

Teacher Perceptions of the Servant Leadership Characteristics of One Principal in
Relation to Job Satisfaction

Submitted by

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of the Requirements for the Degree
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Abstract

The purpose of this exploratory case study was to explore teacher perceptions of the servant leadership characteristics of one principal and how that correlated with their job satisfaction. Thirty-two full-time elementary school teachers in one district located in the Southwestern United States participated in the study. Laub's Organizational Assessment (OLA) was used to measure their perceptions of the servant leadership characteristics of one principal, while the Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) was utilized to measure their job satisfaction. Interviews were conducted with eight participants to gain more information related to the teacher's perception of this one principal and job satisfaction. Overall statistical analysis indicated no correlation between the teachers' perceptions of servant leadership characteristics of one principal and job satisfaction. The majority of the r values generated from the correlation of the OLA and the MCMJSS were greater than the level of significance of .05 (p value $> \alpha$), indicating an acceptance of the null hypothesis. However, some domains of the teacher's perceptions of the servant leadership characteristics of one principal had significant, negative correlations to teacher job satisfaction. These included Displays Authenticity, Values People, Provides Leadership, and Shares Leadership. Findings from the in-depth interviews indicated that teachers wanted transparent and consistent leadership, and a principal who is approachable, authentic and who values the staff. Furthermore, teachers indicated they valued a comfortable and consistent school environment. The study may enhance principals' understanding of the perceptions teachers have about the way principals lead.

Keywords: job satisfaction, perception, servant leadership, teachers

Dedication

This dissertation is dedicated to teachers around the world. Thank you for all that you do for children.

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Table of Contents

List of Tables	xv
List of Figures	xvi
Chapter 1: Introduction to the Study.....	1
Introduction.....	1
Background of the Study	3
Problem Statement	6
Purpose of the Study	8
Research Question(s) and Hypotheses.....	9
Advancing Scientific Knowledge	11
Significance of the Study	12
Rationale for Methodology and Design	13
Definition of Terms.....	16
Assumptions, Limitations, Delimitations	17
Summary and Organization of the Remainder of the Study.....	18
Chapter 2: Literature Review.....	21
Introduction to the Chapter	21
Background to the Problem	22
Leadership theories.....	22
Traits model.....	23
Three-skill approach.....	24
Skills model.....	24
Situational leadership.....	25
Contingency theory.....	26

Path-goal theory.....	27
Leader-member exchange theory.....	28
Transformational and transactional leadership.....	29
Theoretical Framework.....	31
Servant leadership.....	31
Teacher job satisfaction.....	36
Measuring servant leadership.....	39
Review of Literature.....	41
School Leadership.....	41
Leadership and school climate.....	43
Ethical leadership and student achievement.....	44
Perception defined.....	46
Perceptions of servant leadership.....	48
Summary.....	50
Chapter 3: Methodology.....	55
Introduction.....	55
Statement of the Problem.....	56
Research Questions and Hypotheses.....	56
Rationale for Methodology and Design.....	57
Population and Sample Selection.....	60
Instrumentation and Sources of Data.....	61
Validity.....	64
Reliability.....	66
Data Collection Procedures.....	67

Data Analysis Procedures	69
Ethical Considerations	71
Limitations	73
Summary	74
Chapter 4: Collection and Analyses.....	76
Introduction.....	76
Descriptive Data.....	76
Interview participants.....	78
Data Analysis Procedures	79
Quantitative data.....	79
Qualitative data.....	81
Results	82
Research question 1	82
Research question 2.....	98
Themes	100
Consistent leadership.....	100
Authentic leadership.....	102
Consistently values people	103
Shared leadership	105
Triangulation.....	108
Summary	110
Chapter 5: Summary, Conclusions, and Recommendations.....	113
Introduction.....	113
Summary of the Study	114

Summary of Findings and Conclusion.....	117
Implications.....	123
Theoretical implications.....	124
Practical implications.....	125
Future implications	129
Recommendations.....	131
Recommendations for future research	131
Recommendations for practice	133
References.....	134
Appendix A.....	148
Appendix B.....	149
Appendix C.....	150
Appendix D.....	151
Appendix E.....	152
Appendix F.....	154
Appendix G.....	155

List of Tables

Table 1. Demographic Distribution and Description of Participation	77
Table 2. Descriptive Statistics of the OLA Subscales	83
Table 3. Descriptive Statistics of the MCMJSS Statement	85
Table 4. Pearson's Correlations Coefficients for the whole sample.....	88
Table 5. Bivariate using Pearson's Coefficient and a 2-tailed significance for Values People	90
Table 6. Bivariate using Pearson's Coefficient and a 2-tailed significance for Develops People	91
Table 7. Bivariate using Pearson's Coefficient and a 2-tailed significance for Builds Community	92
Table 8. Bivariate using Pearson's Coefficient and a 2-tailed significance for Displays Authenticity	93
Table 9. Bivariate using Pearson's Coefficient and a 2-tailed significance for Provides Leadership	94
Table 10. Bivariate using Pearson's Coefficient and a 2-tailed significance for Shares Leadership	95
Table 11. Research Question 1 Correlated to the Six Subscales of the OLA	98
Table 12. Emerging Themes	100
Table 13. Table of Findings	107

List of Figures

Figure 1. Gender	77
Figure 2. Education.....	78
Figure 3. Scatter plot of MCMJSS responses.....	87
Figure 4. Scatter Plot of OLA responses	89

Chapter 1: Introduction to the Study

Introduction

Teaching is a profession that can be rewarding, but it can also be filled with many challenges. In many cases, the challenges can outweigh the rewards that teachers strive to achieve each year. Many teachers are constantly being asked to do more in their classrooms, while being compensated less. As of 2011, the turnover rate for teachers in the United States was approximately 17%, and nearly one-third of newly hired teachers were leaving the teaching profession during their first three years, with almost half leaving during their first five years (NCTAF, 2011). Hill (2013) determined that teachers at different career stages perceived principal leadership as affecting their job satisfaction. Thus, it follows that if schools are perceived to have effective leaders, there is a greater likelihood that teachers will be happy with their jobs and will be encouraged to stay.

The perception of leadership in a school, whether centrally focused on the principal or the school as a whole, can have an effect on teacher job satisfaction. According to Thoroughgood, Hunter, and Sawyer (2011), “an organization’s climate has the capacity to shape perceptions and behavior” (p. 649). The climate of the school is largely set by the behaviors of the principal, which in turn, shapes teacher perceptions of leadership. Eldred (2010) found in a study on the relationship between perceived leadership styles of principals and teacher job satisfaction, that the perceived leadership styles of principals had a significant positive relationship on teacher job satisfaction. A research study conducted by Cowan (2010) on teacher retention and attrition showed that many of the teachers were happier at their jobs when their administrators were supportive and allowed them to have a voice in decisions that affected the school. A research study

conducted by Ismail (2012) on how principal leadership style impacted teacher job satisfaction showed that many teachers wanted a strong leader with high moral character with the ability to make clear and consistent decisions.

Williams (2012) found that teacher perceptions of collegial support, principal support, class size, expectations, discipline issues, benefits, professional development, and salary were all significant factors for influencing teacher job satisfaction and retention decisions. Huysman (2008) conducted a study in rural Florida and found that teacher job satisfaction was contingent upon intrinsic factors tied to job security, their ability to use their skills as educators as work and being able to offer service to others. However, interestingly, their dissatisfaction with jobs was linked to extrinsic areas such as pay, school policies, opportunities for advance, recognition for a job well done, school and district politics and school policies. Kukla-Acevedo (2009) found that “support from the principal, in terms of communicating expectations and maintaining order in the school, was a protective factor against teacher turnover among the full sample of teachers” (p. 450). If teachers perceive that the leadership at their school is supportive, it is likely that they will be more satisfied with their jobs.

Teacher perceptions of leadership have not been studied extensively. Svoboda (2009) found a positive correlation between the perceived level of servant leadership and principal job satisfaction. Mckenzie (2012) conducted a study to measure the relationship between servant leadership and teacher job satisfaction in a sample of 115 elementary school teachers in the Rocky Mountains. The results indicated that there was a positive relationship between the two. Aydin, Sarier, and Uysal (2013) conducted a meta-analysis of 12 research studies on the effect of principal leadership style on teacher job

satisfaction. Results revealed that transformational leadership had the greatest impact on teacher job satisfaction and their commitment to the school. Furthermore, results revealed that as the principal moved from a transactional style to transformational leadership, teacher job satisfaction rose as well.

Because Svoboda (2009) and other researchers found a positive correlation between perceived servant leadership and principal job satisfaction, and a relationship between characteristics associated with the work environment and daily work as a teacher, a study to explore perceptions of leadership and to see whether teachers perceived servant leadership characteristics of one principal could also have an effect on teacher job satisfaction was merited as principals and teachers work together in the school setting. Whether or not a teacher is satisfied with his or her job has an effect on the teacher, the students, and the school. If a teacher is not satisfied with his or her job, they may leave the school or their profession. This chapter will present a background of the study, the problem and purpose statements, definitions of relevant terms, an overview and rationale for the selected methodology, and assumptions and limitations along with a discussion of the significance of the study.

Background of the Study

The term *leadership* in an educational environment does not necessarily refer solely to the principal or assistant principals in a school. There are many different types of leadership that may or may not be effective in an educational environment. The traits model of leadership identifies leaders as possessing intelligence, alertness, insight, responsibility, initiative, persistence, self-confidence, and sociability (Stogdill, 1974). Katz (1955) developed the three-skill approach that suggests that a person in a leadership

position should possess technical, human, or conceptual skills. The skills model consists of five components of effective leadership performance: competencies, individual attributes, leadership outcomes, career experiences, and environmental influences (Mumford, Marks, Connelly, Zaccaro, & Reiter-Palmon, 2000, p. 94).

Hersey and Blanchard (1969) are credited with developing the concept of situational leadership which includes four dimensions for their theory: task behavior, relationship behavior, follower (or subordinate) maturity, and effectiveness. Contingency theory is a psychology-based approach to leadership developed by Fiedler (1964) and suggests that a leader's effectiveness depends on how well the leader's style fits the context in which he or she is leading. Burns (1978) developed a theory similar to servant leadership when he contrasted transformational leadership with transactional leadership. Burns defined transformational leadership as the leader and follower acting as a system to assist each other's improvement in all facets of life.

According to Sentocnik and Rupar (2009), collaborative leadership has caused school systems across the country to engage in more transparent and open leadership practices. Collaborative leadership involves teachers in the decision-making process of the school and also fosters communication among the staff (Sentocnik and Rupar, 2009). This distributed descriptor of leadership models the tenets of servant leadership coined by Greenleaf in the early 1970s. Since that time, Greenleaf's model has continued to gain in popularity. Inspiration and morality are the themes behind Graham's (1991) theory of servant leadership. Graham described servant leadership as the most moral form of charismatic leadership. Buchen (1998) argued that servant leaders have the primary function of creating human infrastructure on which relationships and community may be

built. Vision, influence, credibility, trust, and service are the basis for Farlings, Stone, and Winston's (1999) theory of servant leadership. Patterson and Stone (2003) identified seven habits of servant leaders: altruism, empowerment, humility, love, service, trust, and vision. Keith (2009) suggested there are three basic principles of servant leadership: "(a) go to work to serve others, (b) listen to colleagues and customers to identify and meet their needs, and (c) develop colleagues" (p. 18-19). This has implications for leadership in schools in that leaders should take care of and nurture their teachers, who in turn should take care of and nurture their students. While there is no leadership model that can be applied definitively in any environment, servant leadership characteristics may be attributes of effective leadership in a school environment. Research on servant leadership in a school setting has not been done extensively, nor has there been research relating perceptions of servant leadership to teacher job satisfaction.

It is known that there is a positive correlation between the perceived level of servant leadership and the perceived level of elementary-school principal job satisfaction (Svoboda, 2009). This knowledge that servant leadership perceptions have an effect on principal job satisfaction may imply that the same perceptions have an effect on teacher job satisfaction. Valdes (2009) found that there was no relationship between the principal/assistant principal and his or her perceptions of personal servant leadership based on gender, experience, level of education, or type of academic institution. Kukla-Acevedo (2009) found that principal support and communication of expectations to the teachers on how to maintain an orderly school environment increased teacher retention. Whether a teacher is satisfied with their job or not has an effect on the teacher, the

students, and the school. If a teacher is not satisfied with their job, they may leave the school or the profession.

Problem Statement

It was not known how teacher perceptions of the servant leadership characteristics of one principal correlated with their job satisfaction. Further, it was not known how teachers perceived the servant leadership characteristics in one principal and how those perceptions influenced their job satisfaction. Teachers are leaving the teaching profession in record numbers, and something must be done to increase teacher job satisfaction.

According to the National Center for Education Statistics (NCES, 2011):

Of the 3,380,300 public school teachers who were teaching during the 2007-08 school year, 84.5 percent remained at the same school (“stayers”), 7.6 percent moved to a different school (“movers”), and 8.0 percent left the profession (“leavers”) during the following year. (para 3)

Teachers are leaving their schools and the profession for various reasons. Some teachers retire, some take other jobs, or some leave the profession completely. There is a great need for something to be done to keep teachers satisfied and in the classroom as well as the profession.

The No Child Left Behind Act of 2001 (NCLB) set more standards for schools to attain, more assessments for students to take, more accountability for the performance of students by the schools, and added more professional standards for teachers and paraprofessionals (Johnson, 2010). Teachers are required to be *highly qualified* in order to keep their jobs in the teaching profession. In a study on the NCLB Act by Powell, Higgins, Aram, and Freed (2009), it was found that “many teachers reported being

‘discouraged and wanting out’ of teaching” (p. 25). Because of the requirements of the NCLB Act and the added pressure on teachers to perform, teachers are leaving the profession.

The effects of the implementation of the NCLB Act (2001) continue to be at the forefront of reasons why teachers are not satisfied with their jobs. Goble (2010) found that as a result of the NCLB Act, “A total of 51.6% (49) reported their job satisfaction had decreased” (p. 70). Thus, increased levels of accountability, high stress and burnout levels are related to the NCLB Act and the reasons that some teachers are choosing to leave the profession.

With the NCLB Act (2001), there are great demands placed on teachers for students to achieve, especially at low-performing schools. In a study conducted by Heck (2010), the teachers, who once taught at low-performing schools that were working towards meeting the requirements of the NCLB Act cited non-supportive administration, lack of interpersonal relationships, working conditions, the work itself, and lack of recognition as reasons why they left the classroom.

The NCLB Act (2001) and its many requirements are not going away anytime soon, although the Act continues to have an effect on teacher job satisfaction. Because NCLB is beyond the control of school administrators and teachers, other areas of potential teacher dissatisfaction must be explored to determine what can be done to reduce those sources of dissatisfaction.

From some existing research (NCES, 2011), it is known that teachers are leaving the profession, but the research is limited in revealing whether or not teacher perceptions of leadership styles can have an effect on their job satisfaction. More research is needed

to determine if perceptions of servant leadership can effect a teacher's job satisfaction. If specific characteristics of leadership styles can be identified that improve teacher satisfaction, these could be incorporated into the leadership practices of principals as they work to improve school climate, teacher satisfaction, and teacher retention.

This study provided additional evidence on the importance of the way leadership practices are perceived. Servant leadership practices were perceived differently by the different teachers at the elementary school and some of those different perceptions of the same principal showed a negative correlation to job satisfaction. This study provided more information on what made teachers at one school dissatisfied with their jobs and offers solutions for principals to adopt specific leadership practices in order to improve teacher satisfaction.

Purpose of the Study

The purpose of this case study was to explore teacher perceptions of the servant leadership characteristics of one principal and how that correlated with their job satisfaction. The setting for the study was one elementary school located in the southwestern United States. The independent variable for the quantitative portion of the study was teacher perceptions of the servant leadership characteristics of one principal. The dependent variable was teacher job satisfaction. The entire population of certified teachers at the school (33 full-time teachers) was approached for participation in this research study; however, 32 actually participated. Teacher perceptions of the servant leadership characteristics of their principal (i.e., values people, develops people, builds community, displays authenticity, provides leadership, and shares leadership) were measured with the OLA (Laub, 1999). Job satisfaction was measured using the MCMJSS

(Mohrman, Cooke, Mohrman, Duncan, & Zaltman, 1977). Additionally, as a qualitative component of the study, eight of the teachers participated in one-on-one interviews to expound upon their perceptions of the principal and to give greater detail regarding the results of the two surveys. Interview questions (Appendix A) were designed to focus the participants' answers to what specifically in their job made them satisfied or dissatisfied. Triangulation was used to further examine the data from the OLA (Laub, 1999), MCMJSS (Mohrman et al., 1977), and the in-depth interviews to ensure that the results from the different methods lead to the same conclusions.

This study provided additional evidence regarding how leadership practices are perceived. The results of this study contributed to theoretical discussions and practical applications of how teacher perceptions of the servant leadership characteristics of one principal in a school setting may improve employee job satisfaction. The results also contributed to the understanding of the relationship between employees' perception of servant leadership and employees' level of job satisfaction by allowing principals to see what it is exactly that their teachers need from them in order to be satisfied in their jobs.

Research Question(s) and Hypotheses

The following research questions and hypotheses guided this study:

R1: Does a relationship exist between teachers' perceptions of the servant leadership characteristics of one principal and job satisfaction as measured by Laub's Organizational Leadership Assessment (OLA; Laub, 1999) and the Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS; (Mohrman et al., 1977)?

H₁: There will be a statistically significant correlation between teachers' perceptions of the servant leadership characteristics of one principal and job satisfaction.

H₀: There will be no statistically significant correlation between teachers' perceptions of the servant leadership characteristics of one principal and job satisfaction.

R2: What are teachers' perceptions of leadership and how do those perceptions influence their job satisfaction?

The quantitative components of this research study were developed using the OLA (Laub, 1999) and the MCMJSS (Mohrman et al., 1977). The OLA (Laub, 1999) was administered to determine the perceived level of the servant leadership characteristics of one principal that exists in the school. The MCMJSS (Mohrman et al., 1977) was administered to measure employee job satisfaction. Additionally, as a qualitative component of the study, eight teachers participated in one-on-one interviews to expound upon their perceptions of the principal and to add greater detail to the results of the two surveys.

The OLA (Laub, 1999) was used to collect data on the level of perceived servant leadership characteristics of the principal and the MCMJSS (Mohrman et al., 1977) was used to collect data on the level of job satisfaction of the teachers in the school. With the use of these two survey instruments, it was feasible that Research Question 1 would be answered through the collected data. The interview guide (Appendix A) was designed to help focus the participants' answers on their perceptions of the principal and provide greater detail regarding the insight from the two surveys. Through the use of in-depth

interviews, it was feasible that Research Question 2 would be answered through analysis of the collected data. The data from all the instruments were analyzed to determine what, if any, relationships might exist among them. Triangulation of all the data ensured that the results from the different methods lead to the same conclusions.

Advancing Scientific Knowledge

Many researchers addressed the reasons why teachers are not satisfied with their jobs. Kukla-Acevedo (2009) found that “support from the principal, in terms of communicating expectations and maintaining order in the school, was a protective factor against teacher turnover among the full sample of teachers” (p. 450). Williams (2012) found that teachers perception of collegial support, principal support, class size, expectations, discipline issues, benefits, professional development, and salary were all significant factors for influencing teacher job satisfaction and retention decisions. From these studies came the revelation that leadership is an essential factor in attaining or maintaining teacher job satisfaction.

A gap in the literature concerning teacher job satisfaction exists in determining the perceived type of leadership that is in place at the schools. Though previous studies revealed what causes teachers to be satisfied or dissatisfied with their jobs, the perception of the type of leadership that the teachers were exposed to in those studies was not addressed. A study by Svoboda (2009) revealed that:

There is a significant correlation between the level of servant leadership as determined by superintendents, elementary principals, and elementary teachers' ratings on the OLA, and the level of job satisfaction of elementary public school principals as determined by principal ratings OLA. (p. 84)

The results of the Svoboda (2009) study revealed a correlation between perceived servant leadership and principal job satisfaction, indicating that the perceived characteristics of a servant leader may suit the educational environment well, thus, improving teacher morale and satisfaction with their jobs. The literature concerning teachers' perception of servant leadership characteristics in a school setting is lacking, creating a gap between the study of servant leadership behaviors and the study of perceptions of servant leadership.

This study provided additional evidence on the importance of the way leadership practices are perceived by followers. Servant leadership practices of valuing people, displaying authenticity, sharing leadership, and providing leadership were expected to be perceived differently by the individual teachers at the elementary school, and those different perceptions of the same principal were expected to show a correlation with job satisfaction. Second, the data gathered from the study contributed to the body of knowledge on perceptions of servant leadership. This study was intended to expand the research field of perceptions of servant leadership further into the educational system. Future scholars will be able to further generalize servant leadership theory, perception, practice, and applications into a variety of organizations, business, and other educational institutions.

Significance of the Study

This study examined the possible relationship between teacher perceptions of servant leadership characteristics of one principal and teacher job satisfaction in an elementary school setting in Southwestern United States. Daughtrey (2010) found in a study on transforming school conditions that teachers who had some kind of influence over school policy and autonomy in their classrooms were more likely to continue teaching and feel invested in their work. The significance of this present research study is

threefold. The study provided insight into the role employees' perception of leadership play in overall job satisfaction by showing how leadership characteristics were perceived differently by the teachers at the elementary school and how those different perceptions of the same principal showed a correlation to job satisfaction. Additionally, the study expanded the role of servant leadership in the school setting by showing how the servant leadership practices of valuing people, displaying authenticity, sharing leadership, and providing leadership are perceived in a school setting. Finally, the study enhanced organizational culture and effectiveness by expanding the role of servant leadership in the school setting.

The empirical data that were collected expanded the body of knowledge concerning teacher job satisfaction in a school setting. The data that were examined in the study provided valuable insights into the role employees' perception of leadership plays in their overall job satisfaction. The information obtained in this research study can be used for guidance in enhancing organizational culture and effectiveness. The findings may have an impact on leadership perception training, which in turn may affect teacher perceptions.

Lastly, through this study, the reliability of the OLA (Laub, 1999) was further assessed as a resource to explore people's perceptions of their leaders and of being managed by a servant leader. The MCMJSS (Mohrman et al., 1977) survey was further validated as a resource to measure employees' self-reported level of work satisfaction.

Rationale for Methodology and Design

A case study was used to explore teacher perceptions of the servant leadership characteristics of one principal and how that correlated with their job satisfaction. Yin

(2014) asserted that case studies can include both qualitative and quantitative data, in that the difference between the two does not completely differentiate the two research methods. For example, some experiments focus on perceptions and some surveys focus on the use of qualitative data. In contrast, historical studies can include copious amounts of quantitative data. Uses of both qualitative and quantitative data, along with an accurate definition of the case, are two factors that characterize case studies in ways that go beyond qualitative research (Yin, 2014).

Yin (2014) noted that case studies are done to investigate a contemporary phenomenon in the real world and are a good option when the borders between the phenomenon and context of the setting are not clearly delineated. The case study method is particularly useful when the goal of the researcher is to answer specific questions and to give a direct and actual account of people and an event (Yin, 2003). This study was designed to be a holistic, exploratory study of one school and how the teachers collectively perceived the leadership of their principal and how that influenced job satisfaction (Yin, 2003). Yin (1993) iterated that exploratory case studies are common in education settings and are often used as a precursor to social research. Furthermore, Stake (1995) noted that while selecting a case is a difficult process, the researcher should make every effort to capitalize on what can be learned within a limited timeframe. Hence, the cases selected should include conveniently available participants. The researcher entered the field and interacted with 32 teacher participants with regard to the context of how they perceived the servant leadership behaviors of their principal and how that related to and influenced their job satisfaction.

In order to objectively show a relationship between perceptions the independent variable of perception of the servant leadership characteristics of one principal and the dependent variable of teacher job satisfaction statistical testing was necessary. Thus, a quantitative component was used. Data were collected first using the OLA (Laub, 1999) and the MCMJSS (Mohrman et al., 1977). The OLA was used to collect data to establish the level of the servant leadership perceptions of the principal, and the MCMJSS was used to collect data to establish the level of teacher job satisfaction present in the organization. The data were collected through web-based survey tools. Yin (2014) noted that many researchers like to use surveys, but often “struggle to limit the number of items in a questionnaire (and hence the number of questions that can be analyzed) to fall safely within the allotted degrees of freedom (usually constrained by the number of respondents to be surveyed” (p, 16). Since the setting of this study was limited to one school with 33 full-time teachers, a case study approach with a quantitative element was deemed appropriate.

Qualitative data, in the form of in-depth interviews, were used to expound upon the information collected through the survey instruments. In qualitative interviews, the questions are open-ended and designed to give the participants the opportunity to explain their opinions and views. The interviews were designed to gain more information related to the results of the survey and teacher perceptions of their principal as well as their job satisfaction. The interviews added meaning to the numbers derived from the surveys by further exploring, through words and phrases, teacher perceptions of their principal and how those perceptions affect their job satisfaction. In qualitative interviews, the questions are open-ended and designed to give the participants the opportunity to explain their

opinions and views. Thus, the explanatory qualitative data obtained from the interviews added to the numbers gleaned from the surveys.

In summary, a case study consisting of both quantitative and qualitative data was selected as the best approach for this study because a purely qualitative or purely quantitative focus would not completely reveal all of the perceived aspects of leadership that effect a teachers' satisfaction with their job. Data from multiple sources of evidence were triangulated to determine if patterns existed among the data and to enhance the validity of the results (Murphy, 2009). This study was unique in that the researcher elected to focus on a single school and teacher perceptions of servant leadership behaviors of one principal. Future studies can expand on this concept with the idea that principals may elect to use this as gauge of teacher morale and satisfaction, and use the results to improve upon identified areas of weakness. Additionally, results of exploratory cases such as this can inform larger, explanatory research efforts within school systems.

Definition of Terms

This section provides definitions of the terms used throughout this study to ensure a common understanding.

Job satisfaction. Job satisfaction is the degree to which a person is satisfied with the job they do. Gustainiene and Aukse (2009) defined job satisfaction as the positive attitudes toward an individual's work when tangible and intangible rewards fulfill expectations.

Leadership. Leadership is a term given to a person or persons who are in charge of others or are in charge of projects. "Persons who, by word and/or personal example, markedly influence the behaviors, thoughts, and/or feelings of a significant number of

their fellow human beings (here termed *followers* or *audience members*)” (Gardner, 2011, p. 8).

Mohrman-Cooke-Mohrman Job Satisfaction Scale. The Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) was developed to measure employees’ self-reported level of work satisfaction (Mohrman et al., 1977).

Organizational Leadership Assessment (OLA) instrument. The OLA was developed to assess organizational health in six key areas: Display Authenticity, Value People, Develop People, Build Community, Provide Leadership, and Share Leadership (Laub, 1999).

Servant leadership. Servant Leadership was developed in the early 1970s by Robert Greenleaf. “Individual growth as intended in servant-leadership is achieved through the alignment of the organizational vision with the followers’ needs” (Reynolds, 2011, pg. 158).

Assumptions, Limitations, Delimitations

The following assumptions were present in this study:

1. It was assumed that the adults participating in this study are full-time teachers at the school. The full time teachers at a school were under the direct supervision of the principal.
2. It was assumed the participants would voluntarily completed the surveys and answer interview questions truthfully and honestly based on their own perceptions with no coercion or input from anyone else. There was no compensation provided to participants to complete the surveys and there was no benefit for dishonest answers.

3. It was assumed that after reviewing the informed-consent forms, the participants understood that there was no requirement for them to participate. The participants could withdraw from the study at any time, and their information, whether they participated or not, was kept confidential.

The following limitations were present in this study:

1. Depending on the turnout of participants, the results may not necessarily reflect the views of the entire school, and the perceptions of the participants do not necessarily generalize to all staff.
2. Although the study was done at a school, its population, number of students, and location might distinguish this school from other schools.
3. The results cannot be generalized to all schools.

The following delimitations were present in this study:

1. The scope of the study was to examine in small scale the perception of servant leadership in relation to teacher job satisfaction.
2. The teachers consisted of individuals from various cultures and ethnic backgrounds.
3. Only full-time teachers were used in the population and sample for the study.

Summary and Organization of the Remainder of the Study

As of 2011, the turnover rate for teachers in the United States was approximately 17% and nearly third of newly hired teachers were leaving the teaching profession during the first three years, with almost half leaving during the first five years (NCTAF, 2011).

Whether a teacher is satisfied with their job or not has an effect on the teacher, the

students, and the school. If a teacher is not satisfied with his or her job, he or she may leave the school or the profession. The perception of leadership has not been studied extensively. Svoboda (2009) found a positive correlation between the perceived level of servant leadership and principal job satisfaction. Because there is a proven positive correlation between perceived servant leadership and principal job satisfaction, a study to see whether perceived servant leadership can also have an effect on teacher job satisfaction was merited as principals and teachers work hand-in-hand in a school setting.

The purpose of this case study was to explore teacher perceptions of the servant leadership characteristics of one principal and how that correlated with their job satisfaction. The perception of leadership has not been studied extensively. The OLA (Laub, 1999) was used to determine perceptions of servant leadership. The MCMJSS (Mohrman et al., 1977) was used to assess employees' job satisfaction. In-depth interviews were conducted with participants willing to expound upon their perceptions of their principal and give greater detail regarding the results of the two surveys. Triangulation of all the data ensured that the results from the different methods lead to the same conclusions.

The setting for the study was an elementary school located in Southwestern United States. The independent variable for the quantitative portion of the study was teacher perceptions of the servant leadership characteristics of one principal. The dependent variable was teacher job satisfaction. The entire population of certified teachers at the school (33 full-time teachers) was approached and offered the chance to participate in this research study; however, 32 actually participated. Additionally, as a qualitative component of the study, eight participants also consented to one-on-one

interviews to expound upon their perceptions of servant leadership and to give greater detail regarding the results of the two surveys.

The remainder of this study is presented as follows: Chapter 2 includes a literature review of the history of leadership theory, servant leadership, and teacher job satisfaction as well as current research related to school leadership, teacher job satisfaction, perception, and servant-leadership perception. Chapter 3 includes a summary of the research methods, design, population and sampling, data collection procedures, validity, and data analysis. Included is the rationale for the choice of methodology. Chapter 4 will present descriptive data, data analysis, and the results from the research study. Chapter 5 includes a summary of the study, a summary of the findings and conclusions, and recommendations for further research, practices, and implications.

Chapter 2: Literature Review

Introduction to the Chapter

According to the National Commission on Teaching and America's Future (NCTAF, 2011), a third of newly hired teachers leave the teaching profession during their first three years, and almost half leave during their first five years. Unfortunately, this turnover rate results in "(1) a deficit of quality teachers and instruction; (2) loss of continuity and commitment; and (3) devotion of time, attention, and funds to recruitment rather than support" (Brown & Wynn, 2009, p. 37). In order to keep new and continuing teachers in the classroom, the right type of leadership must be in place at the school.

If schools have effective leadership, it is presumed that teachers will be happy with their jobs, encouraging them to stay, thus creating an environment that promotes student achievement. But what type of perceived leadership do teachers need in order to be satisfied with their jobs? Do teacher perceptions of the servant leadership practices of their principal correlate to their job satisfaction?

The purpose of this case study was to explore teacher perceptions of the servant leadership characteristics of one principal and how that correlated with their job satisfaction. The sections to be covered in this chapter are the History of Leadership Theory, Servant Leadership, and Teacher Job Satisfaction, as well as current research related to School Leadership, Teacher Job Satisfaction, Perception, and Servant Leadership Perception. In the leadership theory section, the focus will be on the history of leadership theory. The servant leadership portion of this literature review will present an in-depth look at the theory of servant leadership, as well as the theorist behind servant leadership. Within school leadership, the focus is on the role of the school leader and

what effect their leadership has on the climate of the school. The teacher job satisfaction section examines different factors that affect teachers' job satisfaction: from leadership to student performance and even the climate of the school. The perception portion of this chapter explores what perception actually is and how it can affect a person's view on something. Lastly, the servant leadership perception section will draw attention to previous studies on how perception of servant leadership affects leadership effectiveness.

In order to thoroughly survey the literature, the researcher used a host of data bases and search engines. The following databases were used to survey the literature: *Academic Search Complete, Dissertations & Theses: The Humanities and Social Sciences Collection, DOAJ, Ebrary, Education Research Complete, Emerald Management, ERIC, LexisNexis, ProQuest, and EBSCO*. Within these databases, the researcher searched the terms *servant leadership, leadership, perception, teacher job satisfaction, school leadership, and servant leadership perception*. The hypotheses formulated based upon the information presented in the literature review, as well as the methodology that was used in this study, are presented. A summary of the entire literature review with highlights of key issues will be presented at the end of the literature review. The objectives of this literature review were to identify the roles and responsibilities of the school leader, define servant leadership, identify the theorists behind servant leadership, and define its characteristics; and to identify the factors that result in teachers deciding to stay or leave a school or the teaching profession.

Background to the Problem

Leadership theories. According to Bhugra et al. (2013), "Leaders lead because their role is to act with vision related to an organization or an institution" (p. 3). There are

a wide variety of leadership approaches and theories that encompass this focus.

Researchers have studied the leadership process extensively and have come up with a variety of explanations to convey the complexities of the leadership process. This section of the literature review is designed to give background information behind different leadership styles that may be effective in a school environment. A look at different approaches to leadership may aid in understanding the perceptions of leadership of the principal if it is determined he or she does not possess the characteristics of servant leadership.

The purpose of this case study was to explore teacher perceptions of the servant leadership characteristics of one principal and how that correlated with their job satisfaction. Teachers are leaving the teaching profession in record numbers, and something must be done to increase teacher job satisfaction. Because of the influence of leadership on teacher job satisfaction, a review of the literature surrounding different leadership styles was warranted.

Traits model. The study of leadership stemmed from a need to understand what heritable attributes differentiated nonleaders from leaders by Galton and Exsenck in 1869. According to Derue, Nahrgang, Wellman, and Humphrey (2011), this early research was the beginning of the trait paradigm of leadership research. Leadership that is based on the traits a person possesses has been a theory long researched by many (Jenkins, 1947; Mann, 1959; Stogdill, 1948). Stogdill (1974) identified the following as traits that leaders possess: intelligence, alertness, insight, responsibility, initiative, persistence, self-confidence, and sociability. Based on the traits theory, a person will already have the specific qualities needed in order to be a successful leader. With an

established traits model already in place, scholars looked beyond traits as a determination of the effectiveness of a leader and rather looked at the skills that a particular leader possessed.

Three-skill approach. As the focus of leadership progressed from traits to skills, the Three-skill approach brought attention to the skills a leader possessed. Katz (1955) developed the approach that suggests that a person in a leadership position possesses technical, human, or conceptual skills. Technical skill is knowledge or proficiency in a specific type of work or activity, whereas human skill is knowledge about and the ability to work with people. Conceptual skill is the ability to work with ideas and concepts (Katz, 1955, p. 33-42). A successful leader would ideally have all three sets of skills, yet depending on where they are in the management structure, they may not be required to use a particular skill. Petkeviciute and Giedraitis (2013) used the three-skill approach in a survey in a study on leadership formation in workgroups. The survey responses indicated that learned skills are the most important ones to achieve effective leadership. The focus on leader skills progressed over the years, and more leadership theories surrounding the skills a leader possesses developed.

Skills model. Along the same lines as the three-skill approach is the skills model formulated by Mumford and his colleagues based on research done on behalf of the U.S. Department of Defense (Mumford et al., 2000). The skills model consists of five components of effective leadership performance: “competencies, individual attributes, leadership outcomes, career experiences, and environmental influences” (Mumford et al., 2000, p. 94). Along with these five components are three competencies that also make-up an effective leader: problem-solving, social judgment, and knowledge. Based on the skills

approaches, “effective leadership can be nurtured if there are a number of factors in place such as available technology, subordinates competencies, task complexity, or communication quality” (Virkus, 2009, para 7). Results of Mumford’s (2000) study revealed that “expertise develops slowly over periods of ten years or more” (p. 90). Over time, a person can develop the skills necessary to be an effective leader. The components of the Skills Model of leadership may be necessary in order to impact an employees’ job satisfaction. Progressing from the focus on leaders’ skills produced a need to understand what leaders did with those skills that they possessed in various situations.

Situational leadership. Hersey and Blanchard (1969) are credited with developing the concept of situational leadership. They developed four dimensions for their theory: task behavior, relationship behavior, follower (or subordinate) maturity, and effectiveness. Task behavior refers to how much information a leader gives followers in order for them to perform a task. As time goes on, a leader should not have to initiate tasks with followers; the followers should be able to take it upon themselves to begin and complete tasks. Relationship behavior is the personal relationship that a leader has (or does not have) with the followers (Hersey & Blanchard, 1969). Leaders want to develop good working relationships with followers so that the followers feel as though what they do is vital to the organization, and also that the leader feels that they can allow their followers to work without their supervision.

How a person reacts to a situation depends greatly on their leadership skills. Situations can arise at any time in an organization, and an effective leader needs to be able to make calm, rational decisions based on the situation that are going to be in the best interests of the organization (Hersey & Blanchard, 1969). The idea behind situational

leadership is that a person takes into account not only what they are going to do in a situation, but what their followers are going to do and how the decision being made in that situation is going to affect everyone. The key to using situational leadership is the maturity of the follower. A follower who is able to do what is necessary without being told to or being watched over and critiqued all the time is a mature follower. The more mature the follower is, the less the leader has to insert task and relationship behaviors into the relationship (Hersey & Blanchard, 1969). If the leader finds that the maturity level of the follower somehow is slipping, then the leader must reinforce skills using task and behavior relationships. A high level of maturity is necessary in the followers in order to take action as the leader makes decisions based on present situations (Hersey & Blanchard, 1969).

Contingency theory. Contingency theory is a psychology-based approach to leadership developed by Fiedler (1964) and suggests that a leader's effectiveness depends on how well the leader's style fits the context in which they are leading. The basis of the theory is that leadership style is contingent on the situation. Fiedler identified two types of leadership: relationship motivated and task motivated. According to Hannay (2009), "the relationship that the leader builds with the employee can also play a significant role in developing the employee's skills, abilities and competencies and ultimately improving organizational outcomes through increased loyalty, commitment and engagement" (p. 9). Fiedler believed that there is no one way to lead because different situations call for a different type of leadership. Since there are no defined types of leadership in the contingency theory, the leadership styles that Fiedler proposed are what make up the leadership in this theory (Fiedler, 1964). Task-motivated leaders are focused on reaching

their goal. They have their eyes on the *prize* and do whatever it takes to reach that prize. Relationship motivated leaders are focused on developing close relationships with followers (Fielder, 1964). The organization itself plays an important role in the contingency theory.

Contingency theory is concerned with is the long-term and short-term survival of the organization. The people contingency is concerned with the evolving needs of the employees and the organization. “Contingency theory emphasizes the (task) context of organizational subunits and suggests a differentiated response to diverging contextual demands” (Ambos & Schlegelmilch, 2007, p. 474). The managerial contingency works to coordinate and enable the activities of the people in the organization. The size contingency is important because with added size comes added responsibility on the part of the leader such as delegating tasks and overseeing the decision making. All of these are important in the contingency theory because they make up the situation with which the leader has to contend and ultimately make his or her decision.

Path-goal theory. Motivating followers to accomplish designated goals is the principal theory behind the path-goal theory, inspired by the works of Evans (1970). The basic idea behind the path-goal theory is that the leader defines goals, clarifies the path to the goals, removes obstacles, and provides support (Evans, 1970). The organization wants to succeed, and that is their goal; the followers want to succeed, and their goal is receiving the reward for that success. With the path-goal leadership theory, followers are motivated by the leader who encourages them and enables them to feel that they can accomplish any goal set before them (Evans, 1970). Also, by the follower performing well, they believe that their efforts are worthwhile and that there will be payoffs for them

doing their work. The payoff for the leader is that the organization reaches their vision or goal. This can result by the leader offering rewards or incentives to their followers for a job well done. The theory explains to leaders how they can help their followers to achieve their goals by helping them to select the right behaviors that are best suited to the followers' needs and also to the situations in which the followers are working (Evans, 1970).

Findings from studies done on path-goal theory have been inconsistent (Binsfeld, 2012; Kim, 2010; Markette, 2011; Marynell, 2013). However, one consistent factor is the role of the leader and how they are perceived by the follower. If the leader is perceived well by the followers, then performance is greater than it would be under a leader who is not perceived well by their followers. For this reason, researchers tied the path-goal theory with charismatic leadership, as charismatic leadership deals with the leader-follower relationship. Bass (1985) described charismatic leaders as having great referent power and influence. Charismatic leaders have also been described as “spellbinders, whose magnetic personalities and dynamic speaking skills motivate followers to achieve high levels of performance in such contexts” (Jung, 2006, p. 14).

Leader-member exchange theory. The leader-member exchange theory was first referred to as vertical-dyad linkage (VDL) by Dansereau, Graen, and Haga (1975). Transforming a leader from being someone who gave orders to their followers into a leader who worked collectively with their followers is the notion behind the leader-member exchange theory (Dansereau, Graen, & Haga, 1975). Two general types of relationships were found within this type of leadership. These relationships are known as *in-group*, and *out-group* respectively (Dansereau, Graen, & Haga, 1975). Depending on

how well followers work with the leader or how well the leader works with the follower determines if the follower is in the *in-group* or the *out-group*. Followers can negotiate their way into the *in-group* by performing duties above and beyond what is expected of them. The relationship between the leaders and followers happens in phases where the first phase is the stranger phase and the communication between the leader and follower is strictly rule based (Dansereau, Graen, & Haga, 1975). The second phase is the acquaintance phase where social exchanges may be in place and the leader sees if the follower is interested in more responsibility. The third phase is mature partnerships phase where the follower is essentially now in the *in-group* (Dansereau, Graen, & Haga, 1975). Ploychompoo and Phapruek (2012) in a study on leader-member exchange and business success found that, “leader-member exchange has a significant positive effect on organizational creativity, organizational communication, and organizational spirituality” (p. 122).

Transformational and transactional leadership. Burns (1978) developed a theory similar to servant leadership when he contrasted transformational leadership with transactional leadership. Burns defined transformational leadership as the leader and follower acting as a system to assist each other’s improvement in all facets of life. The reward for this action is the other’s gain. Burns defined transactional leadership as the leader engaging in actions that may or may not be beneficial for the follower. Greenleaf (1998, 2002) and Burns both focused on others in the development of their leadership theories, and both examined the leader-follower process. More research has been done on transformational leadership. Hughes and Avey (2009) studied 369 workers and the effect

of transformational leadership on attitudes, including job satisfaction. They found that a positive effect existed between transformational leadership and employee job satisfaction.

Transformational leadership has been described as “openness to follower input and impact of the vision, which involves power sharing and participation” (Miller, 2007, p. 182). Transformational leaders see leadership as a shared responsibility. The traits that a transformational leader brings to the table are only half of what a follower actually sees because they bring their own vision of that leader. Because the traits of a transformational leader are inherently effective, whatever the follower brings into the picture should be outweighed by the traits of the transformational leader. The transformational leader, through psychoanalysis, should be able to overcome subjectivity. Transformational leaders look to unite their followers and change their followers’ beliefs and goals. “The transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower” (Miller, 2007, p. 185).

Transformational leaders are able to understand the different emotions of their followers and are able to work with them to help them achieve the goals of the organization while keeping in mind their needs as individuals (Miller, 2007).

Transformational leadership is closely related to servant leadership in that both leadership styles focus on the followers in order to achieve the goals of the organization. The theory behind the present research study relies upon the ideals of servant leadership and the servant leaders’ focus on their followers (Miller, 2007).

Various forms of leadership have been in place in some capacity throughout history. The type of leadership in place in any type of situation depends on a number of variables. Though all of the forms of leadership thus far discussed have aspects that

would recommend each for use in a school setting, transformational and transactional leadership and their focus on the followers in order to achieve the goals of the organization may possess some of the most favorable attributes for use in a school setting next to servant leadership.

Theoretical Framework

Servant leadership. Servant leadership theory formed the theoretical framework for this study which was based on the premise that principals who are perceived by teachers to exhibit servant leadership characteristics will have teachers who are satisfied with their jobs. Greenleaf (1998, 2002) argued that leadership was bestowed on a person who was by nature a servant. Greenleaf believed that one who is servant leader is servant first.

Greenleaf's servant leader model was inspired by the novel *The Journey to the East* (Hesse, 1956). In the story, there is a group of travelers on a mythical journey who are accompanied by a servant who does lower-level chores for the travelers while also sustaining them with his spirits and his song. The mere presence of the servant has an impact on the travelers. When the servant becomes lost, the travelers are in disarray and they end their journey. Without their servant, the group was unable to carry on. The servant became the leader of the group by caring for the travelers (Hesse, 1956). The servant in this story did their job without complaining even though it was work that was considered *below* the other people traveling in the group. The servant was happy to be doing those chores as long as the travelers were happy. The travelers' happiness equated to the servant's happiness (Hesse, 1956). And then when the servant was gone, the travelers were lost because they had no one there who was supporting them, looking out

for them, and making sure that they were successful. This story has definite implications for leadership practices by principals.

Inspirational and moral are the themes behind Grahams' (1991) theory of servant leadership. Graham described servant leadership as the most moral form of charismatic leadership. Graham suggested that the elements of servant leadership consist of humility, relational power, autonomy, moral development of followers, and emulation of the leader's orientation toward service.

Buchen (1998) argued that servant leaders have the primary function of creating human infrastructure on which relationships and community may be built. Among the themes that Buchen associated with servant leadership, self-identity, capacity for reciprocity, relationship building, and preoccupation with the future were essential. Buchen also noted that empowerment is one of the most important characteristics of servant leadership.

Vision, influence, credibility, trust, and service are the basis for the theory of servant leadership proposed by Farlings et al. (1999). Farling et al., believed that servant leadership's focus is on the benefit to the follower and that the servant leader's values are what empower followers. Service is an essential element to servant leadership and service is a primary function of leadership. According to Farling et al., the act of serving alone is not what distinguishes a servant leader from a different type of leadership, and they believe that "merely serving is not the means by which to get results, but the behavior of serving is the result" (p. 3).

Patterson and Stone (2003) identified seven habits of servant leaders: altruism, empowerment, humility, love, service, trust, and vision. Altruism involves personal sacrifice although there may be no personal gain. Through empowerment, leaders enrich

the jobs of their followers and relinquish some authority to them. With humility, servant leaders humble themselves and understand that they have a lot to learn from those who are experts in their field. Love is the genuine care for others that servant leaders have. Service, as found throughout the literature review, is the foundation of servant leadership. Servant leaders build trust and find that trust bonds people together. And vision enables the leader to see where their followers can be someday, not just where they are today. Accordingly, they believe that these inter-related habits best define what servant leadership is and what these people do (Patterson & Stone, 2003).

Pete (2005) outlined the characteristics of servant leaders as espoused by Larry Spears, CEO of The Greenleaf Center for Servant Leadership. Servant leaders have the ability to listen with the intent to understand, and are empathetic. They cultivate healing and focus on the whole person. They unfailingly exercise ethical and model values. Additionally, they persuade followers to cooperate and to dream. They set service and stewardship as priorities and focus on the growth of employees with a desire to develop community in their organizations (Pete, 2005). Principals must be servant leaders in order to provide teachers with the resources they need in order to work with students in classrooms on a daily basis.

Crippen (2005) defined 10 characteristics of servant leadership: Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment to Growth, and Building Community. Listening refers to a deep commitment to listening to others. Empathy describes a servant leader who strives to understand and empathizes with others (this understanding should be supportive as opposed to patronizing). Healing refers to the potential of a servant leader to heal him- or

herself and others (Crippen, 2005). Awareness is the servant leader's general awareness, especially self-awareness. Persuasion is the servant leader's ability to convince others, rather than coercing compliance. Conceptualization is when the servant leader seeks to nurture their own abilities to dream great dreams. Foresight is the ability to foresee or know the likely outcome of a situation. Stewardship is the belief that all members of an institution or organization play significant roles in holding their institutions in trust (caring for the well-being of the institution and serving the needs of others in the institution) for the greater good of society. Commitment to the growth of people implies that the servant-leader is committed to the individual growth of human beings and will do everything they can to nurture others. And, building community is where the servant leader seeks to identify some means for building community (Crippen, 2005).

Keith (2009) suggested that there are three basic principles of servant leadership: "(a) go to work to serve others, (b) listen to colleagues and customers to identify and meet their needs, and (c) develop colleagues" (p. 18). The servant leader needs to first realize that "it's not about you—it's about your ability to help others" (Keith, 2009, p. 18). In serving others through servant leadership, the leader will develop confidence in their colleagues that will enable them to "grow and perform at a high level" (Keith, 2009, p. 19).

The research questions for this study focused on if a relationship existed between teachers' perceptions of the servant leadership characteristics of one principal and job satisfaction and teachers' perceptions of leadership and how those perceptions influenced their job satisfaction. Both research questions aligned with the servant leadership theory and previous studies that researched servant leadership in relation to job satisfaction. The

servant leadership model can be applied to many different types of leadership positions and may have implications for practice in the educational environment. Culver (2009) described a servant-leader principal in this way:

By recognizing one's limitations, but taking the required actions to be the leader others need, one quells the doubt of 'can I do this?' This is truly servant leadership, as one ignores fear, and even without 'all the answers,' steps in to provide the leadership behavior necessary under the conditions. (p. 21)

Taylor, Martin, Hutchinson, and Jinks (2007) conducted a study of principals who were identified as servant leaders. Their leadership practices included: "challenging, inspiring, enabling, modeling, and encouraging, characteristics identified as servant leadership and were not as greatly shown by principals who were not identified as servant leaders" (Taylor, Martin, Hutchinson, & Jinks, 2007, p. 411). These servant-leadership practices used by principals have been shown to create a better school climate and culture, increase teacher job satisfaction, and increase student achievement. Cerit (2009) found that there was a strong, positive relationship between servant-leadership behaviors of school principals and teachers' job satisfaction, and that servant leadership was a significant predictor of teacher job satisfaction. Due to these previous studies finding a correlation between job satisfaction and servant leadership, the servant leadership theory was chosen as the leadership theory behind the present study. Each of the preceding leadership models offered similar yet slightly different approaches to interaction with employees. Knowing about the different approaches to leadership may inform the present study on which perceived leadership style or which specific traits of leadership have an effect of employee job satisfaction.

Teacher job satisfaction. Teachers are leaving the classroom and teaching profession at high rates. As of 2009, the U.S. Department of Education reported that almost half of the teacher turnover was due to transfers. Of the three million teachers on the job, public school teachers stayed in their current position at a rate of about 85%, whereas approximately, 8% transferred to a different school or left the teaching profession altogether, respectively. Among the approximately 400,000 private school teachers, about 80% stayed at the same school, 5% changed schools and about 16% left the profession (U.S. Department of Education, National Center for Education Statistics, 2010).

A constant revolving door of new teachers moving in and out of the classroom affects student achievement because there is no consistency. A deeper understanding as to why teachers leave is essential to solving this problem. The reasons why teachers leave their schools or the teaching profession as a whole vary. According to the U.S. Department of Education, National Center for Education Statistics (2010) teachers left their jobs for a variety of reasons. Approximately 26% of the public school teachers moved to a different school due to life reasons, compared to 16% in private schools. Around 5% of the public school teachers' contracts were not renewed as compared to 13% of private school teachers. Of the teachers who left the profession completely during that time, approximately 9% were employed in public schools, whereas around 17% were worked in private schools (U.S. Department of Education, National Center for Education Statistics, 2010).

In one study conducted by Falch and Ronning (2007), teachers tended to quit schools with low student performance. Hanusheck and Rivkin (2007) went one step

further and found that “teachers who move systematically favor higher-achieving, non-minority, non-low-income students” (p. 76). Many things affect low performance. If teachers are not in a school long enough to develop specific skills in order for that population of students to be successful, then the school will continue to see low performance, which will result in teachers continually leaving that particular school.

Perrachione, Petersen, and Rosser (2008) found after surveying 201 randomly selected K-5 teachers in Missouri “that intrinsic variables (e.g., working with students, job satisfaction, personal teaching efficacy), as well as extrinsic variables (e.g., good students, teacher support, positive school environment, small class size) appear to influence teacher job satisfaction” (p. 10). The study by Perrachione et al. revealed implications for how the climate of the school makes a difference in teacher job satisfaction. The extrinsic variables (good students, teacher support, and positive school environment) were all affected almost directly by principal leadership in the school. In 2008, Menon, Papanastasiou, and Zebbylas conducted a study aimed at investigating the relationship of organizational and teacher variables to job satisfaction among teachers in Cyprus. Four hundred and fifty-nine teachers were surveyed in the study. The results of the study found that gender also played a role in teacher job satisfaction and that four variables had a significant effect on the likelihood of teacher job satisfaction. These variables included:

- (a) gender -men reported higher satisfaction than women;
- (b) school level- teachers working at lower education levels reported greater satisfaction than their higher-level counterparts;
- (c) satisfaction with the school climate; and
- (d)

satisfaction with the degree to which the teacher had attained his/her professional goals. (p. 75)

Daughtrey (2010) found in a study on transforming school conditions that teachers who had some kind of influence over school policy and autonomy in their classrooms were more likely to continue teaching and feel invested in their work. Kukla-Acevedo (2009) conducted a study which explored whether three workplace conditions were related to teacher mobility decisions: administrative support, classroom control, behavioral climate. Survey data from 3,505 teachers' was analyzed. Kukla-Acevedo found that "Support from the principal, in terms of communicating expectations and maintaining order in the school, was a protective factor against teacher turnover among the full sample of teachers" (p. 450). The principal's leadership style has repeatedly been mentioned in the literature as having an effect on teacher job satisfaction. Williams (2012) found that teachers perception of collegial support, principal support, class size, expectations, discipline issues, benefits, professional development, and salary were all significant factors for influencing teacher job satisfaction and retention decisions.

The preceding studies revealed that support from the principal aids in teacher job satisfaction. Support from the administration can come in a lot of forms. In a study by Schmidt (2009), the staff surveyed was satisfied when their administration had confidence enough in them to do their jobs. Schmidt found that staff teachers were more satisfied when they were not micromanaged and were given freedom to run their classrooms and fulfill their teaching responsibilities. In other words, teachers wanted autonomy in their job roles. Buchen (1998) noted that empowerment was one of the most important characteristics of servant leadership. Shead (2011) examined the relationship

between principals' leadership styles and teachers' job satisfaction. Two hundred and thirty two teachers representing the San Antonio Independent School District were surveyed. The results of the survey found that empowerment was the leadership variable that had the greatest impact on teacher job satisfaction.

In a study by Webb (2007) to address the job satisfaction of new teachers in Jefferson County Public Schools, 630 new teachers were surveyed. The results found that among five job facet variables that had a significant relationship with overall job satisfaction, one of the five components that surfaced as significant was school leadership. In similar research on leadership, Svoboda (2009) conducted a study to determine the strength of correlation between the perceived presence of servant leadership and elementary principal job satisfaction in Ohio public school districts. Twenty five superintendents, 38 elementary principals, and 475 elementary teachers were surveyed. The study revealed that there was a significant correlation between the level of servant leadership and the level of job satisfaction of elementary public school principals.

The studies on teacher job satisfaction revealed that primarily teachers' job satisfaction is related to the leadership style in place at their schools. Many of the traits that the literature review revealed in satisfied teachers' principals are consistent with the traits characterized in servant leadership. The studies' methodologies and designs with their uses of surveys to measure job satisfaction align with the design of this current research study.

Measuring servant leadership. A number of instruments have been used for research in order to accurately measure servant leadership. The Revised Servant-Leadership Profile (RSLP), the Servant-Leadership Questionnaire (SLQ), the Servant-

Leadership Behavior Scale (SLBS), and the OLA (Laub, 1999) are just a few of the instruments available to measure servant leadership in an organization or within one's self.

Page and Wong (2000) initially created the Servant-Leadership Self-Assessment Profile (SLP) to explicitly measure servant leadership. Two-hundred descriptors of servant leadership were classified into 12 categories for the initial scale: integrity, humility, servanthood, caring for others, empowering others, developing others, visioning, goal setting, leading, modeling, team building, and shared decision making. The categories were then distributed into four subscales: character, people-orientation, task-orientation, and process-orientation. As a result of their initial study, Page and Wong narrowed the subscales to: leading, servant-hood, visioning, developing others, team building, empowering others, shared decision making, and integrity. Wong and Page (2003) revised the servant-leadership self-assessment to produce the RSLP, and added two subscales to their instrument: Abuse of Power and Egotistic Pride. Additional items were also added to the other subscales, resulting in 97 items in the instrument.

Having less than half the number of items of the RSLP, the Servant Leadership Questionnaire (SLQ) with 23 items was developed by Barbuto and Wheeler (2006). The SLQ measures five elements of a servant leader: altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. The SLQ is administered to leaders and assesses their level of servant leadership. The constructs of the SLQ do not necessarily address the spirituality that some researchers feel is lacking in servant-leadership assessment instruments.

The overlooking of spirituality in measuring servant leadership is what drove the development of the Servant-Leadership Behavior Scale (SLBS) (Sendjaya, Sarros, & Santora, 2008). According to Sendjaya et al. (2008), “servant leaders themselves are driven by a sense of inner calling and meaning before assisting others to develop these values” (p. 405). The scale that results from that notion examines six different aspects of servant leadership: voluntary subordination, authentic self, covenantal relationship, morality, transcendental spirituality, and transforming influence. The scale is given to followers who use the questions to rate their supervisors or leaders on a 5-point Likert scale (1= *strongly disagree* to 5 = *strongly agree*).

The literature review found that although many researchers have built upon and expanded upon Greenleaf’s model of servant leadership, the basic principle behind the seminal work remains the same: service to others. In a school environment, there is a multitude of areas where service to others is a necessity, and servant leadership may have the necessary characteristics to be effective in that type of environment. In order to measure servant leadership in this current study, the OLA was chosen. The OLA was chosen because it assesses the level of servant leadership present in an organization. The OLA is a reliable instrument for determining the level of perceived servant leadership in this current study. The purpose of this study is to measure the level of servant leadership perception, and the OLA has been proven to be an effective instrument for that purpose.

Review of Literature

School leadership. In the past, the focus of school leadership was on principals supervising the teaching practices of their teachers. However, “the complication is that supervision originally served two purposes: eliminating ineffective teachers who were

deficient in skills and strengthening the overall school organization” (Pollock & Ford, 2009, p. 4). The goal for principals at that time was to ensure that the teachers’ classroom management practices were effective.

However, over time that paradigm has changed to one of a focus on instruction. The term *instructional leadership* describes a principal who works together with teachers to improve the quality of teaching and learning (Hopkins, 2001). Hallinger and Murphy (1985) introduced an instructional leadership framework which consisted of three main components: defining the school mission, managing the instructional program, and creating a positive school climate. Similar to instructional leadership, and often interchangeable, is distributed leadership which is described as the degree to which leadership functions are distributed among formal leadership positions in the leadership team (Hulpia, Devos, & Van Keer 2009). The distributed form of leadership is the type of leadership that is now more prevalent in schools.

The focus of school leadership now centers on a collaborative effort between principals, teachers, and many others in the school community to increase student achievement. Pollock and Ford (2009) argued that when it comes to the relationship between the supervisor and the teacher, supervision goals have not been established which improve student learning. The principal is the face of the school in the eyes of the students, staff, and community. The responsibilities of the principal are great and can be challenging, but the results of their leadership can be life changing for students, teachers, and the community. Many principals are faced with leadership challenges every day.

Reeves (2009) stated that leadership is one of the biggest trials for a variety of organizations across the globe, not just in education settings. Leading a school is a great

task to undertake, and many people who are qualified to take on the job are not interested in leadership. Presently, school leadership is a responsibility that is not taken upon the principal of a school alone. Assistant principals, curriculum specialists, mentor teachers, and department chairs all have a responsibility to lead within a school (Spillane, 2009).

By sharing the responsibility of leading a school, the principal is left to focus on the main aspects of running a school. The main leadership goal that the principal needs to facilitate is the climate of the school because climate plays a big role in the principals' leadership effectiveness. This idea relates to the current research study as principals who have been perceived as having servant leadership characteristics create a climate of shared responsibility.

Leadership and school climate. Though there are many who assist in the leadership of a school, the principal is the one responsible for all of the other leaders in a school. The principal has an effect on the climate of the school which is directly associated with their leadership practices. The climate of a school can include the relationship between staff members, teachers, administration, students, and the community (Hughes, 2005). The principal can promote a school climate that is collaborative, where teachers are helping each other in order for students to be successful or the climate can be an environment where teachers do not feel appreciated and that, too, can have an effect on student achievement. "The climate of the school affects student achievement and the school leader directly influences the culture and climate" (Hughes, 2005, p. 296).

The principals' leadership in the school is what makes or breaks the school climate. The relationship between principal leadership and student achievement was

further explained by Roberts (2008) who noted that the principal was accountable for creating an environment conducive for student learning. Though the current study's purpose was not to determine the relationship between principal leadership style and student achievement, the climate that a principal creates that improves student achievement, may in turn, also improve teacher job satisfaction.

Ethical leadership and student achievement. Student achievement is one facet of the school that the principal's leadership impacts. Hughes and Jones (2010) conducted a study to determine the relationship among public school leadership, ethics, and student achievement. One hundred eleven principals completed the survey and the results found that as a principal's ethics become enhanced, student achievement also became more enhanced. Because the principal has such an effect on the climate of the school, he or she has to model the appropriate behavior that he or she wants the school to reflect.

A principal cannot expect staff to work hard if the principal does not also show the same kind of work effort. "A school leader who acts with care and concern for others will develop a school culture with similar values. The leader who ignores the value and input of others places a stamp of approval on selfish behaviors and attitudes" (Hughes, 2005, p. 296). The behaviors of the school principal should be ethical in nature in order to promote the same kind of behavior in the staff, teachers, and students. This type of behavior has been shown to be characteristic of leaders who lead with servant leadership as their foundation.

Ethical behaviors in principals revolve around their moral judgment when making decisions that affect students and staff at their schools. High levels of trust and positive relationships between the principal and teachers help establish a moral compass for the

school and are also reflect in the behavior of adults and students connected to the school (Kaser & Halbert, 2009, p. 46). Moral judgment as a principal “is embedded with emotions (e.g., empathy, caring), values, morality, ethics, social justice, listening, and sensitivity to ‘the other’” (Oplatka & Hefer-Antebi, 2008, p. 205). Thus, while school climate establishes a sense of trust between teachers and principals, ethical behavior on the part of the principal also helps establish and build strong relationships, possibly improving teacher job satisfaction.

Bird, Wang, Watson, and Murray (2009) studied the relationships among principals’ authentic leadership and teacher trust and engagement levels. One hundred fifty six teachers and 22 principals from 22, K-12 public schools of a county school district within a metropolitan statistical area in the Southeastern United States participated in the study. The results of the study revealed a positive relationship between principals’ authenticity and the teachers’ levels of trust. Cherkowski (2012) conducted a study on teacher commitment in sustainable learning communities where the principal showed compassion and deep care towards his teachers. Three teachers and the principal from a small elementary school in central British Columbia participated in this study. The results revealed that a principals’ demonstration of compassion and deep care towards his teachers was influential in the participants’ renewed desire for greater commitment to and improvement of their craft. Thus, while these factors may improve teacher productivity, they may also improve teacher retention.

The leadership in an organization sets the tone for how the employees in the organization will work. There are a number of leadership models that a leader can choose to follow (three-skill, skills, situational, contingency, path-goal, leader-member

exchange, transformational, and servant). The main component of any effective leadership model is the interaction that the leader has with their subordinates. Each of the preceding leadership models offered similar yet slightly different approaches to interaction with employees. Knowing a little about the different approaches to leadership may inform the present study on which perceived leadership style or which specific traits of leadership have an effect of employee job satisfaction. Understanding how these leadership styles are perceived by teachers may further inform this study.

Many of these traits of a principal leading with moral judgment are traits that are associated with servant leadership as well. A servant leader uses ethical behaviors and moral judgment in order to serve their followers. The ethical nature of servant leadership may have implications that are associated with teacher job satisfaction.

Perception defined. Almost anything that one does and says is subject to the perceptions of others, whether or not the intended meaning was perceived correctly. “Perception is the process by which sensory information is integrated with previously learned information and other sensory inputs, enabling humans to make judgments about the quality, intensity, and relevance of what is being sensed” (St. Pierre, Hofinger, and Buerschaper, 2008, p. 65). Perception occurs in three consecutive and interrelated steps. First, the sense organs are stimulated, and then perceptions are organized. Finally, the perception is recognized and meaning is assigned (St. Pierre, Hofinger, & Buerschaper, 2008).

According to Blakeley (2007), perception is *everything* in an organization, and a leader is “nothing more than a combination of people’s perceptions” (p. 159). For this reason, it is important for the leader to know they are perceived. Patching (2007) added

that although perceptions are reality, perceptions say more about the person providing the feedback than the person being perceived. Leadership characteristics that Small (2011) found that participants perceived as important were a leader's ability to influence, lead, communicate, and be accountable for organizational outcomes.

Thoroughgood, Hunter, and Sawyer (2011) conducted a study that examined the contextual influences on follower perceptions and reactions to aversive leadership. Three hundred and two undergraduate students from a large northeastern university completed the surveys. The results found that an organization's climate has the capacity to shape perceptions and behavior by influencing how people interpreted various aspects of their work environment. The climate of a school is set by the leader of that school; thus, the leader in a school shapes the perceptions of the teachers at the school.

Ames and Flynn (2007) conducted a study on the relationship between assertiveness and leadership. One hundred sixty eight people who were enrolled in a full-time MBA program located on the East Coast participated in this study. The results found that leaders who were very low in assertiveness were perceived as weak by the people they led, and leaders who were very high in assertiveness were seen as damaging relationships; both perceptions led to lower ratings of leader effectiveness. Thus, principals who do not practice assertive leadership may be perceived as weak and indecisive by teachers.

Evers and Jean (2011) conducted a study on the relationship between elementary principals' leadership traits, teacher morale, and school performance. Research was conducted with 20 school districts in the southern region of Mississippi. The researchers found that teacher perceptions of leadership practices based on Kouzes and Posner's

Leadership Practices Inventory (LPI) correlated with teacher satisfaction. The LPI subscales included: (a) Model the Way, (b) Inspire a Shared Vision, (c) Challenge the Process, (d) Enable Others to Act, and (e) Encouraging the Heart. The subscales are related to the various characteristics of servant leadership found in the review of literature. In sum, understanding of perception is necessary for the current study as the different perceptions that the teachers have of the one principal at this school is important to understand so that the principal is able to effectively lead all of the teachers. The current study will further advance future studies relating to perceptions.

Perceptions of servant leadership. Previous studies on servant leadership in schools are very limited. Very few focused on servant leadership in a school setting or the perceptions of teachers of leadership, and even fewer focus on teacher job satisfaction with respect to perceptions of servant leadership of the leadership in schools.

Research by Valdes (2009) examined whether a relationship existed between the perceived level of servant leadership of principals and assistant principals and their gender, work experience, level of education, and the level of the academic institution. Valdes found that there was no relationship between the principal/assistant principal and his or her perceptions of personal servant leadership based on gender, experience, level of education, or type of academic institution. There was also no significant relationship found between the level of servant leadership and the level of the academic institution. The findings showed that servant leadership is not limited to any one type of leader in a school setting.

In a study on servant leadership and principal job satisfaction, Svoboda (2009) found that there was positive correlation between perceived level of servant leadership

and the perceived level of elementary-school principal job satisfaction. This study has implications in the study of servant leadership and teacher job satisfaction because if the principals are supervised by people who utilize servant-leadership characteristics, they may model that behavior in their leadership style towards their teachers.

The preceding studies (Valdes, 2009; Svoboda, 2009) showed that there was a relationship between servant leadership and the satisfaction of principals who practice servant leadership. If servant leadership characteristics can effect principals' satisfaction with their job, the findings may suggest that servant leadership characteristics can also effect teacher satisfaction with their jobs. The present study will further the research of servant leadership perceptions by teachers in a school setting.

This case study examined the relationship between employee perceptions of principals using servant leadership and job satisfaction for these employees in a school setting. The quantitative data from this research study were collected from the results of the OLA (Laub, 1999) and the MCMJSS (Mohrman et al., 1977). The qualitative aspect of this research study was derived from in-depth interviews with participants. The data from the qualitative portion of the study was used to ensure accurate interpretation of the data from the OLA. In order to determine accuracy, triangulation was used. According to Casey and Murphy (2009), "the use of triangulation would enhance the validity of a study if findings from different sources were confirmed" (p. 42). The data obtained from both methods in this study reflected the purpose of this study. The quantitative aspect of this study revealed to the researcher the perception of servant leadership and level of job satisfaction at the site, while the explanatory qualitative aspect revealed to the researcher why those perceptions and levels of satisfaction exist.

Summary

Teachers are critical to the success of the students with whom they work. If teachers are consistently leaving the teaching profession because of the leadership at their schools, students suffer, and achievement is often impacted. Many factors impact teacher effectiveness, among them being how teachers view their school's leadership and teacher job satisfaction. This case study was designed to explore teacher perceptions of servant leadership and to determine if there was a relationship between those perceptions and their job satisfaction.

The background of this study focuses on leadership. Many leadership theories were researched in order to have a better understanding in toe role that leadership plays in practice. Traits model, three-skill approach, skills model, situational leadership, contingency theory, path-goal, leader-member exchange, transformational and transactional, and servant leadership are all leadership styles that may have worked well in the current research study. The researcher ultimately chose servant leadership as the theoretical framework for the current study because the characteristics found in the servant leadership model may have implications in an educational setting.

Greeleaf's (1998; 2002) theory of servant leadership served as the theoretical foundation for this study. Greenleaf (1998; 2002) argued that leadership was bestowed on a person who was by nature a servant. Greenleaf believed that one who is servant leader is servant first. Servant leadership is characterized by leaders who are attentive to the concerns of their followers, and this is a trait well suited to the educational leadership environment. Servant leadership has characteristics that studies have shown are exhibited by effective principals. Servant-leadership traits and attributes have been shown by the

research to be wanted and needed by teachers in order for the teachers to be happy in their jobs (Svoboda, 2009; Valdes, 2009). Leadership practices by principals who were identified as servant leaders included challenging, inspiring, enabling, modeling, and encouraging. These characteristics used by principals have been shown to create a better school climate and culture, and to increase teacher job satisfaction and student achievement (Svoboda, 2009; Valdes, 2009).

Results of the literature review revealed that school leadership in the present day is different from what it was even 15 years ago. The goal for principals at that time was to ensure that the teachers' instructional practices were effective. The focus of school leadership now centers on a collaborative effort between the principals, teachers, and many others in the school community to increase student achievement. The leadership responsibilities are no longer the sole responsibility of the principal, but extend as well to the assistant principals, curriculum specialists, mentor teachers, and department chairs. Research has also shown that teachers, family members, district staff, students, and others in the community all contribute the school accomplishments (Hughes, 2005). Even though many people within and outside of the organization help to lead the school, the principal of the school sets the climate in which leadership must take place in. The principal has an effect on the climate of the school which is directly associated with his or her leadership practices. The research shows that the principal also has an impact on student learning and achievement (Hughes & Jones, 2010). The impact may be indirectly a result of the leadership practices of the principal. The leadership practices of the principal must be ethical in nature in order to inculcate that same kind of responsibility in the teachers, staff, students, and the community.

Teachers are leaving the classroom and/or teaching profession for a number of reasons. Among these are transferring to another school, leaving the teaching profession, returning to school for further education, family reasons, or retiring. Public schools with high poverty rates have had more turnover than schools with low-poverty rates. Also, teachers tend to quit schools with low student performance. Working conditions seems to play the biggest factor in teacher satisfaction (Ames & Flynn, 2007; Evers & Jean, 2011; Thoroughgood, 2007). One of the main reasons teachers leave is due to the leadership that is in place at their schools. Kukla-Acevedo (2009) found that “Support from the principal, in terms of communicating expectations and maintaining order in the school, was a protective factor against teacher turnover among the full sample of teachers” (p. 450). The ability of the principal to lead in a way that retains teachers is important in also affecting student achievement. More research in the literature review echoed the effect a principal has on teacher satisfaction with teachers being satisfied when they felt that they had high levels of support from administrators and parents, decision-making influence over school policy, and fewer problematic student behaviors (Cha, 2008).

The two variables explored in this study were teacher perceptions of servant leadership and job satisfaction. The following research questions and hypotheses guided this study:

R1: Does a relationship exist between teachers’ perceptions of the servant leadership characteristics of one principal and job satisfaction as measured by Laub’s Organizational Leadership Assessment (OLA; Laub, 1999) and the Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS; Mohrman et al., 1977)?

H₁: There will be a statistically significant correlation between teachers' perceptions of the servant leadership characteristics of one principal and job satisfaction.

H₀: There will be no statistically significant correlation between teachers' perceptions of the servant leadership characteristics of one principal and job satisfaction.

R2: What are teachers' perceptions of leadership and how do those perceptions influence their job satisfaction?

In order to assess perceived servant-leader characteristics in an educational environment, data collection occurred via the OLA (Laub, 1999), the MCMJSS (Mohrman et al., 1977), and in-depth interviews. The OLA was chosen because it assesses the level of servant leadership present in an organization. The MCMJSS was chosen to assess the level of job satisfaction. Both are reliable and valid instruments that allowed the researcher to examine how servant leadership perceptions had an effect on the leadership practices of the leader as viewed by the follower. The data from the qualitative portion of the study were used expound upon teacher perceptions and experiences related to the practices on principal to explore how their job satisfaction was influenced. Data were triangulated in order to ensure accurate interpretation of the data from the surveys and to determine common themes and patterns in the information teachers provided.

The focus of this study was to show a correlation between perceptions of servant leadership and teacher job satisfaction. The purpose of this literature review was to provide an analysis and synthesis of current research studies regarding servant leadership

and teacher job satisfaction. The results of these previous studies help in developing the ideas in this current research study. This study's purpose is to improve leadership in schools which will result in improving teacher retention. In Chapter 3, the methodology used in this study is presented.

Chapter 3: Methodology

Introduction

The purpose of this exploratory case study was to explore teacher perceptions of the servant leadership characteristics of one principal and how that correlated with their job satisfaction. The OLA (Laub, 1999) (Appendix G) was administered to determine six domains of employees' perceptions of the servant leadership characteristics of one principal: (a) values people, (b) develops people, (c) builds community, (d) displays authenticity, (e) provides leadership, and (f) shares leadership. The MCMJSS (Mohrman et al., 1977) (Appendix E) was administered to participants to measure their job satisfaction. The correlating null hypothesis stated that there would be no statistically significant correlation between teachers' perceptions of the servant leadership characteristics of one principal and job satisfaction. Following the surveys, the researcher conducted in-depth interviews with eight participants who were willing to expound upon their perceptions of the principal and provide more detail regarding the results of the two surveys. The researcher triangulated the data to ensure that the data was justifiable and reliable.

As of 2011, the turnover rate for teachers in the United States was approximately 17%. Approximately 33% of newly hired teachers leave the teaching profession during their first three years, and almost 50% leave during the first 5 years (NCTAF, 2011). Research examining whether or not teacher perceptions of leadership styles can affect their job satisfaction is limited. This study was conducted to determine if perceptions of the servant leadership characteristics of one principal can effect a teacher's job satisfaction. If specific perceived characteristics of principals' leadership styles can be

identified that improve teacher satisfaction, these characteristics could be incorporated into the leadership practices of principals as they work to improve school climate, teacher satisfaction, and retention. Chapter 3 presents the statement of the problem, research questions and hypotheses, research methodology, research design, population and sample selection, instrumentation and sources of data, validity, reliability, data collection procedures, data analysis procedures, ethical considerations, and limitations.

Statement of the Problem

It was not known if and to what extent teacher perceptions of the servant leadership characteristics of one principal correlated with their job satisfaction. Further, it was not known how teachers perceived the servant leadership characteristics in one principal and how those perceptions influenced their job satisfaction. If schools have effective leadership, it is presumed that teachers will be satisfied with their jobs, encouraging them to stay and thus creating an environment that promotes student achievement. But what type of leadership do teachers need in order to be satisfied? The present study sought to determine how teacher perceptions of the servant leadership characteristics of one principal were related to their job satisfaction.

Research Questions and Hypotheses

The following research questions and hypotheses guided this study:

R1: Does a relationship exist between teachers' perceptions of the servant leadership characteristics of one principal and job satisfaction as measured by Laub's Organizational Leadership Assessment (OLA; Laub, 1999) and the Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS; Mohrman et al., 1977)?

H₁: There will be a statistically significant correlation between teachers' perceptions of the servant leadership characteristics of one principal and job satisfaction.

H₀: There will be no statistically significant correlation between teachers' perceptions of the servant leadership characteristics of one principal and job satisfaction.

R2: What are teachers' perceptions of leadership and how do those perceptions influence their job satisfaction?

For the purposes of this study, perception of the servant leadership characteristics of one principal was the independent variable and was measured using Laub's (1999) OLA. Teacher job satisfaction was the dependent variable and was measured using the MCMJSS (Mohrman et al., 1977). To address the quantitative research question, 32 teachers completed the OLA to determine the perceived level of the servant leadership characteristics that existed in one principal. They also completed the MCMJSS, which was administered to measure their job satisfaction. Following completion of the surveys, eight teachers participated in individual interviews to glean further information related to their thoughts on their principal and their job satisfaction. An interview guide (Appendix A) was used to facilitate interview sessions.

Rationale for Methodology and Design

A case study was used to identify if and to what extent teacher perceptions of the servant leadership characteristics of one principal correlated with their job satisfaction. A second purpose of the case study was to identify how teachers perceived the servant leadership characteristics in one principal and how those perceptions influenced their job

satisfaction. Yin (2014) asserted that case studies can include both qualitative and quantitative data, in that the difference between the two does not completely differentiate the two research methods. For example, some experiments focus on perceptions and some surveys focus on the use of qualitative data. In contrast, historical studies can include copious amounts of quantitative data. Use of both qualitative and quantitative data, along with an accurate definition of the case, is two factors that characterize case studies in ways that go beyond qualitative research (Yin, 2014).

Yin (2014) noted that case studies are done to investigate a contemporary phenomenon in the real world and are a good option when the borders between the phenomenon and context of the setting are not clearly delineated. The case study method is particularly useful when the goal of the researcher is to answer specific questions and to give a direct and actual account of people and an event (Yin, 2003). This study was designed to be a holistic, exploratory study of one school and how the teachers collectively perceived the leadership of their principal and how that influenced job satisfaction (Yin, 2003). The researcher entered the field and interacted with 32 teacher participants with regard to the context of how they perceived the servant leadership behaviors of their principal and how that related to and influenced their job satisfaction.

In order to objectively show a relationship between perceptions the independent variable of perception of the servant leadership characteristics of one principal and the dependent variable of teacher job satisfaction statistical testing was necessary. Thus, a quantitative component was used. According to Creswell (2009), quantitative research is a means for testing objective theories by examining the relationship among variables. For the purposes of this study, perception of the servant leadership characteristics of one

principal was the independent variable and was measured using Laub's (1999) OLA. Teacher job satisfaction was the dependent variable and was measured using the MCMJSS (Mohrman et al., 1977). Yin (2014) noted that many researchers like to use surveys, but often "struggle to limit the number of items in a questionnaire (and hence the number of questions that can be analyzed) to fall safely within the allotted degrees of freedom (usually constrained by the number of respondents to be surveyed" (p, 16). Since the setting of this study was limited to one school with 33 full-time teachers, a case study approach with a quantitative element was deemed appropriate.

Qualitative data, in the form of in-depth interviews, were used to expound upon the information collected through the survey instruments and to gain more in-depth information related to the results of the survey and teacher perceptions of their principal as well as their job satisfaction. In qualitative interviews, the questions are "unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from participants" (Creswell, 2009, p. 181). Thus, the qualitative data obtained from the interviews added to the numbers gleaned from the surveys by further exploring, through words and phrases, teacher perceptions of their principal and how those perceptions affect their job satisfaction.

In summary, a case study consisting of both quantitative and qualitative data was selected as the best approach for this study because a purely qualitative or purely quantitative focus would not completely reveal all of the perceived aspects of leadership that effect a teachers' satisfaction with their job. The quantitative aspect of this study revealed to the researcher the teachers' perceptions of the servant leadership characteristics of one principal and level of job satisfaction at the site, while the

qualitative aspect revealed to the researcher why those perceptions and levels of satisfaction exist. Data from multiple sources of evidence were triangulated to determine if patterns existed among the data and to enhance the validity of the results (Murphy, 2009).

Population and Sample Selection

The total population for this study included all the certified, full-time teachers in one elementary school in the Southwestern United States, of whom 32 agreed to participate. The elementary school houses grades pre-K through fifth grade. There were approximately 445 students attending the school when this study took place under the leadership of one principal and one assistant principal. There were a variety of staff who worked at the school, including resource teachers, classroom assistants, campus monitors, a counselor, office staff, lunch-room staff, and custodial staff. For the purposes of this study, the 33 full-time teachers present at the school were the focus and were approached to take part in this study.

A convenience sample of 32 full-time teachers actually participated in the study. This type of sampling, according to Gravetter and Forzano (2010), involves people who are easily accessible and are willing to participate in a study. The term *teacher* was used to identify all male and female certified employees who worked directly with students. All teachers had B.A., M.A., and Ed. D degrees. For this study, the minimum sample size of 31 was determined using the sample-size formula (Appendix B). With a population of 33 teachers, in order to have a 95% confidence level and a margin of error of 8.46, a sample size of 31 would be needed (Creative Research Systems, 2011).

An invitation to participate in the study, along with information regarding the study and an informed consent form, was placed in the school mailbox of all certified staff and individuals who fit the sample criteria. If an individual was willing to participate, he or she signed the consent form and placed it in a secure box in the researchers' mailbox at the school. The researcher sent an email link to each of the surveys to each participant who completed and returned the signed consent form. The initial e-mail correspondence seeking participants also included an invitation, once the surveys had been completed, to participate in a one-on-one in-depth interview. The surveys were completely anonymously, with no identifying information collected when participants took the two surveys. All information that was collected, as well as all supporting documentation, is locked in a secure filing cabinet and kept in a password-protected database for five years after the completion of the study and the final report, at which time all raw data and any personal identifying information will be destroyed.

Instrumentation and Sources of Data

There were two survey instruments in this study. The OLA (Laub, 1999) was administered to determine six domains of employees' perceptions of the servant leadership characteristics of one principal: (a) values people, (b) develops people, (c) builds community, (d) displays authenticity, (e) provides leadership, and (f) shares leadership. The MCMJSS (Mohrman et al., 1977) was used to determine the level of job satisfaction among the sample of teachers. These two surveys were administered in electronic format as web-based surveys. In-depth interviews were conducted with participants willing to expound upon their perceptions of servant leadership and give greater detail regarding the insights on the two surveys. The demographic information

included gender and education level. An interview guide (Appendix A) was used to facilitate interview sessions with participants willing to go further into detail about their principal and their satisfaction and dissatisfaction with their jobs. Data collection took place with teachers who worked with students at the school at all grade levels.

Demographic information such as gender and level of education was collected when participants signed on to take the two surveys.

Servant leadership perceptions. The OLA (Appendix G) was developed by Dr. Jim Laub (1999) to assess organizational health. Laub developed the OLA based on a three-round Delphi survey on servant leadership that he conducted with a panel of 14 recognized experts in the field. Laub field tested the OLA in 41 different organizations involving 823 participants. From the initial Delphi survey, Laub established six constructs and 74 characteristics of what servant leadership is (Appendix C). The six constructs are: Display Authenticity, Value People, Develop People, Build Community, Provide Leadership, and Share Leadership (Laub, 1999). The survey consists of 66 items that are assessed on a 5-point Likert Scale (0 = *No response or Undecided*, 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Agree*, 4 = *Strongly Agree*).

Since its development, the OLA has been used in numerous research studies pertaining to servant leaders. Horsman (2001) found that “the correlation between Organization and Leadership was .864, which is very similar to the .836 that Laub (1999) found in his study” (p. 122). The similarity in results between the two studies further validates Laub’s OLA as a valid instrument for assessing organizational leadership. Hebert (2003) found in a study on servant leadership using the OLA that, “servant

leadership was operating, at a quantitatively measurable level, in the organizations studied” (p. 100).

Job satisfaction. The MCMJSS (Mohrman et al., 1977) measures employees’ self-reported level of work satisfaction (Appendix E). The MCMJSS was based on Herzberg’s motivation-hygiene theory that established its construct validity. The survey includes eight statements divided into two categories: intrinsic and extrinsic motivation. There are four statements in each category. A 6-point Likert scale is used for respondents to score their level of satisfaction for each statement (1= *Least Satisfied*, 2 = *Less Satisfied*, 3 = *Neither Satisfied or Dissatisfied*, 4 = *Satisfied*, 5 = *More Satisfied*, 6 = *Most Satisfied*). An overall satisfaction score is computed from a combination of all answers. “Intrinsic motivation has been defined as the activation or energization of goal-oriented behavior within an individual due to internal factors within a person rather than due to some external factors acting on the individual” (Brown & Huning, 2010, p. 1). With extrinsic motivation, “the emphasis is on the need for adequate remuneration, opportunity for advancement, and being praised for doing a good job” (Yi-Feng, 2009, p. 1261).

Interviews. According to Creswell (2009), in qualitative interviews the questions are “unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from participants” (p. 181). In this study, an interview guide consisting of six open-ended questions (Appendix A) was designed to elicit views on the participants’ specific areas of job satisfaction and dissatisfaction and their perceptions of their principal. The questions centered on teachers reflecting on what aspects of their job gives them the greatest satisfaction, situations they experienced that have been disappointing in their role as a teacher, and how these situations influenced

their job satisfaction, how school and district leaders influenced their job satisfaction, how teacher job satisfactions influences overall school climate, and issues that are most important for promoting, limiting, or having no effect on job satisfaction.

In order to test the validity of the interview questions, an expert panel was assembled. The panel consisted of the principal, a master teacher, and a classroom assistant who was also a certified teacher. The panel was instructed to answer the questions on their own and then discuss their answers with each other. The researcher was looking for consistency in the understanding of the questions and for any additional feedback as to the relevancy of the questions toward gaining the desired results. The information gathered from the panel of experts assisted the researcher in determining if the interview questions were valid for the purposes of this study. After the panel discussion, the responses and feedback from the panel gave the researcher confidence to move forward with the interview questions as they were presented to the panel.

Validity

Black and Champion (1976) described validity as “The measure that an instrument measures what it is supposed to” (p. 232). For this study, an accurate measurement of servant leadership perceptions of one principal was established through the use of Laub’s (1999) OLA. An accurate measurement of the teachers’ job satisfaction level was established with the use of the MCMJSS (Mohrman et al., 1977).

According to Laub (1999), the OLA is used “to determine whether differences exist in the perception of leadership held by people with different roles in the organization” (p. 36). Since its development, the OLA has been used in numerous research studies pertaining to servant leaders. A study by Horsman (2001) on servant

leadership found that “the correlation between Organization and Leadership was .864, which is very similar to the .836 that Laub (1999) found in his study” (p. 122). The similarity in results between the two studies further validates Laub’s OLA as an instrument for assessing organizational leadership. Using the OLA, Hebert’s 2003 study on servant leadership found that, “servant leadership was operating, at a quantitatively measurable level, in the organizations studied” (p. 100). With its continued use in studies concerning servant leadership, the OLA was considered a reliable instrument for the current study.

The MCMJSS (Mohrman et al., 1977) was based on Herzberg’s motivation-hygiene theory that established its construct validity. The reliability of the instrument, using Cronbach’s Alpha for the intrinsic scale, ranged from .81 to .87, while the extrinsic scale ranged from .77 to .82 (Mohrman et al., 1977). The MCMJSS was considered a reliable instrument for the current study due to the successful results using Cronbach’s Alpha.

To further validate the findings of the two instruments, participants were offered the opportunity to expound on their answers to the survey instruments. Interviews with willing participants were used to gain insight into their perceptions of the principal at the school. In order to test the validity of the interview questions, an expert panel was assembled to review the questions. The expert panel consisted of the principal, a master teacher, and a classroom assistant who was also a certified teacher. The panel was instructed to answer the questions on their own and then discuss their answers with each other. The researcher was looking for consistency in the understanding of the questions and for any additional feedback as to the relevancy of the questions in gaining the desired

results. The information gathered from the panel of experts assisted the researcher in determining if the interview questions were valid for the purposes of this study. After the panel discussion, the researcher was confident based on the responses and feedback from the panel to move forward with the interview questions as they were presented to the panel.

To further validate this study, triangulation was used. “Triangulation is a comparative strategy for examining data that strengthens qualitative and multi-method research” (Briller, Meet, Schumm, Thurston, & Kabel, 2008, p. 245). Creswell (2009) defined internal validity threats as “experimental procedures, treatments, or experiences of the participants that threaten the researcher’s ability to draw correct inferences from the data about the population in an experiment” (p. 162). Internal validity was controlled with the use of the two established instruments: the OLA (Laub, 1999) and the MCMJSS (Mohrman et al., 1977). Creswell also defined external validity as threats that arise “when experiments draw incorrect inferences from the sample data to other persons” (p. 162). External validity was controlled by extending the invitation to participate in the study to a variety of teachers in different grade levels within the school.

Reliability

According to Laub (1999), the OLA instrument has a reliability of .98. Laub ran correlation analysis between scales. “The lowest item-to-test correlation was .41, and the highest was .77” (Laub, p. 66). Laub tested the correlation of job satisfaction to the SOLA scores. “A Pearson correlation was run and it was found that a significant ($p < .01$) positive correlation of .635 existed, accounting for 40% of the variance in the total instrument score” (p. 73). It was noted that the “job satisfaction score obtained an

estimated reliability, using the Cronbach-Alpha coefficient, of .81” (Laub, p. 73). At the conclusion of the field tests, Laub reduced the instrument to a total of 66 items, resulting in the current version of the OLA used in this study. Using the OLA, this researcher was able to determine the perception of servant leadership. The reliability of the MCMJSS using Cronbach’s Alpha for the intrinsic scale ranged from .81 to .87 while the extrinsic scale ranged from .77 to .82 (Mohrman et al., 1977). In a correlational comparison, a perfect correlation would be 1.0. The ranges of the correlations from the MCMJSS (Mohrman et al., 1977) were close to 1; thus, the MCMJSS is considered to be a reliable instrument for this study. Black and Champion (1976) described reliability as the “ability to measure consistently” (p. 232). In order to assure reliability in the current study, all correspondence, surveys, and interview questions were administered in a consistent way. The data were also collected and analyzed in a consistent manner to ensure the reliability of the study.

Data Collection Procedures

Before invitations to participate were given out, IRB approval was granted from Grand Canyon University. Additionally, approval was obtained from the school district and the building principal. The first step in the data collection process was an invitation to participate in the research study given to all certified staff and individuals who fit the sample criteria. The sample criteria for this study consisted of 32 full-time teachers within the school. An invitation to participate in the study along with information regarding the study and an informed-consent form was placed in the school mailbox of all certified staff and individuals who fit the sample criteria. If the individuals were willing to participate, they signed the consent form and placed it in a secured box in the

researchers' mailbox at the school. The researcher then sent an email link to each of the surveys to each person's district email who completed and returned the signed consent form. The OLA (Laub, 1999) and the MCMJSS (Mohrman et al., 1977) were administered as two separate web-based surveys. The OLA was administered as a web-based survey through Laub's OLA group website. The MCMJSS was administered as a web-based survey through Zoomerang online surveys and polls. A demographic section was added to the Zoomerang survey with the MCMJSS survey to collect data regarding gender and level of education. Access codes and instructions were provided to participants through e-mail. The email contained the links for both surveys with the MCMJSS survey listed first. Neither of the surveys that were administered required the participant to identify themselves. The participants had approximately two weeks from the date of the initial invitation to complete the surveys. The researcher sent an e-mail reminder after the first week to inform all participants that the deadline for completing the surveys was a week away.

An OLA (Laub, 1999) and a MCMJSS (Mohrman et al., 1977) report was generated after all participants completed the surveys and the researcher had access to the raw data for analysis. The initial e-mail correspondence seeking participants also included an invitation, once the surveys were completed, to participate in a one-on-one in-depth interview. During the interview, the questions presented to the participants were reflective of the resulting data from the OLA and the MCMJSS. The data from the OLA, data from the MCMJSS, and information from the optional interviews were triangulated. The researcher conducted eight interviews. The interviews were held in an empty classroom at the school site on an individual basis. The interviews were recorded on

audio tape and hand-written transcripts were taken during the interviews. The length of the interviews ranged from 22 minutes to 46 minutes. During the interviews, participants answered all of the questions presented to them.

All information that was collected, as well as all supporting documentation was locked in a secure filing cabinet and maintained on a password-protected database for 5 years after the completion of the study and the final report. At the end of the 5-year period, all raw data and any personal identifying information will be destroyed.

Data Analysis Procedures

The data collected using the OLA (Laub, 1999) and the MCMJSS (Mohrman et al., 1977) was analyzed using SPSS software. The data collected from the OLA and the MCMJSS aided in answering research question one: Does a relationship exist between teachers' perceptions of the servant leadership characteristics of one principal and job satisfaction as measured by Laub's Organizational Leadership Assessment (OLA; Laub, 1999) and the Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS; (Mohrman et al., 1977)? Dr. Laub collected the raw data from the OLA and delivered the results via email in an excel spreadsheet. First, the researcher entered into the SPSS software program, each of the participants' scores for each of the subscales of the OLA and analyzed the descriptive statistics. Second, the researcher entered into the SPSS software program, each of the participants' scores for each of the eight job satisfaction statements from the MJMCSS and analyzed the descriptive statistics. Third, the researcher ran a Pearson correlation coefficient with a two-tailed test of significance to examine the strength of the relationship between the two variables (servant leadership perception and job satisfaction). Using the Pearson correlation coefficient, a correlational analysis of the

data from the OLA and MCMJSS was done to determine whether there is a relationship between the perceptions of servant leadership related to job satisfaction. The following were the hypotheses tested: H_1 : There will be a statistically significant correlation between teachers' perceptions of the servant leadership characteristics of one principal and job satisfaction. H_0 : There will be no statistically significant correlation between teachers' perceptions of the servant leadership characteristics of one principal and job satisfaction. This was done by computing the bivariate correlations among the subscales of the OLA and MCMJSS as well as the bivariate correlation of the summary measures.

The Pearson correlation coefficient was used to examine the six OLA (Laub, 1999) constructs of servant leadership: (a) values people, (b) develops people, (c) builds community, (d) displays authenticity, (e) provides leadership, and (f) shares leadership in relationship to the three sub-scores from the MCMJSS (Mohrman et al., 1977) that measure job satisfaction extrinsic, intrinsic, and overall job satisfaction. The demographic items, such as gender and education level, were analyzed with descriptive statistical analysis.

In the initial study correspondence, an optional interview invitation was extended to all participants. The interview was an opportunity for participants to explain further their thoughts on servant-leadership perceptions exhibited of the principal at the school and their satisfaction with their job. The data collected from the interviews aided in answering Research Question 2: *What are teachers' perceptions of leadership and how do those perceptions influence their job satisfaction?*

The interviews were conducted one-on-one in an empty classroom at the school site and were tape recorded so that the researcher could refer back to the interview.

During the interviews, participants answered any or all of the questions presented to them. Eight teachers completed one-on-one in-depth interviews with the researcher. All interviews were audio taped and transcribed. According to Creswell (2009), coding is the process of taking the data that was collected during research and segmenting it into categories. The interview transcripts were read multiple times and color-coded to facilitate extraction of relevant interview material for discussion and presentation. Verbatim statements obtained from the eight teachers were recorded, transcribed, coded for a-priori themes, and synthesized into textural and structural descriptions using NVivo9. The data from the OLA (Laub, 1999), the data from the MCMJSS (Mohrman et al., 1977), and the information from the optional interviews were triangulated.

Ethical Considerations

Ethical considerations were addressed prior to, during, and after the research study. The study underwent a review by the IRB at Grand Canyon University and then the project was granted approval by the IRB Board before the study commenced. After IRB approval, the researcher took the approved proposal to the school district in the Southwestern United States for approval to conduct a research study in the district. Approval by the district was granted before the study commenced. Informed consent was collected from all participants. A letter of invitation was given to prospective participants at the school that described the research study, process, and purpose. Participants were informed via the initial invitation that they were able to withdraw from the study at any time and that all information collected would be confidential because no identifying information would be collected.

Before the study took place, the researcher completed the CITI (Collaborative Institutional Training Initiative) course which provided the researcher with training in ethics and an understanding of the Belmont Report. The researcher adhered to the Belmont Report's three key principles: Respect, Justice, and Beneficence. Respect for the participants was of utmost concern for the researcher. The researcher intended to respect the participants' dignity, privacy, and confidentiality. Justice was ensured through confidentiality of information relating to the school, leadership, and staff being maintained. The surveys were done completely anonymously. Beneficence was ensured as there was no identifying information collected when participants took the two surveys. All information that was collected, as well as all supporting documentation, will be locked in a secure filing cabinet and kept in a password-protected database for five years after the completion of the study and the final report, at which time all raw data and any personal identifying information will be destroyed.

It is important from an ethical standpoint that everyone was allotted the opportunity to participate in the research study that was being conducted at their site. All full-time teaching staff at the school had the opportunity to participate in the research study. The opportunity was broadcasted to the entire staff at the school through e-mail and through hard copies placed in their individual school-based mail boxes.

Bracketing is a term that describes a researcher's ability to examine and set aside their own existing assumptions and understandings, to put them in abeyance, in order to let the phenomena speak (Crotty, 1996). It was essential to the study that the researcher was able to bracket any personal viewpoints on leadership, job satisfaction, or anything that may have directly or indirectly prejudiced the study. An ethical issue that arose in

this study was that the researcher was employed at the school where the study was conducted. While the researcher was the data collection instrument, she exercised bracketing and did not, in any way, influence the responses of the participants or overall results. Additionally, she did not hold any supervisory capacity over the participants in the study. The researcher notes this as a limitation of this study.

The surveys did not contain any identifying information. The researcher did not match the survey results with the interview participants. All transcriptions were stripped of any identifying information. Each interview was given a number to identify the source in the study's findings. By following the interview guide questions and not commenting during the interviews, the researcher was able to not interject bias into the interviews, and the participants were free to respond as they saw fit.

Limitations

The data produced from this study will have limited generalization value: the results cannot be generalized to other studies because different factors in this study may not be present in other studies. This study took place in one school in one district and the sample, therefore, may not be characteristic of teacher populations in other schools, districts, or states. The results found in this school might not be generalizable to other schools because of geographic and cultural differences as well as differences in the number of teachers or leaders at the school.

Depending on the turnout of participants, the results may not necessarily reflect an accurate view of the school, and the perceptions of the participants do not necessarily generalize to all staff. Turnout for the study might have been limited because of reluctance to take time away from other responsibilities to complete the

two online surveys or the interview. Although the study was done at a school, its population, number of students, and location might distinguish this school from other schools. The results cannot be generalized to all schools.

The OLA (Laub, 1999) and the MCMJSS (Mohrman et al., 1977) were distributed to participants as online surveys. Though we live in a technologically advanced day and age, willingness to take the time to complete two surveys may have been limited due to some participants not having an interest in computers. The OLA is available as a traditional pencil-and-paper survey tool, as is the MCMJSS, but the researcher anticipated that online surveys would encourage a higher response rate due to the fact that they could be completed in privacy and at the leisure of the participants, and there would be no way to identify specific participants through their responses.

Finally, the researcher acknowledges that her employee status at the research site had the potential to introduce personal bias to the research. However, she did not hold any supervisory role over the teachers. The results of the study are not applicable to other schools, settings, teachers or leaders. Further research is recommended to conduct similar studies in other schools in order to develop a broader understanding of how perception influences the correlation between employees' perceptions of servant leadership characteristics of one principal and job satisfaction. Summary

Summary

The purpose of this case study was to explore elementary-school teacher perceptions of the servant leadership characteristics of one principal and whether or not that correlated with their job satisfaction. This study expands on previous studies with an application to a school setting, and addresses the characteristics of leaders' role in

employees' perception of job satisfaction. The research study is a mixed methods study that used web-based survey tools and interviews.

Employees' perceptions of the servant leadership characteristics of one principal are categorized into six domains: (a) values people, (b) develops people, (c) builds community, (d) displays authenticity, (e) provides leadership, and (f) shares leadership. These domains were measured with the OLA (Laub, 1999). The OLA is an assessment tool used to measure the overall perception of organizational health. The OLA survey was tested in 41 different organizations during the initial instrument development process, and has been used in other research. Job satisfaction was assessed using the MCMJSS (Mohrman et al., 1977).

The findings from this study expand on perception and servant leadership theory and further validate the OLA instrument (Laub, 1999). This chapter presented a qualitative case study approach including research design, population, sampling, data collection procedures, validity, reliability, and data analysis. Included was the rationale for the choice of methodology. Chapter 4 includes a summary of the descriptive data, data analysis, and the results from the research study. Chapter 5 includes a summary of the study, a summary of the findings, conclusions, and recommendations for further research, practices, and implications.

Chapter 4: Data Collection and Analyses

Introduction

The purpose of this exploratory case study was to identify whether elementary-school teacher perceptions of the servant leadership characteristics of one principal correlated with their job satisfaction. Participants completed Laub's (1999) OLA and the MCMJSS (Mohrman et al., 1977). Additionally, interviews were conducted with participants willing to expound upon their perceptions of their principal and give greater detail regarding the results of the two surveys. The findings of the research study are presented in three sections in Chapter 4. The first section includes a description of the survey data, the data collection process, and the demographic characteristics of participants. The second part of Chapter 4 describes the method used to analyze the data as it related to the research questions. Finally, the last section presents the data analysis procedures and the findings as they relate to the research questions.

Descriptive Data

From the pool of 33 full-time certified teachers, 32 accessed and completed the surveys, for a return rate of 97%. Table 1 illustrates the demographic distribution of the participants. The sampling pool consisted of 33 individuals with 27, with (81.9%) females and six (18.1%) males. The final sample of 32 teachers included 26 females (81.3%) and six males (18.8%).

Table 1

Demographic Distribution and Description of Participation

Variable	Category	<i>n</i>	Percent
Gender	Male	6	18.8%
	Female	26	81.3%
Highest Education	Bachelor's	7	21.9%
	Master's	24	75.0%
	Doctorate	1	3.1%

One survey question asked participants to report their gender (male or female). Of the 32 respondents, 18.8% were male, and 81.3% were female (see Figure 1).

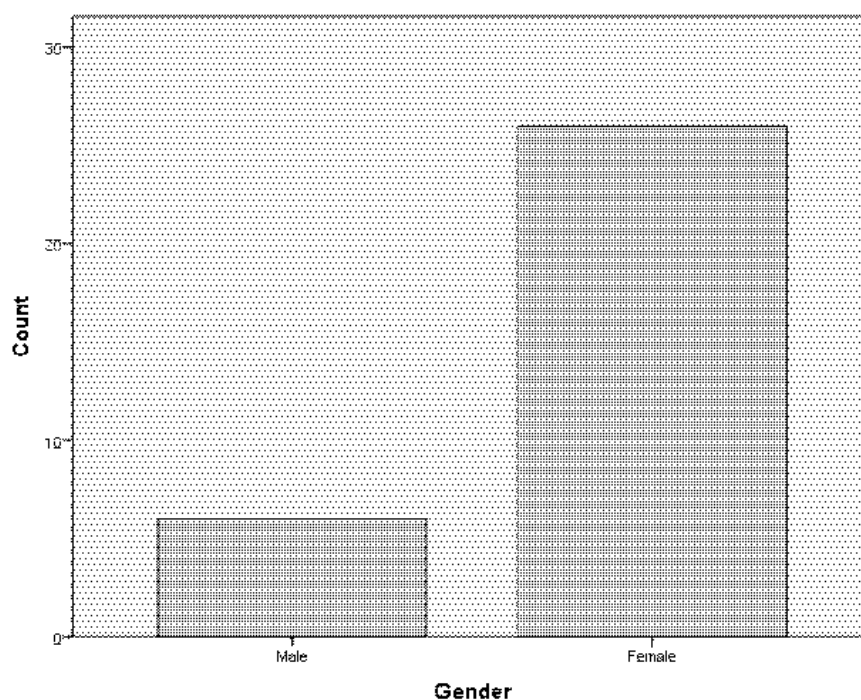


Figure 1. Gender.

Another survey question asked participants to report their highest educational degree in one of three categories (bachelor's degree, master's degree, or doctorate

degree). Of 32 respondents, 21.9% had a bachelor's degree, 75% had a master's degree, and 3.1% held a doctoral degree (see Figure 2).

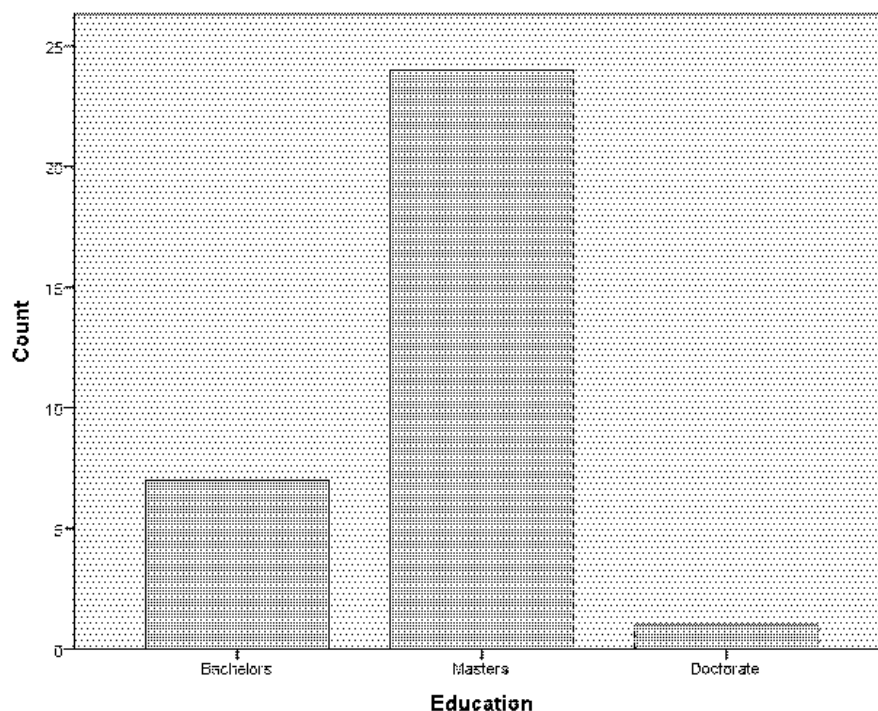


Figure 2. Educational degree.

Interview participants. A summary of the experience of the eight interviewees is as follows:

Teacher 1 was a first-grade teacher with less than 5 years' of experience.

Teacher 2 was a fifth-grade teacher with more than 15 years' of experience.

Teacher 3 was a fourth-grade teacher with more than 5 years' of experience.

Teacher 4 was a resource teacher with more than 5 years' of experience.

Teacher 5 was a pre-K teacher with less than 5 years' of experience.

Teacher 6 was a fourth-grade teacher with more than 5 years' of experience.

Teacher 7 was a first-grade teacher with more than 5 years' of experience.

Teacher 8 was a kindergarten teacher with more than 30 years' of experience.

Data Analysis Procedures

Quantitative data. In order to objectively show a relationship between perceptions of the servant leadership characteristics of one principal and teacher job satisfaction, statistical testing was necessary. The OLA (Laub, 1999) was used to determine perceptions of servant leadership. The results of a study by Horsman (2001), on organization and leadership using the OLA were very similar to what Laub found in his study. The similarity in results between the two studies further validated Laub's OLA as a valid instrument for assessing organizational leadership. According to Laub, the OLA instrument has a reliability of .98. The MCMJSS (Mohrman et al.) was used to assess employees' job satisfaction. The reliability of the instrument using Cronbach's alpha for the intrinsic scale ranged from .81 to .87 while the extrinsic scale ranged from .77 to .82 (Mohrman et al.). In a correlational comparison, a perfect correlation would be 1.0. The ranges of the correlations from the MCMJSS (Mohrman et al.) were close to 1.0; The MCMJSS (Mohrman et al.) is considered to be a reliable instrument for this study.

The data collected using the OLA (Laub, 1999) and the MCMJSS (Mohrman et al., 1977) were analyzed using SPSS software. The raw data for both surveys were generated electronically by the two web-based survey programs being used in this study: Laub's OLA group website and Zoomerang online surveys and polls. The raw data from the two instruments were entered manually by the researcher into an Excel spreadsheet and then exported to the SPSS software. Using the software, the researcher was able to analyze the data by correlating the bivariate using Pearson's correlation coefficient and a 2-tailed test of significance. Using the Pearson correlation coefficient, a correlational analysis of the data from the OLA and MCMJSS was done to determine the relationship

between the perceptions of the servant leadership characteristics of one principal related to job satisfaction. This was done by computing the bivariate correlations among the subscales of the OLA and the MCMJSS as well as the bivariate correlation of the summary measures.

Teachers' perceptions of the servant-leadership characteristics of one principal were computed based on the responses to the OLA (Laub, 1999) survey. Items were averaged according to the OLA survey manual in order to build scores for the following dimensions of perceptions of the servant leadership characteristics of one principal: (a) values people, (b) develops people, (c) builds community, (d) displays authenticity, (e) provides leadership, and (f) shares leadership. The descriptive statistics of the OLA are shown in Table 2. Descriptive data were calculated on responses to the MCMJSS. Additionally, data from the MCMJSS were averaged in order to build scores for job satisfaction. The descriptive statistics of the MCMJSS are shown in Table 3.

After descriptive statistics were calculated on responses to the two surveys, bivariate analysis was conducted using Pearson's correlation coefficient and a 2-tailed significance for each of the dimensions of servant leadership. Using the information obtained from the OLA analysis, a bivariate correlation was calculated between each subscale on the OLA: (a) values people, (b) develops people, (c) builds community, (d) displays authenticity, (e) provides leadership, and (f) shares leadership (Laub,) and the eight job satisfaction statements of the MCMJSS (Mohrman et al.): (a) extrinsic, (b) intrinsic, and (c) overall job satisfaction. The demographic items, such as gender and education level, were collected and analyzed with descriptive statistics.

Qualitative data. In addition to completing the two surveys, invitations to participate in a one-on-one in-depth interview were extended to all teachers. Eight teachers completed one-on-one in-depth interviews with the researcher. All interviews were audio taped and transcribed. Transcripts of the recorded interviews were made as soon as possible after the interview. The researcher listened to the audio tape recordings several times in order to ensure that the true statements of the interviewees were transcribed correctly. Frequent listening of the tapes was done in order to ensure accuracy. Verbatim statements, which were recorded on audio tape, were entered in NVivo9. The transcripts of the audio recorded interviews were coded according to theme groupings using NVivo9 software. Once I had transcribed the audio recordings of the interviews, and using the NVivo9 software, I read the transcripts and identified general *themes* that appeared to be appropriate for the identification of *nodes* in the transcripts. Similar *nodes* were then brought together into a folder and labeled. This procedure produced a manageable amount of four themes to use presentation of the results.

Triangulation. To further validate this study, triangulation was used. “Triangulation is a comparative strategy for examining data that strengthens qualitative and multi-method research” (Briller et al., 2008, p. 245). Creswell (2009) defined internal validity threats as “experimental procedures, treatments, or experiences of the participants that threaten the researcher’s ability to draw correct inferences from the data about the population in an experiment” (p. 162). Internal validity was controlled with the use of the two established instruments: the OLA (Laub, 1999) and the MCMJSS (Mohrman et al., 1977). Creswell also defined external validity threats as threats that arise “when experiments draw incorrect inferences from the sample data to other

persons” (p. 162). External validity was controlled by extending the invitation to participate in the study to a variety of people within the school. In order to triangulate the data, the researcher reviewed the results of the two surveys, in conjunction with the interview transcripts to identify patterns and consistencies, as well as outliers. The triangulated findings are discussed in the Results section below.

Results

Research question 1. The first research question in the study was designed to determine if a relationship existed between teachers’ perceptions of the servant leadership characteristics of one principal and job satisfaction as measured by Laub’s (1999) OLA and the MCMJSS (Mohrman et al., 1977). The related null hypothesis stated that no significant relationship existed between teachers’ perceptions of the servant leadership characteristics of one principal and job satisfaction.

Teachers’ perceptions of the servant leadership characteristics of one principal were computed based on the responses to the OLA survey. In order to derive numbers for statistical analysis, items were averaged according to the OLA survey manual in order to build scores for the following dimensions of perceptions of the servant leadership characteristics of one principal: (a) values people, (b) develops people, (c) builds community, (d) displays authenticity, (e) provides leadership, and (f) shares leadership. The highest subscale was displays authenticity with a mean score of 37.75 followed by values people with a mean score of 32.84, and shares leadership with a mean score of 31.88. Builds community ranked fourth among the subscales with a mean score of 31.09, followed by provides leadership with a mean score of 29.88. The lowest ranking subscale

was develops people with a mean score of 28.25. The descriptive statistics of the OLA are shown in Table 2.

Table 2

Descriptive Statistics of the OLA Subscales

	N	Minimum	Maximum	Mean	Std. Deviation
Values People	32	23	45	32.84	5.323
Develops People	32	12	45	28.25	8.305
Builds Community	32	19	43	31.09	6.893
Displays Authenticity	32	18	56	37.75	9.575
Provides Leadership	32	18	45	29.88	6.908
Shares Leadership	32	12	50	31.88	9.691

Descriptive statistics in the form of mean scores were also calculated for the statements on the MCMJSS. The first question asked participants to rate the feeling of self-esteem or self-respect they get from being in your job. This statement yielded a mean score of 4.65. The second question asked teachers to rate the opportunity for personal growth development in their job, which yielded a mean score of 4.21. The third question asked participants their feelings of worthwhile accomplishment in their job, which had a mean score of 4.4. The fourth question asked teachers to rate their present job compared to the expectations they had when they took the job. This question had a mean score of 4.2. The fifth question asked teachers to rate their perceptions regarding the amount of respect and fair treatment received from supervisors. Teachers ranked this statement with a mean score of 4.2. The sixth question asked teachers about their feeling of being informed in their job, which had a mean score of 3.7. The seventh question

asked teachers to rank the amount of supervision received, which had a mean score of 3.78. The last question asked teachers to rate their opportunity for participation in the determination of methods, procedures, and goals, which had a mean score of 3.9.

In sum, teachers rated the amount of self-esteem or self-respect they get from being in their job the highest, followed by the feelings of worthwhile accomplishment in their job and personal growth development in their job as the second and third most important factors. Teachers ranked their present job compared to the expectations they had when they took the job, and amount of respect and fair treatment received from supervisors as fourth and fifth. Next, they rated their opportunity for participation in the determination of methods, procedures, and goals next, followed by the amount of supervision received and last ranked, feeling of being informed in their job as lowest. The descriptive statistics of the MCMJSS are shown in Table 3.

Table 3

Descriptive Statistics of the MCMJSS Statements

	N	Minimum	Maximum	Mean	Std. Deviation
The feeling of self-esteem or self-respect you get from being in your job.	32	1.00	6.00	4.6250	1.43122
The opportunity for personal growth development in your job.	32	1.00	6.00	4.2187	1.31332
The feeling of worthwhile accomplishment in your job.	32	1.00	6.00	4.4063	1.54208
Your present job when you consider the expectations you had when you took the job.	32	1.00	6.00	4.2188	1.40814
The amount of respect and fair treatment you receive from your supervisors.	32	1.00	6.00	4.2258	1.43084
The feeling of being informed in your job.	32	1.00	6.00	3.7188	1.32554
The amount of supervision you receive.	32	1.00	6.00	3.7813	1.26324
The opportunity for participation in the determination of methods, procedures, and goals.	32	1.00	6.00	3.9687	1.28225

Teacher responses related to job satisfaction from the MCMJSS survey were averaged in order to build three different job satisfaction scores: (a) overall job satisfaction, (b), intrinsic job satisfaction, and (c) extrinsic job satisfaction. Next, Pearson

correlations were calculated to determine the correlation of the three job satisfaction categories to the six subscales on the OLA. In other words, teacher overall job satisfaction, intrinsic job satisfaction and extrinsic job satisfaction mean scores were analyzed with the mean subscale scores from the following six sections of the OLA: Values People, Develops People, Builds Community, Displays Authenticity, Provides Leadership, and Shares Leadership.

The results revealed that overall job satisfaction had the highest correlation to the Builds Community subscale of the OLA with 0.59. Provides Leadership and Develops People, followed as second and third highest correlated to overall job satisfaction with 0.37 and 0.35, respectively. Intrinsic job satisfaction also had the highest correlation to the Builds Community subscale of the OLA with 0.70. Develops People and Provides Leadership followed as second and third highest correlated to intrinsic job satisfaction with 0.25 and 0.26, respectively. Extrinsic job satisfaction had the highest correlation to the Provides Leadership subscale of the OLA with 0.49. Builds Community and Develops People follow as second and third highest correlated to extrinsic job satisfaction with 0.48 and 0.44 respectively. A scatter plot summarizes the results (Figure 3).

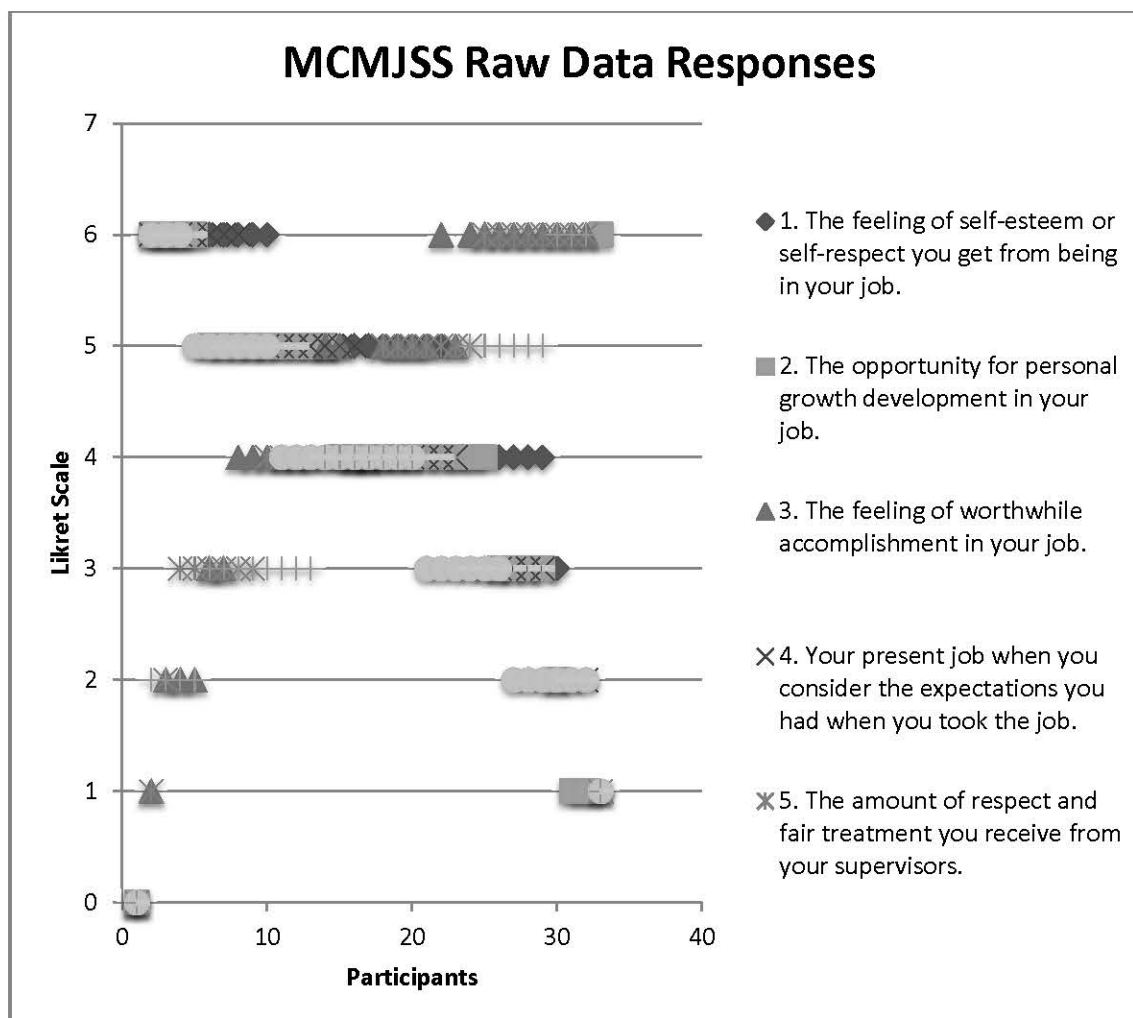


Figure 3. Scatterplot of MCMJSS responses.

As shown in Table 4, relatively low correlations were observed between perceptions of servant leadership principles and all dimensions of job satisfaction, with Pearson's r ranging from 0.07 to 0.70. The correlation between the OLA totals and overall job satisfaction was 0.39, indicating that the perceptions of servant leadership overall were not significantly correlated to the overall measure of job satisfaction. The null hypothesis was accepted for four of the OLA subscales (Values People, Develops People, Displays Authenticity, and Shares Leadership) and rejected for two of the OLA subscales (Builds Community, and Provides Leadership). Builds Community and OJS,

IJS and EJS were all significantly correlated. A scatter plot summarizes these results (Figure 4).

Table 4

Pearson's Correlations Coefficients for the Whole Sample

	Overall JS	Intrinsic JS	Extrinsic JS
Values People	0.29	0.18	0.40
Develops People	0.35	0.26	0.44
Builds Community	0.59*	0.70*	0.48*
Displays Authenticity	0.15	0.07	0.23
Provides Leadership	0.37	0.25	0.49
Shares Leadership	0.22	0.18	0.25
OLA Total	0.39	0.33	0.38

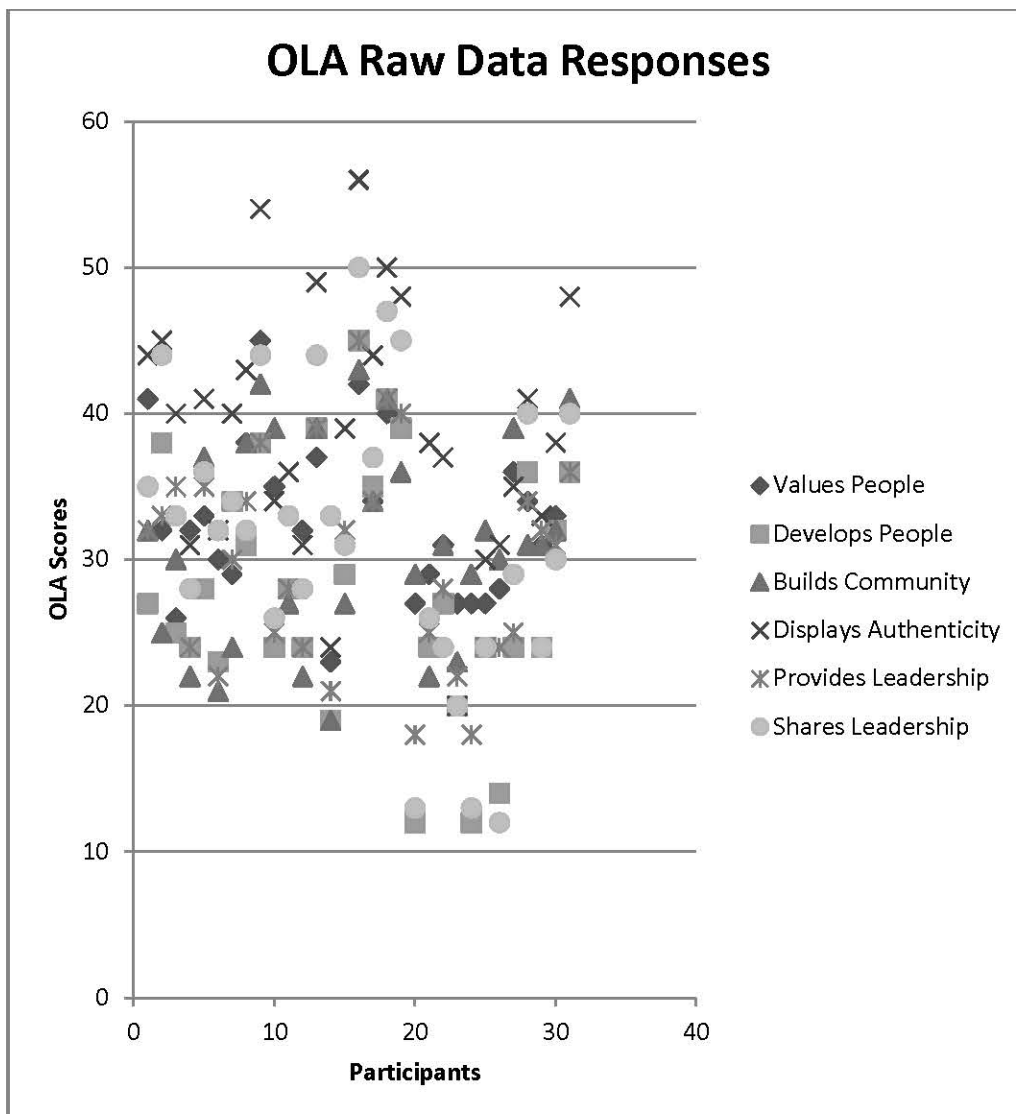


Figure 4. Scatterplot of OLA responses.

In order to determine if there was a correlation between teacher perceptions of the servant leadership characteristics of one principal and job satisfaction, bivariate analysis was conducted using Pearson correlation coefficients and a 2-tailed significance for each of the dimensions of servant leadership. Tables 5 thru 10 show the results of the bivariate analysis using Pearson correlation coefficient and a 2-tailed significance for each of the dimensions of servant leadership.

Table 5 shows the bivariate correlation between the OLA (Laub, 1999) subscale of Values People and the eight job satisfaction statements of the MCMJSS (Mohrman et al., 1977). Six of the eight MCMJSS statements yielded no significant correlation to the Values People subscale; however, two statements yielded significant negative correlations to Values People: “Your present job when you consider the expectations you had when you took the job,” and “The opportunity for participation in the determination of methods, procedures, and goals.”

Table 5

Bivariate Using Pearson’s Coefficient and a 2-Tailed Significance for Values People

	N	<i>r</i>	<i>Sig</i>
The feeling of self-esteem or self-respect you get from being in your job.	32	-.177	.332
The opportunity for personal growth development in your job.	32	-.309	.086
The feeling of worthwhile accomplishment in your job.	32	-.189	.299
Your present job when you consider the expectations you had when you took the job.	32	-.424*	.016
The amount of respect and fair treatment you receive from your supervisors.	32	-.120	.522
The feeling of being informed in your job	32	-.089	.629
The amount of supervision you receive.	32	-.149	.415
The opportunity for participation in the determination of methods, procedures, and goals.	32	-.388*	.028

Note. * Indicates the correlation is significant at the .05 level (2-tailed). $R^2 = 0.93$

Table 6 shows the bivariate correlation between the OLA (Laub, 1999 subscale *Develops People* and the eight job satisfaction statements of the MCMJSS (Mohrman et al., 1977). These statements yielded no significant correlation to the *Develops People* subscale.

Table 6

Bivariate Using Pearson's Coefficient and a 2-Tailed Significance for Develops People

	N	r	Sig
The feeling of self-esteem or self-respect you get from being in your job.	32	-.128	.487
The opportunity for personal growth development in your job.	32	-.284	.172
The feeling of worthwhile accomplishment in your job.	32	-.179	.327
Your present job when you consider the expectations you had when you took the job.	32	-.340	.057
The amount of respect and fair treatment you receive from your supervisors.	32	-.284	.121
The feeling of being informed in your job.	32	-.099	.590
The amount of supervision you receive.	32	-.016	.930
The opportunity for participation in the determination of methods, procedures, and goals.	32	-.281	.119

Note. * Indicates the correlation is significant at the .05 level (2-tailed). $R^2 = 0.94$

Table 7 shows the bivariate correlation between the OLA (Laub, 1999) subscale *Builds Community* and the eight job satisfaction statements of the MCMJSS (Mohrman et

al., 1977). These statements yielded no significant correlation to the *Builds Community* subscale.

Table 7

Bivariate Using Pearson's Coefficient and a 2-Tailed Significance for Builds Community

	N	r	Sig
The feeling of self-esteem or self-respect you get from being in your job.	32	.040	.829
The opportunity for personal growth development in your job.	32	.008	.964
The feeling of worthwhile accomplishment in your job.	32	.033	.857
Your present job when you consider the expectations you had when you took the job.	32	-.247	.172
The amount of respect and fair treatment you receive from your supervisors.	32	.171	.359
The feeling of being informed in your job..	32	.261	.150
The amount of supervision you receive.	32	.054	.768
The opportunity for participation in the determination of methods, procedures, and goals.	32	-.080	.664

Note. * Indicates the correlation is significant at the .05 level (2-tailed). $R^2 = 0.006$

Table 8 shows the bivariate correlation between the OLA (Laub, 1999) subscale *Displays Authenticity* and the eight job satisfaction statements of the MCMJSS (Mohrman et al., 1977). Although the majority of the statements yielded no significant correlation to the *Displays Authenticity* subscale, three statements yielded significant

negative correlations to Displays Authenticity: “The opportunity for personal growth development in your job,” “Your present job when you consider the expectations you had when you took the job,” and “The opportunity for participation in the determination of methods, procedures, and goals.”

Table 8

Bivariate Using Pearson’s Coefficient and a 2-Tailed Significance for Displays Authenticity

	N	<i>r</i>	<i>Sig</i>
The feeling of self-esteem or self-respect you get from being in your job.	32	-.259	.152
The opportunity for personal growth development in your job.	32	-.360*	.043
The feeling of worthwhile accomplishment in your job.	32	-.300	.096
Your present job when you consider the expectations you had when you took the job.	32	-.438*	.012
The amount of respect and fair treatment you receive from your supervisors.	32	-.256	.164
The feeling of being informed in your job.	32	-.212	.245
The amount of supervision you receive.	32	-.125	.497
The opportunity for participation in the determination of methods, procedures, and goals.	32	-.348*	.030

Note. * Indicates the correlation is significant at the .05 level (2-tailed). $R^2 = 0.86$

Table 9 shows the bivariate correlation between the OLA (Laub, 1999) subscale *Provides Leadership* and the eight job satisfaction statements of the MCMJSS (Mohrman

et al., 1977). Though the majority of the statements yielded no significant correlation to the *Provides Leadership* subscale, one statement yielded a significant negative correlation to *Provides Leadership*: “Your present job when you consider the expectations you had when you took the job.”

Table 9

Bivariate Using Pearson’s Coefficient and a 2-Tailed Significance for Provides Leadership

	N	r	Sig
The feeling of self-esteem or self-respect you get from being in your job.	32	-.161	.377
The opportunity for personal growth development in your job.	32	-.171	.349
The feeling of worthwhile accomplishment in your job.	32	-.220	.227
Your present job when you consider the expectations you had when you took the job.	32	-.371*	.037
The amount of respect and fair treatment you receive from your supervisors.	32	-.212	.252
The feeling of being informed in your job.	32	-.071	.700
The amount of supervision you receive.	32	-.014	.938
The opportunity for participation in the determination of methods, procedures, and goals.	32	-.310	.084

Note. * Indicates the correlation is significant at the .05 level (2-tailed). $R^2 = 0.92$

Table 10 shows the bivariate correlation between the OLA (Laub, 1999) subscale *Shares Leadership* and the eight job satisfaction statements of the MCMJSS (Mohrman et al., 1977). Though the majority of the statements yielded no significant correlation to the

Shares Leadership subscale, one statement yielded a significant negative correlation to *Shares Leadership*: “Your present job when you consider the expectations you had when you took the job.”

Table 10

Bivariate Using Pearson’s Coefficient and a 2-Tailed Significance for Shares Leadership

	N	<i>r</i>	<i>Sig</i>
The feeling of self-esteem or self-respect you get from being in your job.	32	-.173	.343
The opportunity for personal growth development in your job.	32	-.279	.332
The feeling of worthwhile accomplishment in your job.	32	-.224	.218
Your present job when you consider the expectations you had when you took the job.	32	-.360*	.043
The amount of respect and fair treatment you receive from your supervisors.	32	-.298	.104
The feeling of being informed in your job.	32	-.176	.335
The amount of supervision you receive.	32	-.126	.491
The opportunity for participation in the determination of methods, procedures, and goals.	32	-.304	.091

Note. * Indicates the correlation is significant at the .05 level (2-tailed). $R^2=0.8$

The correlational analysis showed that the majority of the *r* values that were generated from the correlation of the OLA (Laub, 1999) and the MCMJSS (Mohrman et al., 1977) were greater than the level of significance of .05 (p value > α), indicating an

acceptance of the null hypothesis that there was no statistically significant correlation between teachers' perceptions of servant leadership and job satisfaction.

Although the null hypothesis was retained for Research Question 1 in its entirety, the results of the correlation between the OLA (Laub, 1999) and the MCMJSS (Mohrman et al., 1977) showed that there were areas of teachers' perceptions of the servant leadership characteristics of one principal which had significant negative correlations to teacher job satisfaction: Displays Authenticity, Values People, Provides Leadership, and Shares Leadership.

The Displays Authenticity subscale of the OLA (Laub, 1999) had significant negative correlations to three of the questions on the MCMJSS (Mohrman et al., 1977): (a) The opportunity for personal growth development in your job; (b) Your present job when you consider the expectations you had when you took the job; (c) The opportunity for participation in the determination of methods, procedures, and goals. The Values People subscale of the OLA had significant negative correlations with two of the questions on the MCMJSS: (a) *Your present job when you consider the expectations you had when you took the job*; (b) *The opportunity for participation in the determination of methods, procedures, and goals*. Both the Provides Leadership and Shares Leadership subscales of the OLA had a significant negative correlation with one question on the MCMJSS: *Your present job when you consider the expectations you had when you took the job*.

Table 11 shows Research Question 1 correlated to the six subscales of the OLA (Laub, 1999): (a) values people, (b) develops people, (c) builds community, (d) displays authenticity, (e) provides leadership, and (f) shares leadership. The correlational analysis

showed that the majority of the r values that were generated from the correlation of the OLA and the MCMJSS (Mohrman et al., 1977) were greater than the level of significance of .05 (p value $> \alpha$), indicating an acceptance of the null hypothesis. For the significant negative correlations, the strength of association between the variables was very weak. There was no statistically significant correlation overall between teachers' perceptions of servant leadership and job satisfaction.

Table 11

Research Question 1 Correlated to the Six Subscales of the OLA

Research Questions	Hypothesis	Outcome
1) Is there a correlation between job satisfaction and Values People?	H1: There will be a statistically significant correlation between job satisfaction and Values People. H0: There will be no statistically significant correlation between job satisfaction and Values People.	Null Hypothesis Accepted: Two MCMJSS questions were significant, but not all; indicating that there is no overall statistically significant correlation between job satisfaction and values people.
2) Is there a correlation between job satisfaction and Develops People?	H1: There will be a statistically significant correlation between job satisfaction and Develops People. H0: There will be no statistically significant correlation between job satisfaction and Develops People.	Null Hypothesis Accepted: There is no statistically significant correlation between job satisfaction and develops people.
Is there a correlation between job satisfaction and Builds Community?	H1: There will be a statistically significant correlation between job satisfaction and Builds Community. H0: There will be no statistically significant correlation between job satisfaction and Builds Community.	Null Hypothesis Accepted: There is no statistically significant correlation between job satisfaction and builds community.
Is there a correlation between job satisfaction and Displays Authenticity?	H1: There will be a statistically significant correlation between job satisfaction and Displays Authenticity. H0: There will be no statistically significant correlation between job satisfaction and Displays Authenticity.	Null Hypothesis Accepted: Three questions were significant, but not all; indicating that there is no overall statistically significant correlation between job satisfaction and displays authenticity.
Is there a correlation between job satisfaction and Provides Leadership?	H1: There will be a statistically significant correlation between job satisfaction and Provides Leadership. H0: There will be no statistically significant correlation between job satisfaction and Provides Leadership.	Null Hypothesis Accepted: One question was significant, but not all; indicating that there is no overall statistically significant correlation between job satisfaction and provides leadership.
Is there a correlation between job satisfaction and Shares Leadership?	H1: There will be a statistically significant correlation between job satisfaction and Shares Leadership. H0: There will be no statistically significant correlation between job satisfaction and Shares Leadership.	Null Hypothesis Accepted: One question was significant, but not all; indication that there is no overall statistically significant correlation between job satisfaction and shares leadership.

Research question 2. The second research question in this study was designed to determine teacher perceptions of their principal and how those perceptions influenced

their job satisfaction. Although the interview portion of this research project was open to any of the teachers who completed surveys, only eight teachers agreed to take part in a one-on-one in-depth interview. The interviewees' names were not used and any mention of a response to an interview question by an interviewee was identified simply as *by a teacher*. Transcripts of the recorded interviews were made as soon as possible after the interview. The researcher listened to the audio tape recordings several times in order to ensure that the true statements of the interviewees were transcribed correctly. Frequent listening of the tapes was done in order to ensure accuracy.

Verbatim statements, which were recorded on audio tape, were entered in NVivo9. The transcripts of the audio recorded interviews were coded according to theme groupings using NVivo9 software. Once audio recordings of the interviews had been transcribed, using the NVivo9 software, the researcher read the transcripts and identified general *themes* that appeared to be appropriate for the identification of *nodes* in the transcripts. Similar *nodes* were then brought together into a folder and labeled.

The researcher started with general themes such as leadership and students. Table 12 shows the data that emerged from the ongoing analysis of the transcripts. Emergent categories included repetitive descriptors such as authentic, approachable, accountable for actions, level of support, school climate, trust levels, confidence levels, consistency in actions, sets and carries out goals, stays informed, level of shared and consistent vision, level of shared leadership, lack of clear expectations. Based on the emerging data, categories were then combined if they contained similar *nodes*. The final themes were labeled as consistent leadership, authentic leadership, consistently values people, and shared leadership.

Table 12

Emerging Themes

Final Themes	Emerging Themes
1. Authentic leadership: Teacher desire a leader who displays authenticity.	<ul style="list-style-type: none"> • Authentic • Approachable • Accountable for actions
2. Consistency in valuing people: Teachers desire a leader whose behavior reflects they value the staff.	<ul style="list-style-type: none"> • Encouraging • Helpful • Comfort levels • Trust levels
3. Consistent leadership: Teacher desire a leader who shows constant alignment between words and actions.	<ul style="list-style-type: none"> • Informed • Sets goals • Takes appropriate actions
4. Shared leadership: Teacher desire a leader who supports their decisions and also who involves teachers in decision making.	<ul style="list-style-type: none"> • Shares vision with staff • Shares decision-making with staff • Sets clear expectations for the staff and communicates those expectations

Themes

The themes were presented in terms of leadership skills and traits that teachers reported they would value seeing exhibited by their principal.

Teachers want consistent leadership. Laub (2013) described a leader who takes appropriate action, envisions the future, takes initiative, and clarifies goals. In other words, he or she “talks the talk, but also walks the walk.” Overall, teacher comments in interviews indicated that they wanted consistency in leadership. Specifically, they noted that leaders should be informed of school affairs, and in turn, should keep the teachers and staff informed of school happenings. The teachers stated that a leader should set and carry out clear goals and take, clear, appropriate actions. In order for a principal to provide leadership, the principal must show his or her staff that they are leading them in a positive direction for the betterment of the students, staff, and teachers.

Interviewee 1 stated:

Well I think the leaders really do have a big impact on the school. If you have a leader who doesn't take his role seriously or does what everyone wants him to do and doesn't have his expectations set out, then there's always a wishy washy; what is expected, what is not, and people walk over them. But if they have their expectations set, then I feel more comfortable and I know what is expected of me, I don't have to wonder are they expecting this or are they expecting.

Additionally, teacher 2 noted that the principal should initially support the decisions that were made at the classroom level, but follow up with an objective investigation. She stated that teachers wanted to feel "the administration has their back when it comes to student words or parent words. "Investigate, but the first person you talk to is the teacher." Teacher 3 noted that she felt the staff wanted support with regard to a safe school climate and also with regard to student learning outcomes:

I believe that my concerns should be taken seriously and I should be supported in that matter. Anything concerning me professionally when it comes to a child's academics, by all means I have no problem being questioned, I have no problem showing you the data, showing you proof as to why the grades are what they are or why I did what I did, but when it comes down to something against me, I would like to have support in that matter.

Likewise, Teacher 4 mentioned the desire for consistency in expectations for student performance.

.. the expectations are that they (my students) are to perform as a grade level student and they are not. Because administration continuously pushes for me to

push my students to pass the assessments at the grade level and it's frustrating because it's a district wide issue that all year long they are treated as students that they should only perform at their instructional level except when assessment time comes and then they expect them to work at grade level.

Teachers want authentic leadership. Laub (2013) described a leader who displays authenticity as one who is open, real, approachable and accountable to others. During interviews teachers noted that a principal should be transparent and “real” in his behaviors. They felt that a leader should approachable and to hold himself accountable for his actions, much like he did the staff. In turn, they wanted a leader who was transparent and who held everyone in the school accountable. Several teacher comments noted their perceptions that the words and actions of the principal should be aligned. Teacher statements indicated they valued trust in the actions of their leader. Teacher 2 noted that she was building her trust of leaders, and that she was careful to document her own actions. She noted, “I’m more private, and I’m aware. I will do what I need to do to be successful with my students, but I will certainly watch my back. I document more.” Teacher 5 stated that she valued a “trustworthy” leader. With regard to the relationship with leaders, she asked, “is it something that we can build on, is it something that is truly there to be worked upon? Where do we go from here, do the fact we value each other? Honestly? Or do we just say it because we know it’s part of the job?” Teacher 5 also noted the fact that the principal had established an open-door policy, and was continuing to grow in this respect. With regard to her own relationship with the principal, “the relationship or the lack of relationship, it’s just not what I was hoping it would be. You

claim there's an open door policy or open relationship but then he shuts you down and it's just not a warm feeling.”

Teacher 5 also noted that it is important for leaders to follow-up on promises or statements they make. When reflecting back on statements the principal made when he came to the school:

The fact that the administrator stepped in and gave us some promises that he did not keep. As far as where we were going and things that he would keep. As far as the rapport that community and the students and what we had established as our culture here and it wasn't upheld.

Teachers want a leader who consistently values people. Laub (2013) described a leader who values people as a person who serves others first, believes and trusts in people, and listens receptively. Commonalities in interviews also emerged when teachers noted they wanted to feel valued. This included having a principal they trusted, who was encouraging, who recognized their hard work, who was helpful, and who established a comfortable school learning environment. In order for a principal to value people, the principal must show the staff that the things that they do for the school are appreciated and noticed by the administration. Interviewee 1 stated, “I think just the back up from the administration, knowing that someone is on your side that you're not by yourself.”

Interviewee 3 focused on staff support, saying:

I would like to feel supported. If I feel that a child is threatening me to the point where I don't feel safe, I believe that my concerns should be taken seriously and I should be supported in that matter.

Interviewee 7 shared:

When I'm feeling good about myself and when leadership is letting you know you're feeling good about yourself, then you're feeling good and it definitely helps boost satisfaction.

As pointed out above, Teacher 1 noted that she valued consistency in the discipline policy, stating she wanted to feel valued, knowing that her decision to send a child to the office for discipline reasons would be supported. Teacher 1 also mentioned that she felt a principal should support teachers, saying:

I think just the back up from the administration, knowing that someone is on your side that you're not by yourself. When parents are against you and the administration is for that parent you feel like your hands are tied. Having someone there for you and understanding your concerns and helping you, helps me to be able to go up, but if they're not there, then I feel alone and don't feel adequate.

Teacher 2 said, "Knowing our administrator sees the best in us motivates children and builds bonds around the school. I see commitment to impacting student education and not just individual ambition." Having a leader whose "Motivation, inspiration, recognition, and appreciation adds to how we impact learning."

A leaders' ability to value people was shown by the quantitative results of this study to have a negative correlation to teacher job satisfaction. Teacher 7 noted that when the leaders felt the teachers were doing a good job and let them know it, teacher job satisfaction was higher. She said,

When I feel that I am doing a good job while at, school then it positively affects me and it is even brought into the classroom. When I'm feeling good about

myself and when leadership is letting you know you're feeling good about yourself, then you're feeling good about yourself in the class and it definitely helps to boost satisfaction.

Teachers want shared leadership. Dr. Laub (2013) described a leader who shares leadership as one who shares the vision, shares the power, and shares the status. The teachers interviewed felt that a leader should focus leadership in a common direction, with clear expectations. Teachers also desired feeling valued and acknowledged by leaders. Interviewee 6 noted that collaborative efforts in the school needed to be increased and consistent. "Lack of collaboration at this school; I think it varies by grade level, but there's none at my grade level." Interviewee 2 said, "Knowing our administrator sees the best in us. Motivates children and builds bonds around the school; that I see commitment to impacting student education and not just individual ambition." Interviewee 8 stated, "Colleagues collaborating. Once I'm in my classroom, I'm pretty much in charge of running the four walls; what's going on, how it flows, the atmosphere."

Teacher 1 stated:

Well I think the leaders really do have a big impact on the school. If you have a leader who doesn't take his role seriously or doesn't, uh I guess, does what everyone wants him to do and doesn't have his expectations set out, then there's always a wishy washy, you know, what is expected, what is not and people walk over them. But if they have their expectations set then I feel more comfortable and I know what is expected of me, I don't have to wonder, you know, are they expecting this or are they expecting that.

Teacher 5 stated:

I just think the climate has definitely changed around here. It's not the happy go lucky climate that we had before. With changes come changes, but I still think it can be some work done. You are pushing one area to go. We are going to be lead in one area but we are falling everywhere else. You can't lead if you are not stable elsewhere. Are we leading for our students, are we leading for our community, or are we leading just to have a name out there? Who are we working for?

Teacher 6 echoed the need for shared leadership in the school, but the need to continue to develop a transparent and shared climate, which connects to the theme of authentic leadership. "I think the climate here is two schools; there's the school that we present and the school that there really is. I try to stay out of the messiness. I come to school, do my job, and go home."

Teacher 6 also stated:

I think overall I'm satisfied, I like teaching. But it's hard because everything that gets done in my classroom is my doing, there's no bouncing ideas off of each other or sharing of ideas. I think it's more of a sense of protect what you know and protect what you have. And I think that kicks back to testing.

Teacher 6 also pointed out that the teachers wanted a collaborative relationship with the principal and other colleagues. She noted there is a "lack of collaboration at this school; I think it varies by grade level, but there's none at my grade level." If a principal is able to share leadership by fostering an environment that is inclusive of collaboration, teachers will be more likely to be satisfied with their jobs. A leaders' ability to share

leadership was shown by the quantitative results of this study to have a negative correlation to teacher job satisfaction. Table 13 presents other quotes.

Table 13

Table of Findings

Theme	Examples of Quotes from the Transcripts
Teachers want consistent leadership.	<p>“Well I think the leaders really do have a big impact on the school. If you have a leader who doesn’t take his role seriously or does what everyone wants him to do and doesn’t have his expectations set out, then there’s always a wishy washy; what is expected, what is not, and people walk over them. But if they have their expectations set, then I feel more comfortable and I know what is expected of me, I don’t have to wonder are they expecting this or are they expecting.”-Teacher 1</p> <p>“I believe that my concerns should be taken seriously and I should be supported in that matter. Anything concerning me professionally when it comes to a child’s academics, by all means I have no problem being questioned, I have no problem showing you the data, showing you proof as to why the grades are what they are or why I did what I did, but when it comes down to something against me, I would like to have support in that matter.”-Teacher 3</p>
Teachers want authentic leadership.	<p>“I’m more private, and I’m aware. I will do what I need to do to be successful with my students, but I will certainly watch my back. I document more.” –Teacher 2</p> <p>“The fact that the administrator stepped in and gave us some promises that he did not keep. As far as where we were going and things that he would keep. As far as the rapport that community and the students and what we had established as our culture here and it wasn’t upheld.” –Teacher 5</p>
Teachers want a leader who consistently values people.	<p>“When I feel that I am doing a good job while at school then it positively affects me and it is even brought into the classroom. When I’m feeling good about myself and when leadership is letting you know you’re feeling good about yourself, then you’re feeling good about yourself in the class and it definitely helps to boost satisfaction.” –Teacher 7</p> <p>“Knowing our administrator sees the best in us motivates children and builds bonds around the school. I see commitment to impacting student education and not just individual ambition.” Having a leader whose “Motivation, inspiration, recognition, and appreciation adds to how we impact learning.” –Teacher 2</p>
Teachers want shared leadership.	<p>“Colleagues collaborating. Once I’m in my classroom, I’m pretty much in charge of running the four walls; what’s going on, how it flows, the atmosphere.” –Teacher 8</p> <p>“I think the climate here is two schools; there’s the school that we present and the school that there really is. I try to stay out of the messiness. I come to school, do my job, and go home.” –Teacher 6</p> <p>“I think overall I’m satisfied, I like teaching. But it’s hard because everything that gets done in my classroom is my doing, there’s no bouncing ideas off of each other or sharing of ideas. I think it’s more of a sense of protect what you know and protect what you have. And I think that kicks back to testing.” Teacher 6</p> <p>“lack of collaboration at this school; I think it varies by grade level, but there’s none at my grade level.” –Teacher 6</p>

Triangulation. The results of the surveys indicated that teachers' perceptions of the servant leadership characteristics of one principal and job satisfaction were not significantly correlated. Additionally, Builds Community and teacher job satisfaction were all significantly correlated. However, there were areas of teacher's perceptions of the servant leadership characteristics of one principal that were significantly negatively correlated to teacher job satisfaction: *Displays Authenticity, Values People, Provides Leadership, and Shares Leadership*. The interviews yielded some interesting findings that supported the results of the surveys. Overall, the teachers voiced mixed levels of satisfaction with their jobs and leader. In order to avoid potential negative implications, the results of these interviews are presented in terms of what the teachers reported they wanted or valued in a principal or building-level leader.

Builds Community and teacher job satisfaction were all significantly correlated. The researcher found that many teachers had a desire to have a community of trust and collaboration as opposed to an "us versus them" attitude. Interviewee 6 noted that collaborative efforts in the school needed to be increased and consistent. "Lack of collaboration at this school; I think it varies by grade level, but there's none at my grade level." Interviewee 2 said, "Knowing our administrator sees the best in us. Motivates children and builds bonds around the school; that I see commitment to impacting student education and not just individual ambition." Interviewee 8 stated, "Colleagues collaborating. Once I'm in my classroom, I'm pretty much in charge of running the four walls; what's going on, how it flows, the atmosphere." "I think the climate here is two schools; there's the school that we present and the school that there really is. I try to stay out of the messiness. I come to school, do my job, and go home."

Teacher 6 also stated:

I think overall I'm satisfied, I like teaching. But it's hard because everything that gets done in my classroom is my doing, there's no bouncing ideas off of each other or sharing of ideas. I think it's more of a sense of protect what you know and protect what you have. And I think that kicks back to testing.

Teacher 6 also pointed out that the teachers wanted a collaborative relationship with the principal and other colleagues. She noted there is a "lack of collaboration at this school; I think it varies by grade level, but there's none at my grade level." If a principal is able to share leadership by fostering an environment that is inclusive of collaboration, teachers will be more likely to be satisfied with their jobs.

Additionally, specific statements or questions on the surveys yielded negative correlations to more than one subscale on the OLA. These statements were "Your present job when you consider the expectations you had when you took the job." "The opportunity for personal growth development in your job." "The opportunity for participation in the determination of methods, procedures, and goals." The principal at this school was relatively new at the time of this study. Many teachers at the school were a bit disenchanted with the change in leadership style. Some teachers felt the principal came in making promises, but had to change once he or she realized the status of things in the school and got situated. Interviewee 5 stated, "The fact that the administrator stepped in and gave us some promises that he did not keep. As far as where we were going and things that he would keep. As far as the rapport that community and the students and what we had established as our culture here and it wasn't upheld." The expectations that the teachers had for the job did not turn out to be what the job was

really like. Teachers wanted to have more opportunity to grow, have a voice in decisions, as well as a feeling of appreciation for what it is that they are doing. Teacher 7 noted:

When I feel that I am doing a good job while at, school then it positively affects me and it is even brought into the classroom. When I'm feeling good about myself and when leadership is letting you know you're feeling good about yourself, then you're feeling good about yourself in the class and it definitely helps to boost satisfaction.

Clearly the teachers desired to have more consistent leadership from their principal, and a more active role in decision making.

Summary

The purpose of this case study was to identify whether elementary school teacher perceptions of the servant leadership characteristics of one principal correlated to their job satisfaction. Data was collected from the 32 full-time teachers, including the eight interviewees, and revealed various teachers' perceptions on how leaders' behaviors correlated to job their satisfaction. This study expands on previous studies with an application to a school setting, and addresses the characteristics of leaders' role in employees' perception of job satisfaction.

Research Question 1 focused on the potential relationship that existed between teachers' perceptions of the servant leadership characteristics of one principal and job satisfaction as measured by Laub's Organizational Leadership Assessment (OLA; Laub, 1999) and the Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS; (Mohrman et al., 1977)? The correlational analysis showed that the majority of the r values that were generated from the correlation of the OLA (Laub, 1999) and the MCMJSS (Mohrman et

al., 1977) were greater than the level of significance of .05 (p value $> \alpha$), indicating an acceptance of the null hypothesis which stated that there was no statistically significant correlation between teachers' perceptions of the servant leadership characteristics of one principal and job satisfaction.

Though the null hypothesis was accepted for the whole study, results of the correlational analysis between the OLA (Laub, 1999) and the MCMJSS (Mohrman et al., 1977) showed that there were areas of teacher's perceptions of the servant leadership characteristics of one principal that were significantly negatively correlated to teacher job satisfaction: *Displays Authenticity, Values People, Provides Leadership, and Shares Leadership*.

Research Question 2 focused on teacher perceptions of leadership and how those perceptions influenced their job satisfaction. The researcher do used NVivo9 to identify general *themes* that appeared to be appropriate for the identification of *nodes* in the transcripts. Similar *nodes* were then brought together into a folder and labeled. Each node was assigned a title based on the nature of the statements that were being assigned to the nodes. This procedure produced a manageable amount of themes to use in analysis. The resulting themes were consistent leadership, authentic leadership, shared leadership and consistently values people. The major findings that resulted from the data analysis show that there is a significant negative correlation between specific statements on the job satisfaction scale and the teacher's perception of their leaders' ability to display authenticity, value people, share leadership, and provide leadership. These findings were corroborated with teacher interviews as comments noted that they wanted more consistency in leadership, higher levels of transparency and trust, a positive and

comfortable school climate and support from the leader. A summary of the findings as well as conclusions and recommendations for further study will be addressed in Chapter 5.

Chapter 5: Summary, Conclusions, and Recommendations

Introduction

Teachers are leaving the teaching profession in record numbers (NCTAF, 2011), and something has to be done to increase teachers' job satisfaction, thereby making it less likely that they will leave. According to the National Center for Education Statistics (NCES, 2011):

Of the 3,380,300 public school teachers who were teaching during the 2007-08 school year, 84.5 percent remained at the same school ("stayers"), 7.6 percent moved to a different school ("movers"), and 8.0 percent left the profession ("leavers") during the following year. (para 3)

Teachers are leaving their schools and the profession for various reasons. Some teachers retire, some take other jobs, or some leave the profession completely. There is a great need for something to be done to keep teachers satisfied and in the classroom as well as the profession.

Svoboda (2009) found a positive correlation between the perceived level of servant leadership and principal job satisfaction. Thus, a study on teacher perceptions of servant leadership and the possible correlation with teacher job satisfaction was merited to see if Svoboda's correlation would hold true for teacher job satisfaction. Whether a teacher is satisfied with their job or not has an effect on the teacher, the students, and the school. If a teacher is not satisfied with their job, they may leave the school or their profession. The purpose of this case study was to identify whether elementary school teacher perceptions of the servant leadership characteristics of one principal correlates to their job satisfaction. Data, including in-depth interviews, was collected to help gain a

deeper understanding of teachers' perception of their principal. This study provided additional evidence on the importance of the way leadership practices are perceived. Four servant-leadership practices were perceived by participating teachers at the elementary school to have a significant negative correlation to some areas of job satisfaction. Themes in interviews focused on the fact that teachers wanted more consistency in leadership, higher levels of transparency and trust, a positive and comfortable school climate and support from the leader.

The findings of the research study are presented in three sections in Chapter 5. The first section is a summary of the study which includes a summary of the findings and conclusion. The second part of Chapter 5 describes the implications which include theoretical, practical, and future implications. Finally, the last section presents recommendations for future research and practice.

Summary of the Study

The purpose of this case study was to identify whether elementary school teacher perceptions of the servant leadership characteristics of one principal correlated to their job satisfaction. The null hypothesis that guided this study was that there would be no statistically significant correlation between teachers' perceptions of the servant leadership characteristics of one principal and teachers' level of job satisfaction.

The OLA (Laub, 1999) was administered to determine six domains of employees' perceptions of the servant leadership characteristics of one principal: (a) values people, (b) develops people, (c) builds community, (d) displays authenticity, (e) provides leadership, and (f) shares leadership. In order to derive numbers for statistical analysis, items were averaged according to the OLA survey manual in order to build scores for the

six domains. The highest subscale was displays authenticity with a mean score of 37.75 followed by values people with a mean score of 32.84, and shares leadership with a mean score of 31.88. Builds community ranked fourth among the subscales with a mean score of 31.09, followed by provides leadership with a mean score of 29.88. The lowest ranking subscale was develops people with a mean score of 28.25.

The MCMJSS (Mohrman et al., 1977) was used to measure participants' job satisfaction. Data from the MCMJSS was averaged in order to build scores for the following statements related to job satisfaction. The first question asked participants to rate the feeling of self-esteem or self-respect they get from being in your job. This statement yielded a mean score of 4.65. The second question asked teachers to rate the opportunity for personal growth development in their job, which yielded a mean score of 4.21. The third question asked participants their feelings of worthwhile accomplishment in their job, which had a mean score of 4.4. The fourth question asked teachers to rate their present job compared to the expectations they had when they took the job. This question had a mean score of 4.2. The fifth question asked teachers to rate their perceptions regarding the amount of respect and fair treatment received from supervisors. Teachers ranked this statement with a mean score of 4.2. The sixth question asked teachers about their feeling of being informed in their job, which had a mean score of 3.7. The seventh question asked teachers to rank the amount of supervision received, which had a mean score of 3.78. The last question asked teachers to rate their opportunity for participation in the determination of methods, procedures, and goals, which had a mean score of 3.9.

Teacher job satisfaction was measured through the MCMJSS survey and items were averaged in order to build the following three different job satisfaction scores: (a) overall job satisfaction, (b), intrinsic job satisfaction, and (c) extrinsic job satisfaction. Overall job satisfaction had the highest correlation to the Builds Community subscale of the OLA with 0.59. Provides Leadership and Develops People follow as second and third highest correlated to overall job satisfaction with 0.37 and 0.35 respectively. Intrinsic job satisfaction also had the highest correlation to the Builds Community subscale of the OLA with 0.70. Develops People and Provides Leadership follow as second and third highest correlated to intrinsic job satisfaction with 0.25 and 0.26 respectively. Extrinsic job satisfaction had the highest correlation to the Provides Leadership subscale of the OLA with 0.49. Builds Community and Develops People follow as second and third highest correlated to extrinsic job satisfaction with 0.48 and 0.44 respectively.

Following the surveys, in-depth interviews were conducted with participants willing to expound upon their perceptions of their principal and give greater detail regarding the results of the two surveys. The questions in the interview guide (Appendix A) focused the participants' answers to what specifically in their job made them satisfied or dissatisfied. Triangulation was used to cross-examine the data from the OLA (Laub, 1999), MCMJSS (1977), and the in-depth interviews to ensure that the results from the different methods lead to the same conclusions. This chapter summarizes the results of the study. Included is an interpretation of the results related to the research questions and hypotheses. Also presented are a summary of the study, the findings, and the conclusions. Theoretical, practical, and future implications are included as well as recommendations for future research and for practice.

Summary of Findings and Conclusion

The purpose of this study was to gather empirical data to expand the body of knowledge concerning the relationship between teacher perceptions of the servant leadership characteristics of one principal in an elementary-school setting and how this impacted their job satisfaction. This case study was carried out with surveys and interviews of full-time teachers who worked directly with students in an elementary school in the Southwestern United States. The explanatory data analysis determined the existence, direction, and strength of relationships. The data collection was executed through web-based surveys. The qualitative data expounded upon the quantitative data by offering insights into teacher's perceptions about the leadership at their school.

From the pool of 33 full-time certified teachers, thirty two accessed and completed the surveys for a return rate of 97%. The sampling frame consisted of thirty three individuals with twenty seven (81.9%) females and six (18.1%) males. The actual sample included 32 teachers, 26 females (81.3%) and six males (18.8%). Eight teachers completed in-depth one-on-one interviews with the researcher. The perception of the servant leadership characteristics of one principal was the independent variable and was measured using Laub's (1999) OLA. Teacher job satisfaction was the dependent variable and was measured using the MCMJSS (Mohrman et al., 1977). To address the quantitative research question, the OLA was completed to determine the perceived level of the servant leadership characteristics that existed in one principal. Participants also completed the MCMJSS, which was administered to measure their job satisfaction. Following completion of the surveys, eight teachers participated in individual interviews

to glean further information related to their thoughts on their principal and their job satisfaction. An interview guide (Appendix A) was used to facilitate interview sessions.

Research question 1. The first research question in the study focused on identifying whether a correlation existed between teacher perceptions of the servant leadership characteristics of one principal and job satisfaction as measured by the OLA (Laub, 1999) and the MCMJSS (Mohrman et al., 1977). The correlational analysis showed that the majority of the r values that were generated from the correlation of the OLA and the MCMJSS were greater than the level of significance of .05, indicating an acceptance of the null hypothesis.

Although the null hypothesis was accepted for the overall instrument scores, the results showed some domains of teacher perceptions of the servant leadership characteristics of one principal had significant negative correlations to specific statements on the teacher job satisfaction survey. These included Displays Authenticity, Values People, Provides Leadership, and Shares Leadership. These practices were inconsistent with the practices found in previous studies to have a positive effect on teacher job satisfaction. Daughtrey (2010) found in a study on transforming school conditions that teachers who had some kind of influence over school policy and autonomy in their classrooms were more likely to continue teaching and feel invested in their work. Williams (2012) found that teachers perception of collegial support, principal support, class size, expectations, discipline issues, benefits, professional development, and salary were all significant factors for influencing teacher job satisfaction and retention decisions. Perrachione et al, (2008) found after surveying 201 randomly selected K-5 teachers in Missouri, “that intrinsic and extrinsic variables such as working with students,

job satisfaction, personal teaching efficacy, good students, teacher support, positive school environment, small class size influenced teacher job satisfaction (p. 10). In 2008, Menon et al. found four variables had a significant effect on the likelihood of teacher job satisfaction. These were:

- (a) gender - men reported higher satisfaction than women;
- (b) school level - teachers working at lower education levels reported greater satisfaction than their higher-level counterparts;
- (c) satisfaction with the school climate; and
- (d) satisfaction with the degree to which the teacher had attained his/her professional goals. (p. 75).

In a study by Schmidt (2009), the staff surveyed was satisfied when their administration had confidence enough in them to do their jobs. “Staff satisfaction is greater when staff were not directed on how to operate their classroom and responsibilities. Staff preference was to have autonomy in fulfilling their job requirements” (Schmidt, 2009, p. 71). A study by Kukla-Acevedo (2009) found that, “Support from the principal, in terms of communicating expectations and maintaining order in the school, was a protective factor against teacher turnover among the full sample of teachers” (p. 450). The results of this current study are consistent with Acevedo in that many of the teachers mentioned that they wanted support from the principal in their interview responses. For example, Interviewee 2 stated:

Knowing our administrator sees the best in us. Motivates children and builds bonds around the school; that I see commitment to impacting student education and not just individual ambition. Not feeling that I’m not being supported. Motivation, inspiration, recognition, and appreciation add to how we impact

learning. And when it doesn't happen...I don't care about the home component. I have no excuses in my room.

Interviewee 3 said:

Staff support. I would like to feel supported. If I feel that a child is threatening me to the point where I don't feel safe, I believe that my concerns should be taken seriously and I should be supported in that matter.

The leadership practices of displays authenticity, values people, provides leadership, and shares leadership from the OLA (Laub, 1999) had significant negative correlations to some areas of the MCMJSS (Mohrman et al., 1977). However, leadership practices relating to develops people and builds community did not have any significant correlation to job satisfaction, indicating that the teachers did not perceive that their principal exhibited these practices. These practices are representative of some of the practices exhibited by servant leaders, and servant leadership traits and attributes have been shown by the research to be wanted and needed by teachers in order to be happy at their jobs (Svoboda, 2009; Valdes, 2009). The teachers, however, perceived their principal negatively as doing a good job displaying authenticity and valuing the teachers, students, and the staff at the school. Teachers also viewed their principal negative in terms of doing a good job sharing and providing leadership to them and to the school as a whole.

Research question 2. The second research question in this study explored teacher perceptions of leadership and how those influenced their job satisfaction. To address Research Question 2, the researcher interviewed eight full-time teachers using the interview guide (Appendix A). The major findings that resulted from the qualitative

portion of this study show that there was a significant negative correlation between job satisfaction and the teachers' perception of their leaders' ability to value people, display authenticity, share, and provide leadership. The resulting themes were consistent leadership, authentic leadership, consistently values people, and shared leadership.

Teachers noted that they felt the principal should be better informed of school affairs, and in turn, should keep the teachers and staff informed of school happenings. The teachers wanted the principal to set and carry out clear goals and take, clear, appropriate actions. Teachers wanted a leader who was approachable, who was transparent and who held everyone in the school accountable. Furthermore, teachers wanted someone who was consistent, who walked their talk. Teachers wanted to feel valued, and wanted a principal they trusted, who was encouraging, who recognized their hard work, who was helpful, and who established a comfortable school learning environment. The teachers interviewed felt that the principal needed to focus leadership in a common direction, with clear expectations.

The results of this study were inconsistent with the results found in previous studies to have a positive effect on teacher job satisfaction (Cha, 2008; Cha, 2008; Perrachione, Petersen, & Rosser, 2008; Thoroughgood, Hunter, & Sawyer, 2011; Thoroughgood et al., 2011). While the overall findings did not show that teacher perceptions of the servant leadership behaviors of their principal impacted job satisfaction significantly, three statements were negatively correlated. The following statements were revealed significant negative correlations. *Your present job when you consider the expectations you had when you took the job. The opportunity for personal growth development in your job.* Likewise, some domains of the teacher's perceptions of

the servant leadership characteristics of one principal had significant negative correlations to teacher job satisfaction. These included Displays Authenticity, Values People, Provides Leadership, and Shares Leadership.

In a study by Webb (2007), among five job facet variables that had a significant relationship with overall job satisfaction: one of the five components that surfaced as significant was school leadership (p. 196). In similar research on leadership, a study by Svoboda (2009) revealed that:

There is a significant correlation between the level of servant leadership as determined by superintendents, elementary principals, and elementary teachers' ratings on the OLA (Laub, 1999), and the level of job satisfaction of elementary public school principals as determined by principal ratings OLA. (p. 84).

Leadership characteristics that Small (2011) found participants perceived as important were a leader's ability to influence, lead, communicate, and be accountable for organizational outcomes (p. 80). Thoroughgood et al, (2011) found that an organization's climate can shape perceptions and behavior by influencing how people interpret various aspects of their work environment. This is evident in the current study through the responses of the interviewees. For example, Interviewee 7 said, "When I'm feeling good about myself and when leadership is letting you know you're feeling good about yourself, then you're feeling good and it definitely helps boost satisfaction." Interviewee 1 said, "I think just the back up from the administration, knowing that someone is on your side that you're not by yourself."

Some of the teachers who were interviewed perceived a need for their principal to display authenticity, value people, provide leadership, and provide leadership. This study

provided additional evidence on the importance of the way leadership practices are perceived by followers. Servant leadership practices of valuing people, displaying authenticity, sharing leadership, and providing leadership were expected to be perceived differently by the individual teachers at the elementary school, and those different perceptions of the same principal were expected to show a positive correlation with job satisfaction. Second, the data gathered from the study contributed to the body of knowledge on perceptions of servant leadership. This study was intended to expand the research field of perceptions of servant leadership further into the educational system. Future scholars will be able to apply servant leadership theory, perception, practice, and applications into a variety of organizations, business, and other educational institutions.

Whether a teacher is satisfied with their job or not has an effect on the teacher, the students, and the school. If a teacher is not satisfied with his or her job, he or she may leave the school or the profession. The findings of the current research may aid in teacher job satisfaction by encouraging principals to facilitate a positive learning environment that incorporates servant leadership constructs related to authenticity, values people, provides leadership, and shares leadership.

Implications

The findings of the current study add some useful information to the field of leadership, perception, and the understanding of teacher job satisfaction. The following implications of the study consist of (a) theoretical implications, (b) practical implications, and (c) future implications. The next three sections address the implications of the study findings.

Theoretical implications. The premise of this study is that principals who are perceived by teachers to exhibit servant leadership characteristics will have teachers who are satisfied with their jobs. Greenleaf (1998, 2002) argued that leadership was bestowed on a person who was by nature a servant. Greenleaf believed that one who is servant leader is servant first.

The study in the elementary school provided additional evidence on the importance of the way leadership practices are perceived by followers. Servant leadership practices of values people, displays authenticity, shares leadership, and providing leadership were perceived differently by the individual teachers at the elementary school, and those different perceptions of the same principal showed a negative correlation to job satisfaction.

According to Blakeley (2007), perception is everything in an organization and a leader is “nothing more than a combination of people’s perceptions” (p. 159). For this reason, it is important for the leader to check how they are perceived. Patching (2007) added that although perceptions are reality, perceptions say more about the person providing the feedback than the person being perceived. Leadership characteristics that Small (2011) found that participants perceived as important were a leader’s ability to influence, lead, communicate, and be accountable for organizational outcomes. These findings are related to the perceptions found in the current study.

Evers and Jean (2011) found that teachers perceptions of leadership practices based on Kouzes and Posner’s Leadership Practices Inventory (LPI) correlated with teacher satisfaction. The LPI subscales included: (a) Model the Way, (b) Inspire a Shared Vision, (c) Challenge the Process, (d) Enable Others to Act, and (e) Encouraging the

Heart. The subscales are related to the values people, displays authenticity, shares leadership, and providing leadership that were found in the current study.

The results of this study expand the application of servant leadership in an educational setting in that it looked at teachers' perceptions of leadership, suggesting that the perception of servant leadership in teachers did vary for leadership and that some of those perceptions negatively correlated with job satisfaction. The correlational analysis showed that the majority of the r values that were generated from the correlation of the OLA (Laub, 1999) and the MCMJSS (Mohrman et al., 1977) were greater than the level of significance of .05 (p value $> \alpha$), indicating an acceptance of the null hypothesis: There is no statistically significant correlation between teachers' perceptions of servant leadership and job satisfaction.

Although the null hypothesis was accepted for the overall instrument scores, the results showed some domains of teacher perceptions of the servant leadership characteristics of one principal had significant negative correlations to teacher job satisfaction. These included Displays Authenticity, Values People, Provides Leadership, and Shares Leadership. The themes that emerged from the in-depth interviews were consistent leadership, authentic leadership, consistently values people and shared leadership.

Practical implications. In a school setting, it is known that the perception of the principal's leadership plays a role in the climate of the school. According to Thoroughgood, Hunter, and Sawyer (2011), "an organization's climate has the capacity to shape perceptions and behavior" (p. 649). The climate of the school is largely set by the behaviors of the principal; thus, the behavior of the principal shapes the teachers'

perceptions of their leadership. Eldred (2010) found, in a study on the relationship between perceived leadership styles of principals and teacher job satisfaction, that the perceived leadership styles of principals has a significant positive relationship on teacher job satisfaction.

Based on the current research study, a principal can positively affect teacher job satisfaction by sharing leadership, providing leadership, valuing people, and displaying authenticity. The following summarizes the interviewees insight into how these practices were viewed negatively by teachers and what it is that they expect from their principal in order to be satisfied with their jobs:

Share leadership. In order for a principal to share leadership, a principal must ensure that there is an atmosphere of collaboration among the staff. Interviewee 6 stated, “Lack of collaboration at this school; I think it varies by grade level, but there’s none at my grade level.” Interviewee 2 said, “Knowing our administrator sees the best in us. Motivates children and builds bonds around the school; that I see commitment to impacting student education and not just individual ambition.” Interviewee 8 stated, “Colleagues collaborating. Once I’m in my classroom, I’m pretty much in charge of running the four walls; what’s going on, how it flows, the atmosphere.” If a principal is able to share leadership by fostering an environment that is inclusive of collaboration, teachers will be more likely to be satisfied with their jobs.

Provide consistent leadership. In order for a principal to provide leadership, the principal must show his or her staff that they are leading them in a positive direction for the betterment of the students, staff, and teachers. Interviewee 3 shared, “I had a student threaten me and I felt that it wasn’t handled properly; He wasn’t dealt with the way I felt

he should have been.” Interviewee 2 stated, “The fact that I feel that a good portion of my effective colleagues don’t feel the administration has their back when it comes to student words or parent words.” Interviewee 1 stated:

Well I think the leaders really do have a big impact on the school. If you have a leader who doesn’t take his role seriously or does what everyone wants him to do and doesn’t have his expectations set out, then there’s always a wishy washy; what is expected, what is not, and people walk over them. But if they have their expectations set then I feel more comfortable and I know what is expected of me, I don’t have to wonder are they expecting this or are they expecting that.

If a principal is able to provide leadership by showing the staff that he or she has a plan and is able to lead the school in fulfilling that plan, teachers will be more likely to be satisfied with their jobs.

Value people. In order for a principal to value people, the principal must show the staff that the things that they do for the school are appreciated and noticed by the administration. Interviewee 3 stated:

Staff support. I would like to feel supported. If I feel that a child is threatening me to the point where I don’t feel safe, I believe that my concerns should be taken seriously and I should be supported in that matter.

Interviewee 7 shared:

When I’m feeling good about myself and when leadership is letting you know you’re feeling good about yourself, then you’re feeling good and it definitely helps boost satisfaction.

Interviewee 1 stated:

“I think just the back up from the administration, knowing that someone is on your side that you’re not by yourself.” If a principal is able to show that they value people by letting his or her staff know that they are appreciated, teachers will be more likely to be satisfied with their jobs.

Display authenticity. In order for a principal to display authenticity, she or he must be transparent when it comes to issues that concern the school, the teachers, and the staff. Interviewee 5 stated:

The fact that the administrator stepped in and gave us some promises that he did not keep. The lack of relationship, it’s just not what I was hoping it would be. If the administration would just open up, keep his promises, just have a sense of truthfulness and realness, be real with yourself you don’t have to be someone that you are not.

If a principal is able to display authenticity by being transparent with the issues that concern teachers the most, the teachers will be more likely to be satisfied with their jobs. The findings of the current research support a recommendation for principals to produce a positive learning environment that facilitates and manages teachers’ perceptions that the principal displays authenticity, values people, provides leadership, and shares leadership. Based on the data collected from the one-on-one interviews, overall, teachers want to know that their principal do support them. Principals can do this by openly supporting their teachers and the decisions that they make. Principals should also build bonds around the school by working with teachers when they make decisions that affect the school. Teachers wanted consistency in leadership, a principal who was informed of school

affairs and who the principal set and carried out clear goals and took, clear, appropriate actions. Additionally, teachers wanted a leader who was approachable, who was transparent and who held everyone in the school accountable. Commonalities in interviews also emerged when teachers noted they wanted to feel valued. This included having a principal they trusted, who was encouraging, who recognized their hard work, who was helpful, and who established a comfortable school learning environment. Teachers also felt that their leadership in the school needed to be valued and acknowledged as well.

One strength of this study is that almost every teacher in this school was surveyed, giving this research study an overall understanding of the level of perception of servant leadership and the level of job satisfaction present at the school. A weakness of the study is that the turn-out for interviews was low, allowing the researcher to hear only a few teachers true perception of their principal. The design of the study further added to the strength of this study as the results from the survey were consistent with the results of the few interviews that did take place. The results of this study expand the application of servant leadership in an educational setting in that it looked at teachers' perceptions of leadership, proving that the perception of servant leadership in teachers did vary for leadership and that some of those perceptions correlate with job satisfaction.

Future implications. The present research study extends our understanding of servant-leadership perception by offering empirical support for its relationship with leadership style and teachers' attitudes as frequently investigated and discussed in the literature. As previously indicated, not many studies to date have compared and contrasted correlates of perceived servant leadership characteristics of one principal as

was the focus of the current study. This study also broadens an avenue for the development and testing of theory regarding potential moderating effects of perceptions of *Displays Authenticity*, *Values People*, *Provides Leadership*, and *Shares Leadership* on relationships between servant leadership characteristics of one principal and teacher job satisfaction. These servant leader characteristics were the only ones found to have a significant negative correlation to some aspects of teacher job satisfaction. Future studies should confirm the association between principal servant-leadership perceptions and teacher job satisfaction while researching the servant-leadership perceptions *Displays Authenticity*, *Values People*, *Provides Leadership*, and *Shares Leadership*. This research found that servant leadership perceptions were not significantly related to overall job satisfaction. Though the current study found there was no significant relationship between perceived servant leadership characteristics of one principal and teacher job satisfaction, future research should investigate whether *Values People*, *Displays Authenticity*, *Provides Leadership*, and *Shares Leadership* have an effect on teacher job satisfaction.

The practice of managing the perceptions of teachers can be furthered by a qualitative study to understand why and how the teachers' perception of a single leader varies and how that variation in perception of a single leader leads to different levels of job satisfaction. A study in this area has not been done, and the findings could add to the body of knowledge on the importance of managing perceptions of followers by leaders. Empirical support for leadership perception can be further enhanced by exploring how perception is associated with other leadership styles such as transformational and transactional leadership. Burns (1978) defined transformational leadership as the leader

and follower acting as a system to assist each other's improvement in all facets of life. The reward for this action is the other's gain. Burns defined transactional leadership as the leader engaging in actions that may or may not be beneficial for the follower. Given that transformational leadership is closely related to servant leadership in that both leadership styles focus on the followers in order to achieve the goal of the organization, it would be interesting to see how a combination of various similar leadership styles are perceived by teachers.

Recommendations

The findings of the current study add valuable recommendations for the field of leadership perception and the understanding of teacher job satisfaction. The next two sections present recommendations for future research and recommendations for practice.

Recommendations for future research.

1. Disaggregating the data by grade level and examining the effects of the perception of servant leadership characteristics of one principal on teachers' job satisfaction should be considered for further research. The specific grade level of each teacher was not taken into consideration during this study.
2. This study was limited to one elementary school in the Southwestern United States; the researcher recommends a new study to include teachers from more schools in the Southwestern United States in various grade levels (K-12).
3. In this study, the researcher was employed at the school where the study was conducted. While the researcher was the data collection

instrument, she exercised bracketing and did not, in any way, influence the responses of the participants or overall results. Additionally, she did not hold any supervisory capacity over the participants in the study. The researcher recommends using a different school or school district in which s/he is not personally employed.

4. The survey did not evaluate, nor did it reveal, whether the perception of servant leadership was a more effective perceived leadership style than other styles. Servant leadership was not compared to other leadership styles. Further research might reveal that servant leadership is more positively correlated to teachers' job satisfaction compared to other leadership styles such as transformational, distributed, etc...
5. A purely qualitative survey may reveal more insight into what it is in particular that effects teacher job satisfaction. The qualitative portion of the current research study was revealing, and more data from more participants on their insight could have added more value to the current research study.
6. Expanding this study into a variety of organizations, businesses, and other educational institutions may further generalize servant leadership theory, perception, and applications and put them into practice.
7. Interviewing the principal may offer insight into what he or she feels attributes to teacher job satisfaction. The similarities or differences between what the principal feels and what teachers feel attribute to teacher job satisfaction may encourage a dialogue about this issue.

8. Analyzing teacher turnover may further offer insight into other areas of teacher job satisfaction and dissatisfaction and other reasons why teachers chose to leave a school and/or the teaching profession.

Recommendations for practice.

1. Principals need to understand how to manage the perceptions of their teachers.
2. Principals need to create an environment where teachers feel supported.
3. Changes in servant-leadership practices would strongly affect how teachers perceive their principals; improvements in one area would lead to improvements in the other.
4. This study adds to the servant-leadership theoretical framework by enhancing the understanding of servant leadership perception and its relationship to teachers' job satisfaction.

Teaching is a profession that can be rewarding, but it can also be filled with many challenges. In many cases, the challenges can outweigh the rewards that teachers strive to achieve each year. If principals understand that the way they are perceived by their teachers affects teacher job satisfaction, then principals can use that insight to make necessary leadership changes to keep qualified teachers satisfied with their jobs and keep qualified teachers in the classroom.

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Appendix A

Interview Guide

1. When you reflect on this school year and last school year, what gives you the greatest satisfaction?
2. What situation have you experienced that was most disappointing to you as a teacher?
How do these reflections affect your sense of job satisfaction or dissatisfaction?
3. How does school leadership affect your sense of job satisfaction/dissatisfaction?
4. What impact do you think your job satisfaction has on the overall school climate?
5. What issues are most important for promoting, limiting, or having no effect on your job satisfaction?
6. How has district leadership affected your job satisfaction?

Appendix B

Sample Size Formula

$$ss = \frac{Z^2 * (p) * (1-p)}{c^2}$$

Where:

Z = Z value (e.g. 1.96 for 95% confidence level)

p = percentage picking a choice, expressed as decimal
(.5 used for sample size needed)

c = confidence interval, expressed as decimal
(e.g., .04 = ±4)

Creative Research Systems. (2011). <http://www.surveysystem.com/sample-size-formula.htm>

Appendix C

Laub's Characteristics of Leadership

Servant Leadership is ...	
<p>an understanding and practice of leadership that places the good of those led over the self-interest of the leader. Servant leadership promotes the valuing and development of people, the building of community, the practice of authenticity, the providing of leadership for the good of those led and the sharing of power and status for the common good of each individual, the total organization and those served by the organization.</p>	
The Servant Leader ...	
Values People	<ul style="list-style-type: none"> • By believing in people • By serving other's needs before his or her own • By receptive, non-judgmental listening
Develops People	<ul style="list-style-type: none"> • By providing opportunities for learning and growth • By modeling appropriate behavior • By building up others through encouragement and affirmation
Builds Community	<ul style="list-style-type: none"> • By building strong personal relationships • By working collaboratively with others • By valuing the differences of others
Displays Authenticity	<ul style="list-style-type: none"> • By being open and accountable to others • By a willingness to learn from others • By maintaining integrity and trust
Provides Leadership	<ul style="list-style-type: none"> • By envisioning the future • By taking initiative • By clarifying goals
Shares Leadership	<ul style="list-style-type: none"> • By facilitating a shared vision • By sharing power and releasing control • By sharing status and promoting others
The Servant Organization is ...	
<p>... an organization in which the characteristics of servant leadership are displayed through the organizational culture and are valued and practiced by the leadership and workforce.</p>	

(Laub, 1999, p.83)

Appendix D

April 7, 2011

Amanda Sanders
XXXX XXXXX
XXX XXXXX X

Dear Amanda,

I hereby grant you permission to use the MCMJSS instrument for your dissertation research. I wish you good luck with your study.

Sincerely,

Susan A. Mohrman
Senior Research Scientist
Center for Effective Organizations
Marshall School of Business
University of Southern California

Appendix E

Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS)

Indicate your level of satisfaction with various facets of your job by selecting one number on the six-point scale after each statement.

The scale ranges from 1 = low to 6 = high

Intrinsic Satisfaction	Low	1	2	3	4	5	6	High
1) The feeling of self-esteem or self-respect you get from being in your job.	1	2	3	4	5	6		
2) The opportunity for personal growth development in your job	1	2	3	4	5	6		
3) The feeling of worthwhile accomplishment in your job	1	2	3	4	5	6		
4) Your present job when you consider the expectations you had when you took the job	1	2	3	4	5	6		
Extrinsic Satisfaction	Low	1	2	3	4	5	6	High
5) The amount of respect and fair treatment you receive from your supervisors	1	2	3	4	5	6		
6) The feeling of being informed in your job	1	2	3	4	5	6		
7) The amount of supervision you receive	1	2	3	4	5	6		

8)

The opportunity for participation in
the determination of methods,
procedures, and goals

1 2 3 4 5 6

Developed by Allan M. Mohrman, Jr; Robert A. Cooke; and Susan Albers Mohrman (1977)

Appendix F

Permission to use Laub's Organizational Leadership Assessment

To: Amanda Sanders

From: Jim Laub, OLAGroup

Date:

7-8-11

Re:

Permission to use the OLA in your research

With this letter I give permission for Amanda Sanders to use the Organizational Leadership Assessment (OLA) instrument for the sole purpose of her dissertation research. With this permission we agree to the following:

OLAGroup will provide the use of the OLA instrument online for the purpose of this specific study and will provide all information needed for the successful implementation of the OLA. OLAGroup will provide the raw dataset once all data has been collected in the www.olagroup.com site. This raw data will be provided in an Excel format. OLAGroup can also provide the OLA report at an additional cost of \$50/report if desired.

Ms. Sanders agrees to use the OLA only for the purpose of this specific dissertation study. She agrees to provide necessary information and permission to post the results of her study on the www.olagroup.com site once the study is complete. She agrees to provide a digital copy of the completed dissertation. It is agreed that a payment will be made to OLAGroup of \$100/organization, with a minimum payment of \$300 for the use of the OLA.

I wish you well with your study and trust that it will bring new learning for the field of servant leadership.

Appendix G

Laub's Organizational Leadership Assessment

4243 North Sherry Drive

Marion, IN 46952

OLA@OLAGroup.com

(765) 664-0174

General Instructions

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

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

IMPORTANT ... Please complete the following

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

Organization (or Organizational Unit) **Name:**

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

1 = Top Leadership (top level of leadership)

2 = Management (supervisor, manager)

3 = Workforce (staff, member, worker)

© James Alan Laub, 1998

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

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

Section 1

In this section, please respond to each statement as you believe it applies to **the entire organization** (or organizational unit) including workers, managers/supervisors and top leadership.

In general, people within this organization

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

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

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

Section 2

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

Managers/Supervisors and Top Leadership in this Organization

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

© James Alan Lamb, 1998

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

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

Managers/Supervisors and Top Leadership in this Organization

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

Section 3

In this next section, please respond to each statement as you believe it is true about you personally and your role in the organization (or organizational unit)

In viewing my own role ...

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