servant leadership?

Research question one was answered from the data gained from the LSI (Hunter, 2004) which included the open-ended questions completed by the certificated teachers and elementary school principals. The open-ended questions focused on the strengths and possible areas of improvement for the elementary school principal. Seven out of eight schools, or 87% of the elementary school principals who had been serving for five years or more, displayed characteristics of servant leadership.

Greenleaf (1977) has been quoted as saying that servant leaders *serve first*, and some certificated teachers who were surveyed identified that trait in their elementary school principal. From the responses of the teachers, the leadership characteristics of their

principals associated with the servant leadership model emerged, as key words and phrases were noted: trusts and respects teachers and staff; decision-making is fast, fair, consistent, and creative; leads by example; true servant leader; doesn't expect us to do something she wouldn't do herself; and attached to our situations and understands where we are coming from.

DePree determined, "The first responsibility of a leader is to define reality. The last is to say thank you. In between, the leader is a servant" (as cited in Maxwell, 2008, p. 66). The idea of the elementary school principal serving the entire school community including the core values is what prospers a school. Recognizing what the stakeholders of the school community value and working to ensure that those needs are met are critical roles of the elementary school principal.

Servant leaders create a vision with meaning that involves all stakeholders (Lawrence & Spears, 2002; Prosser, 2007). Each leader must understand the importance of working to serve from the inside-out. When elementary school principals are able to serve in this way, "teachers begin to believe in themselves and work to provide them [students] with the best education possible" (MacNeil & Yelvington, 2012, p. 1).

Servant leaders in the twenty-first century are recognized for their ability to address the current needs of the present day, which allows them to more effectively move the organization (Lawrence & Spears, 2002; Prosser, 2007). Successful servant leaders are able to visualize when ideas that were formulated as teams are not working and when fresh collaboration needs to take place (Lawrence & Spears, 2002; Prosser, 2007).

Servant leaders have the capability to foresee critical issues before they arise (Lawrence

& Spears, 2002; Prosser, 2007). Successful leaders have a sense of purpose that is clearly articulated to all stakeholders (Lawrence & Spears; Prosser, 2007).

When servant leadership qualities are exhibited by leaders, there is an opportunity to embrace changes in an organization instead of as threats (Greenleaf, 1977). An elementary principal acting as a servant leader is able to meet the needs of others by serving as a motivation for facilitating change within the school culture (Greenleaf, 1998). Elementary school principals will be able to serve the teachers first and themselves second through focused empowerment and leadership shifts.

Research question 2. What is the relationship between servant leadership and teacher satisfaction in public elementary schools?

To investigate the relationship of servant leadership on teacher satisfaction, data from the LSI (Hunter, 2004) were compared to the MSIP Advanced Faculty Questionnaire (MODESE, 2011). Three of the questions investigated teacher satisfaction in relation to working with the elementary school principal (leadership). The remaining four questions focused on direct teacher satisfaction with the career.

Based on the data analyzed from the MSIP Advanced Faculty Questionnaire, the average teacher satisfaction rate for the eight elementary schools was 93.45%. The highest teacher satisfaction rate for the eight schools surveyed was 97.5%, at School C. Of the eight schools surveyed, the lowest satisfaction rate was at School A, with 84%. Schools A, B, E, and F had higher teacher satisfaction in relation to teaching as a career. Schools C, D and G had higher satisfaction in relation to satisfaction with the leadership of the elementary school principal.

In order to calculate the correlation between the servant leadership and teacher satisfaction, a Pearson r was used to analyze the data. There was a medium significant ($p > .05$) positive correlation ($r = .45$) between servant leadership and teacher satisfaction. To apply these findings, it is essential for elementary principals who are servant leaders to remember that an employee's job satisfaction is not only important to his or her well-being, but also for the well-being of the organization. It is important for elementary school principals to exhibit the qualities of servant leadership that are known to attribute to teacher satisfaction.

Theorists have found that servant leadership addresses the challenges followers are facing today (Autry, 2004; Gonzaga University & The Spears Center, 2009). This was reiterated by Spears (Gonzaga University & The Spears Center, 2009) who suggested that servant leaders address the "level of dissatisfaction among members of today's organizations" by utilizing the principles of servant leadership. Servant leadership addresses teacher satisfaction by giving elementary principals a more opportunistic approach to meeting the expectations of certificated teachers (Tey, 2006).

Elementary school principals will find that when implemented appropriately, followers will exhibit greater levels of trust (Patterson et al., 2004). Teachers who work in a trusting environment are highly productive and this will result in higher teacher job satisfaction (Saiyadain, 2009). Teachers who feel trusted by will exhibit trust in return to the elementary principal (Daft & Lane, 2007). Teachers feel valued when elementary principals trust their ideas and the consideration of teacher ideas boosts teacher satisfaction (Collins and Frantz, 1993). As noted, leadership is a significant predictor of

teacher satisfaction (Tickle, 2008) therefore, it is essential that elementary school principals consider the critical element of the effects of leadership on teacher satisfaction.

Research question 3. What is the relationship between servant leadership and teacher satisfaction on teacher retention in public elementary schools?

To determine teacher retention for the certificated teachers in each of the eight elementary schools, the certificated teachers were presented with the question: “How many years have you taught in the building with your current principal?” The highest mean was found at School D with 5.67 years of teaching in the building with the current principal. Schools E and C presented the lowest means with 2 years of teaching in the building with the current principal.

Hypotheses.

H_0 There is no relationship between servant leadership and teacher satisfaction on teacher retention in public elementary schools.

H_1 There is a relationship between servant leadership and teacher satisfaction on teacher retention in public elementary schools.

The null hypothesis was rejected based on the findings of this study. The elementary school principals who exhibited characteristics of servant leadership had higher teacher satisfaction than the elementary school principals who did not exhibit characteristics of servant leadership. Six of the eight schools had teacher satisfaction of 90% or higher. Seven of the eight elementary schools had elementary school principals who scored within the criteria of elementary school principal exhibiting characteristics of a servant leader (Hunter, 2004). The data indicated there was a correlation between elementary school principals displaying characteristics of servant leadership and teacher satisfaction.

However, the difference between the LSI (elementary school principals displaying characteristics of servant leadership) and the MSIP Advanced Faculty Questionnaire (teacher retention) was not noted.

Although the data did not show a connection between servant leadership and teacher retention, there is educational literature that supports the idea. Safe environments, effective leadership, quality collaboration, and parents' involvement are the highest indicators of job satisfaction (Daley, Guarino, & Santibanez, 2006). Recent research conducted in the United States found that working conditions are highly predictive of the teacher's intent to remain in teaching in his or her current school district (Ladd, 2009). Leadership was listed as the top predictor of teacher retention (Ladd, 2009).

Moreover, servant leaders in the elementary school setting need to hone in on the factors that attribute to job satisfaction because of the high costs associated with teacher turnover. To reduce the cost associated with teacher turnover, elementary school principals must utilize the characteristics of servant leadership to create a relationship between the certificated teacher and the school (Gallos, 2006). Teachers are significantly influenced by factors that are influenced by the elementary school principal (Lehman & Stockard, 2004). Therefore, servant leaders must work to meet the needs of their teachers and encourage them to reach their highest potential, and the results will show higher teacher retention (Gallos, 2006).

Conclusions

Each day, elementary school principals face many expectations and challenges, which must be addressed in order for followers and supervisors to consider them successful. Elementary principals may do well in heeding the advice of Kowalski (2010)

who suggested that the principal spend an ample amount of time creating the conditions of an effective school. It is necessary for teachers to feel trusted, while working in a positive working environment. As shown in this study, teachers enjoy higher satisfaction when servant leadership qualities are exhibited by their school principals. Therefore, school districts need to be searching for ways to build successful relationships amongst elementary school principals and teachers to empower each toward a common goal (Fullan, 2011; Senge, 2005).

The obstacles of teacher job satisfaction need consideration by elementary school principals. It is clear that some issues surrounding teacher job satisfaction are in relation to leadership and others are centered on the career. However, elementary school principals must give particular attention to what is driving teacher satisfaction by looking at the principles of servant leadership and using them to drive leadership. Difficulties with retention will become quite threatening if teacher satisfaction is not addressed.

The essential component of any leadership supervisor is to equip the leaders with as many tools as possible in order to maintain productive schools (Senge, 2005). Therefore, it is critical that leadership supervisors stay abreast of current educational leadership research showing what is driving teacher satisfaction and teacher retention. Additionally, elementary school principals need to have a clear understanding of what tools are necessary to serve certificated teachers. The findings from this study strongly supported the fact a principal's leadership affects a range of outcomes including teachers' satisfaction and their decisions about where to work. Rice (2010) expressed this

profoundly, “Good leadership is important to teachers and it affects their decisions about where to work; more effective principals are able to staff schools with more effective teachers” (p. 1).

Servant leadership’s significance in the field of educational administration must be embedded into degree programs and training. As universities prepare future school leaders, education administration departments should modify curriculum to include principles of servant leadership in addition to practical application. Throughout internships and research, students in these degree programs should be provided with the opportunity to master the principles of servant leadership. Moreover, it is essential that practicing elementary school principals are provided with the opportunity to attend continuing education courses and/or trainings on topics relating to effective leadership.

Based on the findings of this study, superintendents and other school leaders need to consider researching servant leadership behaviors when preparing to hire new elementary school principals and when providing professional development for current elementary school principals. When rooted in the belief system of servant leadership, elementary school principals will directly see a personal involvement and stake in teacher satisfaction and retention. In education today, demands are high, risks are great; however, elementary principals have the opportunity to make a difference in the lives of the students and teachers whom they serve.

Recommendations for Future Research

The relationship of elementary school principals’ leadership on teacher satisfaction and retention was investigated in this study. To address the increased demands placed on school leaders, it is clear that elementary principals cannot complete

the job alone (Blankstein, 2009). School leaders who feel confident in sharing, supporting and guiding educators are able to effectively serve the school community utilizing the resources of other stakeholders (DuFour & Eaker, 2008). It is plausible that servant leaders may be serving in other roles within a school setting: superintendents, assistant principals, teachers, janitors, and paraprofessionals, The relationship of servant leadership, as exhibited by others, on teacher satisfaction and retention may be worthy of research.

With the increasing need for achievement and accountability in public schools, research is recommended in investigating the relationship that a servant leader has on student achievement. With the vast amount of high stakes testing occurring beginning in the primary grades, it is critical that schools are equipped with leaders who have effective strategies for addressing academic needs. In this regard, studies may focus upon discovering if effective elementary school principals possess a common set of characteristics that would set them apart from other types of leaders.

It is recommended there be an exit interview given to certificated teachers when leaving the school district. Exit interviews would be completed by teachers who had left the building during the teachers' tenure under the current elementary school principal. The exit interview would provide answers to questions surrounding why the certificated teacher left the elementary school building and would specifically be designed to give information regarding whether the teacher left due to leadership or other factors. All exit interviews would be reviewed by human resources and elementary school principals to provide feedback regarding teacher satisfaction.

Summary

The emphasis of this study was to explore the qualities associated with servant leadership and determine the extent these qualities were exhibited by elementary school principals in one public school district in southwest Missouri. Specifically, this study focused on elementary school principals to determine the relationship of servant leadership on teacher satisfaction and teacher retention. Servant leadership, as it applied to public school setting, was defined through descriptive and inferential statistics. The analysis of data from the LSI (Hunter, 2004) and MSIP Advanced Faculty Questionnaire provided results surrounding teacher satisfaction and retention in relationship to servant leadership.

Through the utilization of the LSI (Hunter, 2004), MSIP Advanced Faculty Questionnaire (MODESE, 2011), and the certificated teacher retention survey question, the data yielded positive findings. When the elementary school principal displays characteristics of a servant leader, teacher satisfaction is impacted. Certificated teachers serving in elementary schools with an elementary school principal who exhibited characteristics of servant leadership had higher satisfaction compared to certificated teachers teaching with elementary principals who did not display servant leadership characteristics.

Considering the impact on the elementary school and the elementary teachers, it may be necessary to consider servant leadership as a chosen model and framework within the high stakes accountability climate faced in education. Servant leaders may demonstrate shared leadership and create the positive culture needed to meet the increasing demands of NCLB. This research demonstrated that elementary principals

utilizing the principles and characteristics of servant leadership, while serving in their elementary schools, could make positive strides in increasing teacher job satisfaction.

Elementary school principals must recognize the need to address teacher satisfaction and teacher retention in schools. This process will require deliberate research in best practices and current trends in teacher attrition and teacher job satisfaction. This goes beyond the everyday tasks of budgeting, personnel, and academic data analysis.

Researchers will continue to debate which leadership philosophy will best meet the needs of educators for years to come. Elementary school principals cannot address the socio-economic status of the students they serve or family dynamics. Elementary school principals do have the opportunity to create a school climate that fosters positive relationships and focused empowerment.

All teachers, regardless of the school they are serving in, deserve the opportunity to teach in a building where they feel valued and have the opportunity to reach their highest potential. A strong focus for leaders should be placed on principles and values. In order to be effective servant leaders, managerial tasks have to be addressed, but the elementary school principal who works to serve a higher purpose will be the one who serves the school community and will ensure all students are learning and successful.

Appendix A

Page 1 of 4

Engelhart, Elizabeth F.

From: info@jameshunter.com
Sent: Friday, January 14, 2011 8:03 AM
To: Engelhart, Elizabeth F.
Subject: Re: servant leadership assessment

Dear Beth:

I wrote you back before the holidays answering these questions but you must not have received it.

Regarding Question 1: You have my permission - please use this email as your proof of permission.

Regarding Question 2: Yes, please feel free to reference/utilize Sherry's information.

Best of luck!

Jim Hunter

----- Original Message -----

From: Engelhart, Elizabeth F.
To: info@jameshunter.com
Sent: Wednesday, January 12, 2011 5:03 PM
Subject: servant leadership assessment

First, I would like to thank you for being so helpful and so quick with your responses. I met with my dissertation supervisor Friday evening. Her name is Dr. Sherry DeVore. She use to be the Asst. Superintendent in Branson, Missouri. She has been through all of your training. She advised that I find out:

1. Can I use the documents you have provided me as a part of my dissertation? If so, would you be willing to write a letter stating that I have permission?
2. She mentioned that she has an entire notebook of information that denotes how to successfully use your assessments. Would you be willing to share that information with me or could I look at/reference her information.

Again, thank you for your timely responses.

Beth Engelhart
Principal
Delaware Elementary
1505 S. Delaware
Springfield, MO 65804
523-3700

1/14/2011

Appendix B

Leadership Skills Inventory

Elementary School

| * Please check (✓) appropriate box - If you have no opinion about a particular statement, please leave the boxes blank | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 01. I give appreciation to others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 02. I engage students/parents with problems/situations as they arise.... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 03. I stay close to student and/or teacher activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 04. I give encouragement to others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 05. I make clear to students and/or teachers what is expected | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 06. I am a good listener | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 07. I coach/counsel students and/or teachers to ensure compliance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 08. I treat people with respect (i.e. like they are important people) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 09. I'm actively involved in the development of students and/or teachers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I hold students and/or teachers accountable for set standards..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. I give the credit to those who deserve it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. I show patience and self control with others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. I am a leader students and/or teachers feel confident following | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I have the technical skills necessary to do the job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I meet the <i>legitimate needs</i> (as opposed to <i>wants</i>) of others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. I am able to forgive mistakes and not hold grudges | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. I am someone students and/or teachers can trust | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. I do <i>not</i> engage in backstabbing others (talking behind backs, etc) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. I give positive feedback to students and/or teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. I do <i>not</i> embarrass/punish students and/or teachers publicly..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. I set high goals for self, students and/or teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. I have a positive attitude on the job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. I am sensitive to the implications of my decisions on others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. I am a fair and consistent leader and lead by example | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. I am <i>not</i> an over controlling or over domineering person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What are my greatest Leadership strengths/skills? _____

What Leadership skills do I need to work on and improve? _____

Your Signature _____ Date _____

Appendix C

Leadership Skills Inventory

Elementary School

* Please check (✓) appropriate box - If you have no opinion about a particular statement, please leave the boxes blank

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 01. Gives appreciation to others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 02. Engages students/parents with problems/situations as they arise.... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 03. Stays close to student and/or teacher activity..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 04. Gives encouragement to others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 05. Makes clear to students and/or teachers what is expected | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 06. Is a good listener | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 07. Coaches/counsels students and/or teachers to ensure compliance .. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 08. Treats people with respect (i.e. like they are important people) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 09. Is actively involved in the development of students and/or teachers.. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Holds students and/or teachers accountable for set standards..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Gives the credit to those who deserve it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Shows patience and self control with others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Is a leader students and/or teachers feel confident following | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Has the technical skills necessary to do the job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Meets the <i>legitimate needs</i> (as opposed to <i>wants</i>) of others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Is able to forgive mistakes and not hold grudges | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Is someone students and/or teachers can trust | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Does <i>not</i> engage in backstabbing others (talking behind backs, etc) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Gives positive feedback to students and/or teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Does <i>not</i> embarrass/punish students and/or teachers publicly..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Sets high goals for self, students and/or teachers | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Has a positive attitude on the job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Is sensitive to the implications of their decisions on others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Is a fair and consistent leader and leads by example | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Is <i>not</i> an over controlling or over domineering person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What are the greatest Leadership strengths/skills that the person being evaluated possesses?

What Leadership skills does the person being evaluated need to work on and improve?

J. D. Hunter Associates, LLC
A Leadership Training & Consulting Firm
734.692.1771 - www.jameshunter.com

Certificated Teacher Retention Survey

1. How many years have you taught in the building with your current elementary school principal?

Appendix D

The Missouri School Improvement Program (MSIP) Advanced Faculty

Questionnaire data will be used in order to measure teacher satisfaction in regards to the teacher's relationship with the elementary school principal and overall job satisfaction.

MSIP Advanced Questionnaire-Certificated Faculty

- 32. My school's principal fosters shared beliefs and a sense of community and cooperation.
- 45. I believe that I can positively impact student performance.
- 71. I usually look forward to each working day as a teacher.
- 81. If I had a chance to choose all over again, I would still choose teaching as a career.
- 111. When I have concerns, my principal responds in a professional manner.
- 115. My principal helps to create a positive environment that fosters student success.
- 124. Overall, I enjoy working as a teacher in this district.

Appendix E

Lindenwood University Institutional Review Board Disposition Report

To: Ms. Elizabeth Engelhart

CC: Dr. Sherry DeVore

IRB Project Number 11-70

Title: The Relationship of Servant Leadership on Teacher Satisfaction and Retention

The IRB has reviewed your application for research according to the terms and conditions below, and it has been approved.

IRB Approval Date: 5/9/2011

Expiration Date: 5/9/2012

Type of Review: Expedited

Research Risk Level: Level 1 - Minimal Risk

The Lindenwood IRB complies with Federal regulations 45 CFR 46, 45 CFR 164, 21 CFR 50 and 21 CFR 56, which allows for the use of an expedited review procedure for research which presents no more than minimal risk to human participants and meets the criteria for one or more of the categories of research published in the Federal Register . All actions and recommendations approved under expedited review are reported to a Full Board meeting.

Changes in the conduct of the study, including the consent process or materials, require submission of an amendment application which must be approved by the IRB prior to implementation of the changes.

According to Federal regulations, this project requires IRB continuing review. As such, prior to the project expiration date above, you must submit either a Renewal through the abbreviated application form or a Final Report. If you have questions or require additional information, please contact the Chair.

Ricardo Delgado

5/9/2011

Institutional Review Board Chair

Date

Appendix F

<Title> <First Name> <Last Name>
<Position>
<District>
<Address>

Dear <Title> <Last Name>:

I am writing to ask your permission to contact you and certificated teachers of your elementary school regarding participation in my doctoral dissertation research project at Lindenwood University. I believe the information gathered through this study will positively contribute to the body of knowledge regarding effective leadership behaviors and teacher retention in public education settings.

Quantitative data will be gathered. Initially, the Leadership Skills Inventory (LSI), developed by Dr. James Hunter, will be given to participants. The inventory will be used to gain insight into leadership behaviors and characteristics of the elementary school principal from the perception of both the elementary school principal and certificated teachers who work in the building. In addition, each certificated teacher will be asked one question regarding retention. Finally, I will be accessing data regarding teacher satisfaction from the Missouri School Improvement Plan (MSIP) Faculty Questionnaire.

I would really appreciate the elementary school principals and certificated teachers participating in my study. The individual identity of participants and the identity of the participating institutions will not be revealed at any time in my study or in any other future publications. In addition, participants may withdraw at any time without penalty. At all times, confidentiality of individual responses will be protected.

If you have any questions about this study, please contact me via e-mail at efengelhart@spsmail.org or by phone at (417) 523-3700. Dr. Sherry DeVore, my dissertation advisor for this research project, may be contacted by e-mail at sdevore@lindenwood.edu or by phone at 417-881-0009.

Thank you for your time and consideration.

Sincerely,

Elizabeth F. Engelhart
Doctoral Candidate
Lindenwood University

Appendix G

<Title> <First Name> <Last Name>
<Position>
<District>
<Address>

Dear <Title> <Last Name>:

I am writing to ask your participation in my doctoral dissertation research project at Lindenwood University. I believe the information gathered through this study will positively contribute to the body of knowledge regarding effective leadership behaviors and teacher retention in public education settings.

Quantitative data will be gathered. Initially, the Leadership Skills Inventory (LSI) developed by Dr. James Hunter will be given to participants. The inventory will be used to gain insight into leadership behaviors and characteristics of the elementary school principal from the perception of both the elementary school principal and certificated teachers who work in the building. In addition, each certificated teacher will be asked one question regarding retention. Finally, I will be accessing data regarding teacher satisfaction from the Missouri School Improvement Plan (MSIP) Faculty Questionnaire.

I would really appreciate your participation in my study. Your identity and the identity of the participating institutions will not be revealed at any time in my study or in any other future publications. In addition, you may withdraw at any time without penalty. At all times, confidentiality of individual responses will be protected.

If you have any questions about this study, please contact me via e-mail at efengelhart@spsmail.org or by phone at (417) 523-3700. Dr. Sherry DeVore, my dissertation advisor for this research project, may be contacted by e-mail at sdevore@lindenwood.edu or by phone at 417-881-0009.

Thank you for your time and consideration.

Sincerely,

Elizabeth F. Engelhart
Doctoral Candidate
Lindenwood University

Appendix H

Lindenwood University

School of Education

209 S. Kingshighway
St. Charles, Missouri 63301

Informed Consent for Participation in Research Activities

“The Relationship of Servant Leadership on Teacher Satisfaction and Teacher Retention”

Principal Investigator: Elizabeth F. Engelhart

Telephone: 417-343-3417 E-mail: efe954@lindenwood.edu

Participant _____ Contact info _____

1. You are invited to participate in a research study conducted by Elizabeth F. Engelhart under the guidance of Dr. Sherry DeVore. The purpose of this study is to explore the qualities associated with servant leadership and determine the extent these qualities are exhibited by school leaders in one urban public school district. Specifically, this study will focus on elementary school principals to determine the relationship of servant leadership on teacher satisfaction and teacher retention.

2. a) Your participation will involve:
 - Complete the Leadership Skills Inventory (LSI), which is a one page 27 question inventory. The first 25 questions are answered with a checkmark in one of four boxes (Strongly Agree, Agree, Disagree, Strongly Disagree). The last two questions are short answer.
 - Completing one survey question regarding your retention with your current principal.
 - Once you have completed the inventory and survey question, you may place the pages in a designated envelope located in your school office. The researcher will collect the information from your school secretary.

- b) The amount of time involved in your participation will be 10 minutes.

Approximately 281 elementary teachers and principals will be involved in this research.

3. There are no anticipated risks associated with this research.

4. There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge about servant leadership, teacher satisfaction, and teacher retention.
5. Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.
6. We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study, and the information collected will remain in the possession of the investigator in a locked cabinet for five years and then destroyed.
7. If you have any questions or concerns regarding this study, would like a copy of the research findings, or if any problems arise, you may call the Investigator, (Elizabeth F. Engelhart at 417-343-3417) or the Supervising Faculty, (Dr. Sherry DeVore at 417-881-0009). You may also ask questions of or state concerns regarding your participation to the Lindenwood Institutional Review Board (IRB) through contacting Dr. Jann Weitzel, Vice President for Academic Affairs, at 636-949-4846.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

Participant's Signature

Date

Participant's Printed Name

Signature of Principal Investigator

Date

Investigator Printed Name

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Hall.

Vita

Elizabeth Engelhart currently serves as the elementary school principal at Delaware Elementary in Springfield, Missouri. Prior to serving in elementary administration, she taught first, third, and fourth grade for the Republic R-III School District. Additionally, Elizabeth taught fifth grade for one year in Springfield Public Schools. She graduated from Drury University in Springfield, Missouri in May 2000, with a Bachelor of Science degree in Elementary Education. Elizabeth attended Lindenwood University in St. Charles, Missouri and obtained a Master of Arts in School Administration in 2006. She also graduated from Lindenwood University in St. Charles, Missouri in 2008 with an Educational Specialist degree in Educational Leadership.