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# An Analysis of Participation in Servant Leadership as Self Reported by Elementary School Principals in Southwest Georgia

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AN ANALYSIS OF PARTICIPATION IN SERVANT LEADERSHIP AS SELF-REPORTED

BY ELEMENTARY SCHOOL PRINCIPALS IN SOUTHWEST GEORGIA

by

BARBARA PERRYMAN WILLIAMS

(Under the Direction of Charles Reavis)

ABSTRACT

Servant leadership is an approach to leadership that holds promise in the school setting because of the nature of the principalship. The current educational climate created by the No Child Left Behind Act, funding cuts, and principal shortages increases the importance of leadership within the schools. Utilization of the approach has been reported in business, but it was less clear if school leaders by practice model servant leadership in elementary schools. The purpose of this mixed methods research study was to determine the extent that elementary school principals in Southwest Georgia participated in the servant leadership model. The researcher administered a Likert-scale survey, Self -Assessment of Servant Leadership Profile (SLP), developed by Page and Wong, to 61 elementary principals within the Southwest Georgia Regional Educational Service Agency area. Survey return rate was 55%. The researcher also conducted follow-up interviews with six randomly selected principals who returned their survey.

Fifty-percent of the principals were engaged in the servant leadership model as self-reported. The results indicated that they possessed the desirable attributes of a servant leader found in the conceptional framework designed by Page and Wong. Follow-up interviews reinforced the survey results obtained through a 55% return rate from the research sample. Ninety-five percent of the principals reported they were engaged in six of the seven factors of the SLP. Principals

perceived themselves as engaged in Open, Participatory Leadership, Authentic Leadership, Courageous Leadership. Developing and Empowering Others, Inspiring Leadership, and Visionary Leadership (mean > 5.60). The scores in the area of Pride and Power (mean of 2.55) indicated that there were mixed practices among principals within this factor.

The researcher used descriptive analysis of the mean scores of each of the seven factors within the categories of demographics of ethnicity; age; degree; gender; years of experience as a principal; and years of experience in present school as a principal to assess data trends. The following was found among the age demographics in Factor 2 ( Power and Pride) of the SLP. Principals in the age range of 35-40 had a mean score of 1.96, whereas principals in the age range of 46-50 had a mean score of 3.07. There was a trend in the data for years of experience as a principal within each factor. The mean scores of the principals who had 16-20 years experience as a principal were lower than the principals who had 21+ years of experience for each factor of the SLP.

The interviews conducted in Phase II of the study provided greater understanding of the results of the survey on the items selected from each factor. Principals seem to have varied opinions about being in the forefront at every function; delegating responsibility; bringing out the best in others; status quo; and control of subordinates. Principals agreed on the items dealing with growth of staff; appreciation of staff; staff welfare; service to others; group interests above self; empowerment; communicating enthusiasm and confidence; articulating a sense of purpose and direction; and doing the right thing. Barriers to the practice of servant leadership emerged from the interviews and included: trust; power relations; lack of emphasis on collective growth; communication problems; and paternalism.

INDEX WORDS: School leadership, Servant leadership, Values leadership, Principals

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DEDICATION

I dedicate this dissertation to God, my husband, my daughters, and my grandmother.  I thank them for the unending support each step of the way.  My husband, Douglas, and I have made this journey together.  Without his encouragement and many readings of my dissertation, this would have stayed a dream.  My children, Joy, Jill, and Jenni (my best work) have offered many kind words of encouragement from afar.  My grandmother was always my encourager throughout my childhood.  Nana was my introduction to servant leadership.  She understood what it meant to lead through serving others.  She would be extremely proud of my accomplishments.

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CHAPTER ONE

INTRODUCTION

Hunter (2004, p.17) states that "organizations around the world are changing their attitudes toward leadership, people, and relationships." Relational and values-based leadership has been discussed for decades, with a variety of defining terms and names. One of the terms used for this model of leadership which focuses on people and relationships is servant leadership. Servant leadership is emerging as a model of choice in many parts of the world (Hunter). Traditional, autocratic, and hierarchical modes of leadership are yielding to a model of leadership that is based on teamwork and community, one that seeks to involve others in decision making, one strongly based in ethical and caring behavior, and one that is attempting to enhance the personal growth of workers while improving the caring and quality of many institutions (Spears, 2002). This emerging approach to leadership is called servant leadership. Servant leadership is built upon the central concept that serving others – including employees, customers, and community – is the number one priority (Spears, 2002). Servant leadership means a willingness to humbly serve another person, to put the best interests of someone else above that of the leader (Dinkel, 2003). Bennis (1993) refers to the servant leadership relationship as "leaders of leaders." The new leader, Bennis declares, does not make all the decisions; rather, he removes the barriers that prevent his followers from making effective decisions themselves.

There are several factors that determine the need for strong leadership in the school setting. Today, principals are required to work even longer hours than before, sometimes as many as 80 per week to meet the challenges. Pay increases do not follow the longer hours with principal pay topping out at about $90,000 (Pierce & Stapleton, 2003).

Consequently, the job of the principal has become increasingly more complex and difficult with few additional monetary benefits .The demands have also led to shortages in principals to fill vacancies (Ferrandino, 2001).

The culture of education in America was changed in 2002 when President Bush signed the No Child Left Behind (NCLB) Act (McGhee & Nelson, 2005). The NCLB mandates of producing high levels of student achievement and staffing schools with highly qualified teachers are perhaps the most challenging requirements in the history of education in terms of leadership (O'Donnell & White, 2005). Since educators are expected to meet the demands of accountability, principal leadership will be the key for schools to be successful (Lambert, 2005; O'Donnell & White, 2005). Principals in the 21st century must be skilled at creating strong, committed teams if they are to remain in their roles (Pierce & Stapleton, 2003).

Servant leadership is practiced in many of the "100 Best Companies to Work For" and "America's Most Admired Companies," but little research has been conducted to document the use of the servant leadership models in the school setting (Taylor, 2002; Jennings, 2002). Taylor's research focused on Missouri public school principals and his findings concluded that servant leaders were perceived by their teachers as more effective leaders. Jennings small, qualitative study was conducted in North Carolina and utilized a personal narrative, interviews conducted with five principals, and observational data. Jennings found several problems with the implementation of servant leadership in public education: accountability; principal performance expectations; different philosophies regarding servant leadership; and problems associated with a servant leadership mentality. Other research on the servant leadership model has focused on school superintendents in Illinois and Alabama (Milligan, 2003; Walker, 2003).

Milligan sought to duplicate Taylor's study using a different population, superintendents rather than principals. However, his study failed to parallel Taylor's research. Walker's research focused on eight recognized Illinois superintendents and determined that servant leadership was a viable and emerging leadership philosophy for the sample.

This research focused on the servant leadership model as it relates to elementary principal leadership practices in Southwest Georgia schools. The researcher looked closely at elementary principal demographics and the levels of servant leadership implementation in their schools. The next section contrasts other leadership models with that of servant leadership to form the background for the study.

## Background of the Study

### *Leadership*

Leadership researchers disagree considerably over what constitutes leadership. Disagreement stems from the fact that leadership is a complex phenomenon involving the leader, the followers, and the situation (Rost, 1991). Munson (1981) defined leadership as the creative and directive force of morale. Other definitions include: the process by which an agent induces a subordinate to behave in a desired manner (Bennis, 1959); the presence of a particular influence relationship between two or more persons (Hollander & Jullian, 1969); directing and coordinating the work of group members (Fiedler, 1967); an interpersonal relationship in which others comply because they want to, not because they have to (Merton, 1957); transforming followers, creating visions of the goals that may be attained, and articulating for the followers the way to attain those goals (Bass, 1985; Tichy & Devanna, 1986); actions that focus resources to create desirable opportunities (Campbell, 1991); an art form which results in getting another to want to do something the leader is convinced should be done (Kouzes & Posner, 1987); encouraging

followers to work toward common goals which represent the values and the motivations, the wants and needs, the aspirations and expectations, of both leaders and followers (Burns 1978); the ability to see the whole situation and keep the vision clearly defined for the group (Covey , 1989); and the process of influencing an organized group toward accomplishing its goals (Roach & Behling, 1984; Hunter, 2004). The common thread in all of these definitions is that of a relationship between leader and follower used to achieve goals within the organization. The following section will focus on concepts of leadership found in existing research studies.

*Conceptualization of Leadership*

Leithwood and Riehl (2003) described six concepts of successful leadership that could be defended by the research evidence and which are generalizable to most school contexts. These concepts are outlined in Table 1.1. School leadership is most successful when it is focused on goals related to teaching and learning, and that leadership is necessary for school improvement (Leithwood & Riehl). Gurr, Drysdale, DiNatale, Ford, Hardy, and Swann (2003), in their case study of three successful principals in Australia, found that the leadership of these Australian principals strongly featured elements of the concepts described by Leithwood and Riehl (2003). The case studies of the Victorian schools supported Leithwood and Riehl's research for all six concepts as shown in Table 1.1 (Gurr, et.al).

Table 1.1

*Concepts of Successful Leadership*

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1.Successful leadership makes important contributions to the improvement of student learning

2.Principals and teachers are the primary sources of successful leadership

3. Leadership is and ought to be distributed to others in the school and school community

4. A core set of basic leadership practices are valuable in almost all contexts including setting directions, developing people, and redesigning the organization

5. Leaders must act in ways that acknowledge the accountability-oriented policy context in marketing, decentralization, management, and instruction

6. Leaders enact practices to promote quality, equity, and social justice

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*Leithwood & Riehl (2003)*

The Interstate School Leaders Licensure Consortium was formed by the Council of Chief State School Officers to develop model standards and assessments for school leaders.  In 1996, six standards were developed and revised again in 2008.   The 1996 and 2008 standards are outlined in Table 1.2 (The Council of Chief State Officers, 2008; Daniel, Emoto, & Miller, 2004). Research confirms that the ISLLC standards have been adopted in forty states as administrative licensure (Murphy, YFF, & Shipman,2000; The Council of Chief State Officers, 2008; Daniel, Emoto, & Miller, 2004).

Table 1.2

| 1996 Standards | 2008 Standards |
|---|---|
| **Standard 1**<br>A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. | **Standard1**<br>An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. |
| Standard 2<br>A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. | Standard 2<br>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. |
| Standard 3<br>A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. | Standard 3<br>An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. |
| Standard 4<br><br>A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. | Standard 4<br>An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. |
| Standard 5<br><br>A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. | Standard 5<br><br>An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner |
| Standard 6<br>A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. | Standard 6<br>An education leader promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. |

*Interstate School Leaders Licensure Consortium Standards*
*The Council of Chief State Officers*

Lambert (2005) identified six characteristics of principals in high leadership capacity schools: (a) understanding of self and clarity of values; (b) strong belief in equity and the democratic process; (c) a vulnerable persona; (d) strategic planner for school improvement; (e) knowledge of the work of teaching and learning and (f) the ability to build capacity in others. Successful principals rely on a complex blend of knowledge, skill, theory, disposition, and values in their work to improve student achievement (Zellner & Erlandson, 1997). The National Association of Elementary School Principals (NAESP) surveyed 1323 randomly selected K-8 principals to attempt to determine what personal traits are needed for the elementary school principalship. When asked in the survey what personal traits are needed for the elementary school principalship, the top three cited were honesty, human relations skills, and leadership (Ferrandino, 2001). The next section explores the servant leadership model as a successful approach to the challenges of leadership in the 21st century.

*Servant Leadership*

The world is acknowledging the need for "ethical and effective leadership that serves others, invests in their development, and fulfills a shared vision" (Page & Wong, 2000, p. 69). Among the many leadership styles, the one that best fulfills these demands is servant leadership (Page & Wong). While every major religion includes some version of the servant leader, this contradictory-sounding style of leadership was researched and the term servant leadership was coined by Dr. Robert K. Greenleaf in the 1970s (Spears, 1995). Greenleaf discussed the need for a new kind of leadership model - one that puts serving others, including employees, customers, and community, as the number one priority. Greenleaf's writings focused on the actions of servant leaders rather than defining the term (Greenleaf, 1977).

In a review of Greenleaf's writings, Spears (1998) defined servant leadership as a practical philosophy that emphasizes increased service to others, a holistic approach to work, promotion of a sense of community, and the sharing of power in decision making (Spears, 1998). Laub (1999) defined servant leadership as an understanding and practice of leadership that places the needs of others over the self-interest of the leader.

Servant leadership has long existed at furniture manufacturer Herman Miller, a business led by Max DePree. Since 1952, Herman Miller has used the Scanlon Plan, a program through which workers who suggest ways to improve productivity benefit from the financial gains that result from their contributions (DePree, 1989). The leader, declares DePree, is the servant of his followers as he removes obstacles that prevent them from doing their jobs.

Melrose (1998) gives credit for the success of The Toro Company, a Fortune 500 company, to servant-leadership. A servant leader does not do others' jobs for them, but rather enables others to learn and make progress toward mutual goals. Melrose states he believes the concept of servant-leadership must be founded on five building blocks: (1) philosophy, (2) beliefs and values, (3) vision, (4) culture, and (5) leadership. Leaders today have to be able to think outside of the norm, to expand their perspective and add new thinking (Melrose).

Servant-leadership has become an increasingly popular approach in the corporate world, including Wal-Mart, Southwest Airlines, Federal Express, Marriot International, Pella, Herman Miller, Medtronic, ServiceMaster, the Container Store, and Synovus Financial (Hunter,2004). On one level, it is a successful management technique, a method for empowering employees and enhancing productivity. At its heart it is much more than that. Not only is servant leadership a transformational approach to life and work, it has the potential for initiating positive change within our society (Dinkel, 2003).

According to William B. Turner (2000), former chairman of the board of the W. C. Bradley Company and chairman of the executive committee and a director of Synovus Financial Corporation, the model of traditional leadership, which places the boss at the top with employees supporting the boss, has been the accepted model for organizations. However, leaders will use the servant leadership model to manage in the future. Servant leaders bring not only personal fulfillment to everyone in the organization, but they can also deal with change quickly and effectively (Turner).  Based on the idea that servant leadership is a commitment to love and serve, the organizational structure is turned upside down, with the leader at the bottom of the hierarchy, supporting those who do the work.  The leader's primary responsibility is to meet the needs of those who serve the organization. Servant leaders are encouragers, communicators, and cheerleaders (Turner).  Servant leadership is a model in which commitment to caring produces compassion that in turn produces communication, creativity, and common vision---which ultimately produces a caring community (Turner, 2000).

According to Russell (2001), leader values affect leader behavior and may be the underlying factor that separates servant leadership from all other values-laden leadership models.  The servant leader is one who has a deep sense of values and a leadership style that embodies consciously serving those values (Zohar, 1997).  They tend to have, according to Zohar, four essential qualities: a deep sense of the interconnectedness of life; a sense of engagement and responsibility; an awareness that all human endeavors including business is a part of the larger and richer fabric of the whole universe; and knowledge of what they ultimately serve.  The value system of servant leaders provides the compelling transformation that can occur in the corporate world.

The servant leader serves from a base of love, not from a sentimental love of all humanity and wish to do good works, but from a deep, abiding passion for and commitment to service. Business becomes a spiritual vocation rather than restricting itself to manipulating things, nature, and people for profit (Zohar, 1997). Spears (1998) has extracted a set of ten central characteristics of the servant-leader from Greenleaf's writings: (1)listening; (2)empathy; (3) healing; (4) awareness; (5) persuasion; (6) conceptualization; (7) foresight; (8)stewardship; (9) commitment to the growth of people; and (10) building community.

In their meta-analysis of the attributes of servant leadership, Russell and Stone (2002) reviewed the existing literature to develop a model of the theory. They identified nine functional attributes and eleven accompanying attributes of servant leadership. Functional attributes are the "operative qualities, characteristics, and distinctive features belonging to leaders and observed through specific leader behaviors in the workplace" (Russell & Stone, p. 148). Accompanying attributes are those that are complementary and augment the functional attributes (Russell & Stone). The nine functional attributes identified were: vision; honesty; integrity; trust; service; modeling; pioneering; appreciation of others; and empowerment. The accompanying attributes include: competence; communication; delegation; encouragement; persuasion; listening; stewardship; credibility; visibility; influence; and teaching. Using these attributes, a hypothetical model of servant leadership was developed to serve as a "working model" (Russell & Stone, p. 153). Page and Wong (2002) combined the work of Russell and Stone, and Spears to create four categories: character-orientation, people-orientation, task-orientation, and process-orientation. These attributes have been incorporated into a survey instrument, Self -Assessment of Servant Leadership Survey Profile, which was used in this study.

*Barriers to the Servant Leadership Model*

According to research conducted by Foster (2000), however, there are organizational barriers that impede the practice of servant leadership.  These include the following categories:  lack of trust;  paternalism; conflicting leadership styles; misunderstanding of the concept of servant leadership; middle management barriers; empowerment issues; personal agendas; communication problems; lack of servant leadership model development; and inadequate listening.  Kezar (2001) and Wong and Page (2003) identified the following as problems in implementing the servant leadership model:  power relations, oppressive or coercive outcomes, lack of emphasis on collective growth, use of force on individuals rather than negotiation with people who need to align, and not clearly communicating the reasons for change.   It is difficult to follow the servant leadership model when organizational needs multiply around the leader (Rinehart, 1998).  The pressure to rely on power and control increases and the urgency of the moment seems to justify any means to accomplish the goals (Rinehart).

Statement of the Problem

The culture of education in America was changed in 2002 when President Bush signed the No Child Left Behind (NCLB) Act (McGhee & Nelson, 2005).  Consequently, the job of the principal has become increasingly complex and difficult.  As school leaders rise to the many challenges facing them, they now must do so in a more stressful atmosphere created by the accountability of NCLB (Ferrandino, 2001).

The accountability demands of NCLB and the shortage of leadership positions in schools require attention be given to issues of leadership conceptualization and practice.  If educators are expected to meet the demands of accountability, principal leadership will be the key for schools

to be successful. Researchers have shown that the principal played a major role in the development of the capacity of the school to sustain improvements.

In the early years of the twenty-first century, traditional, autocratic, and hierarchical models of leadership are yielding to a new model – one based on teamwork and community, one that seeks to involve others in decision making, one strongly based in ethical and caring behavior, and one that is attempting to enhance the personal growth of workers while improving the caring and quality of our many institutions. This emerging approach to leadership is called servant-leadership (Spears, 2002). Servant leadership is built upon the central concept that serving others – including employees, customers, and community – is the number one priority. The servant leadership model has been successfully applied to business, industry, religious, and educational institutions (Russell, 2000).

Servant leadership defines well what it means to be a principal (Sergiovanni, 1999). Principals are responsible for "ministering" to the needs of the schools they serve (Sergiovanni, pp 37-38). A review of literature, however, reveals very little empirical research on the practice of servant leadership by elementary school principals. Schools have long been challenged to provide a nurturing environment which allows students to be successful (Pierce and Stapleton, 2003). Businesses have been successful with this concept using the servant leadership model but due to the lack of empirical research on servant leadership in the school setting it is not known if the servant leadership model is adaptable in the school setting. The researcher surveyed Georgia elementary principals leading schools in Southwest Georgia to attempt to determine their level of participation in servant leadership.

Research Questions

*Overarching Question*

   To what extent is servant leadership practiced by Southwest Georgia elementary school

principals?

*Sub Questions*

   1. To what extent do elementary principals in Southwest Georgia describe themselves as

      servant leaders?

   2.  To what extent do Southwest Georgia principals' description of themselves as servant

      leaders vary by demographics?

Significance of the Study

   For principals to remain in schools in the 21st century, they need to be strong instructional

leaders who develop teacher leaders who can help them successfully run the school (Pierce &

Stapleton, 2003).  According to Sergiovanni (1999), servant leadership describes well what it

means to be a principal and meeting the needs of the schools they lead.  Schools are special

organizations which need special leadership:  one that substitutes bureaucratic and personal

leadership with a style of leadership that has a moral emphasis (Sergionvanni).

   Although the literature recognizes and clearly defines servant leadership, little empirical

research exists to establish the use of servant leadership in educational organizations.  Most of

the writing on servant leadership has been based on observations of leaders, personal

testimonials, and personal reflections. Many business leaders are using the servant leadership

model in their organizations to lead (DePree, 1989; Melrose 1998; Hunter, 2004) but little

research exists that explains the relationship between effective elementary school principals and

servant leadership.

In 2002, Taylor conducted one of the first studies to assess Missouri public school principals and the servant leadership model in terms of academic organizational effectiveness.  The researcher studied elementary school leaders in Southwest Georgia to learn if they describe themselves as servant leaders.  The outcomes of this study have implications for educational institutions as leadership programs are developed to prepare new leaders for principalships in public school systems.  The knowledge gained from this study identified whether or not elementary principals describe themselves as servant leaders.

This study also had personal significance for the researcher.  Having had the opportunity to direct a servant leadership program at a small junior college, the researcher has seen the transformation of the culture at the college due to the implementation of the servant leadership model.  This study allowed the researcher to explore servant leadership in a different educational setting- that of an elementary school.

<center>Delimitations</center>

This study was delimited to Southwest Georgia elementary school principals.  No principals in middle or high schools in Southwest Georgia were included. Due to the size of the study it is not generalizable to elementary principals across the state of Georgia.  Principals who have changed positions or have left the southwest area of the state of Georgia were not included in the study.

<center>Limitations</center>

First, the return rate of the survey was unpredictable even though follow-up with schools was conducted.  Second, due to the failure of sample respondents to answer with candor to the survey, results might not have accurately reflected the opinions of all members of the included

population.  Third, the principals' responses during the interviews may not have reflected the

opinions of all members of the population.

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

The design of the study encompassed a mixed-methods approach of conducting research.

The research employed a quantitative approach along with qualitative interviews conducted with

six (10%) of the survey population to ensure understanding of the personal interpretation of

the instrument and to provide deeper understanding of the survey results.  The quantitative

portion of this study consisted of administering the Servant Leadership Profile -Revised (SLP) to

sixty-one elementary principals located in schools within the Southwest Georgia Regional

Educational Services Agency.  This survey instrument was developed by Page and Wong (2000)

to determine if a leader describes himself/herself as a servant leader.  The data were collected

using self-reporting through surveys sent through the mail.  A questionnaire requesting

demographic information was  included with the survey. A cover letter informing each

participant of the purpose of the study was sent with the survey instrument.  Self-addressed,

stamped return envelopes were provided to each principal. The SLP survey was mailed in the

Fall of 2009.

The respondent data was analyzed using the coding key and Excel spreadsheets furnished by

Dr. Page, and descriptive analysis including percentages, means, standard deviations, and

frequencies to learn if elementary principals in Southwest Georgia described themselves as

servant leaders.  It was also determined if there were any differences in level of participation in

servant leadership found in  the demographic data.  The purpose of using a mixed-method

study,  involving  a quantitative survey and qualitative interviews, was to provide triangulation of

the data to enhance confidence in the quantitative findings.  In support of providing triangulation,

Leedy and Ormrod (2001) stated, "Multiple sources of data are collected with the hope that they all converge to support a particular hypothesis or theory" (P. 105).

<div align="center">Definition of Terms</div>

For the purpose of this study, the following terms are defined:

Accountability:  Refers to the decisions that are made and the actions that are taken as a result of student performance on formal assessments (e.g., standardized tests).

Elementary School:  Elementary schools are schools that house Pre-K through fifth grade students.

Leadership:  For the purpose of this study, leadership is defined as influence and ability to obtain followers (Bennis 1959).

Regional Educational Service Agencies (RESAs):  Agencies which provide shared services to improve the effectiveness of schools (Georgia Department of Education).

Servant Leadership Profile - Revised (SLP):  Survey instrument developed by Page and Wong to determine whether or not an individual is a servant leader (Page & Wong, 2000).

Servant Leadership:  A practical philosophy that emphasizes increased service to others, empowerment, and sense of community (Spears, 1998).

Servant Leader:  A leader whose primary responsibility is to meet the needs of those who serve the organization for the benefit of accomplishing tasks and meeting goals for the common good (Turner, 2000).

CHAPTER TWO

REVIEW OF RESEARCH AND RELATED LITERATURE

Introduction

The literature review in this chapter outlines the concept of leadership with a focus on servant leadership.  Chapter two consists of the following sections: leadership definitions, characteristics and roles of leaders, and the servant leadership model. The review of the literature will explore models of values-based leadership models but focus on the servant leadership model.

Leadership Definitions

There is wide disagreement about the definition of leadership by those who have studied it. In part this disagreement stems from the complex interactions between three components:  the leader, the followers, and the situation.  The following list (Hughes, Ginnet, & Curphy, 1993) delineates some of the definitions researchers have ascribed to leadership: the creative and directive force of morale (Munson, 1981); the process by which an agent induces a subordinate to behave in a desired manner (Bennis, 1959); the presence of a particular influence relationship between two or more persons (Hollander & Julian, 1969); directing and coordinating the work of group members (Fiedler, 1967);  an interpersonal relation in which others comply because they want to, not because they have to (Merton, 1969); transforming followers, creating visions of the goals that may be attained, and articulating for the followers the way to attain those goals (Bass, 1985; Tichy & Devanna, 1986); the process of influencing an organized group toward accomplishing its goals (Roach & Behling, 1984);  actions that focus resources to create desirable opportunities (Campbell, 1991); an art form which results in getting others to want to do something the leader is convinced should be done (Kouzes & Posner, 1987);

encouraging followers to work toward common goals which represent the values and the

motivations, the wants and needs, the aspirations and expectations, of both leaders and followers

(Burns, 1978; Northouse, 2004); the ability to see the whole situation and keep the vision clearly

defined for the group (Covey, 1989); and the process of influencing an organized group toward

accomplishing its goals (Roach & Behling, 1984; Hunter, 2004).

A significant part of the confusion over the various definitions of leadership is the complex

nature of leadership. Trying to determine who is acting as a leader and when leadership has

occurred complicates developing a comprehensive definition of leadership (Karnes & Bean,

1996). Despite the numerous ways leadership has been conceptualized, the following

components can be identified as central to leadership: (1) Leadership is a process; (2) leadership

occurs within a group context; (3) leadership involves influence; and (4) leadership involves goal

attainment (Northouse, 2004).

<div align="center">The Changing Job of the Principalship</div>

The mandates of the NCLB Act to produce high levels of student achievement and the ability

to staff schools with highly qualified teachers are perhaps the most challenging requirements in

the history of education in terms of leadership (O'Donnell & White, 2005). Principals are

leaving through early retirement or finding new careers due to the demand of the accountability

era. A 1998 survey conducted by the National Association of Elementary School Principals and

the National Association found that increased responsibilities, long work days, difficult parents,

school board pressures, and low pay made the principalship less desirable (Potter, 2001).

McGhee and Nelson (2005) added to these reasons the following: pressures of unrelenting

change; social pressures from the community; and family life. Also, the pool of qualified

applicants is shrinking, which has increased the challenge of placing qualified principals in many school districts across the nation (Daniel, Enomoto, & Miller, 2004).

The changing job of the principalship, including accountability demands of NCLB, and the shortage of principals that has resulted require attention be given to issues of leadership conceptualization and practice (O'Donnell & White, 2005). If educators are expected to meet the demands of accountability, principal leadership will be the key for schools to be successful (O'Donnell & White). In Lambert's (2005) study of 15 high leadership capacity schools, the principal played a major role in the development of the capacity of the school to sustain improvements. Two variables were identified as determining factors in whether principal effects on student achievement are positive or negative: correctly identifying the focus for improvement, and understanding how closely the proposed change matches existing values norms and values (Waters et al, 2003).

<center>Gender and the Elementary Principalship</center>

In the business world even though there are 40% of women in managerial roles, only 0.5% are in the top leadership roles in the United States (Rosenthal, 1998). This is not the case for elementary principals in the state of Georgia. In Georgia, 64.9% of the elementary principals are females (Cox, 2008). Research has shown that women and men lead in different ways. Women leaders may behave in ways that encourage perceptions of them to be more likeable or person-oriented (Lucas & Lovaglia, 1998). Accordingly to Eagly (1990), men lead in a more directive or task-oriented style whereas women lead in a democratically or participative style. Through socialization and traditional social concepts, women may be more likely to learn and practice skills that lend to cooperation, accommodation and collaboration. Males have a conflict-resolution style of personal assertiveness and competition (Lucas & Lovaglia). Women

leaders exhibit a more transformational style of leadership including interpersonally-oriented behaviors such as participative-decision making; charisma; consideration; praising; and nurturing behaviors (Carless, 1998). No differences have been found for leadership behaviors related to innovation; problem-solving; inspiring respect and trust; and communicating vision.

<div align="center">Effective Leadership</div>

Establishing a school vision and building positive interpersonal relationships are two important elements of effective leadership. The visionary principal is one who can set clear decision-making priorities constructed around the goal of improving student achievement; who seek out the counsel and wisdom of others who can think and perform creatively and collaboratively; and who can convert past successes and failures into images for personal and organizational growth. The visionary principal understands that the process of getting things done is ongoing and that the school is part of an organizational environment that is changing and evolving (Davis, 1998).

Leithwood and Riehl (2003) described six concepts of successful leadership that could be defended by the research evidence and which are generalizable to most school contexts. These are the important contributions to the improvement of student learning; the primary sources of successful leadership in schools are principal and teachers; leadership is and ought to be distributed to others in the school and school community; a core set of basic leadership practices are valuable in almost all contexts including setting directions, developing people, and redesigning the organization; successful leaders must act in ways that acknowledge the accountability-oriented policy context in marketing, decentralization, management and instruction; and the enactment of practices to promote school quality, equity, and social justice (Leithwood & Riehl, 2003). Pierce and Stapleton (2003) state that for principals to stay in the

field, they must be skilled at creating strong committed teams to assist them.  This focuses on being strong instructional leaders who develop teacher leaders who help run the school (Pierce & Stapleton).  Gurr, Drysdale, DiNatale, Ford, Hardy, & Swann (2003) in their case study of three successful principals in Australia found that the leadership of these principals strongly featured elements of the concepts described by Leithwood and Riehl (2003).

Kouzes and Posner (2007) explored characteristics desired in leadership by government and business executives in 1987 and replicated the study in 1995. Further research was conducted through the years using a survey they developed entitled "Characteristics of Admired Leaders." Over seventy-five thousand people in various organizations including schools around the globe were asked to select seven qualities they look for in a leader that they would willingly follow. The top ten results are indicated in Table 2.1.

Table 2.1

*Characteristics of Admired Leaders*

| Characteristic | Percentage of 2007 respondents selecting characteristic | Percentage of 1995 respondents selecting characteristic | Percentage of 1987 respondents selecting characteristic |
|---|---|---|---|
| Honest | 89 | 88 | 83 |
| Forward-looking | 71 | 75 | 62 |
| Inspiring | 69 | 68 | 58 |
| Competent | 68 | 63 | 67 |
| Intelligent | 48 | 40 | 43 |
| Fair-minded | 39 | 49 | 40 |
| Straightforward | 36 | 33 | 34 |
| Supportive | 35 | 41 | 32 |
| Broad-minded | 35 | 40 | 37 |
| Dependable | 34 | 32 | 32 |

(Kouzes and Posner, 2007, p.30)

The research of Kouzes and Posner consistently shows four characteristics to be the top priority for individuals to willingly follow a leader. The leader must be honest, forward-looking, inspiring, and competent. Honesty is at the top of the list – often used synonymously with integrity and character. People want to assure themselves that the leader is worthy of their trust. Seventy percent of the respondents selected forward-looking as one their most sought-after leadership trait. Followers want a leader who has a vision or goal of where they are going. Kouzes and Posner found that people want a leader who is enthusiastic, energetic, and positive about the future. Competence to guide the follower toward the goals is the fourth characteristic. The respondents stated they must see the leader as having relevant experience and sound judgment. (Kouzes & Posner, 2007). The research of Kouzes and Posner (2007) revealed that three of the top four characteristics, honesty, competence and inspiring leadership, make up "source credibility". According to Kouzes and Posner, "credibility is the foundation of leadership".

Waters, Marzano, and McNulty (2003) found in their meta-analysis a substantial relationship between leadership and student achievement. This meta-analysis identified 21 research-based responsibilities and associated practices that are significantly associated with student achievement. Identified were: culture; standard operating procedures; discipline; resources; design of curriculum, instruction, assessment; focus; knowledge of curriculum, instruction, assessment; visibility; communication; outreach; input; affirmation; relationships; change agent; optimizer; ideals/beliefs; monitors/evaluates; flexibility; situational awareness; and intellectual stimulation (Waters, Marzano, & McNulty). Trail (2000) identified twelve roles for principals: psychologist, teacher, facilities manager, philosopher, police officer, diplomat, social worker, mentor, PR director, coach, collaborator, and cheerleader.

In a survey of principals and assistant principals in Hawaii, practicing school leaders were asked to weigh the relative importance of the six Interstate School Leaders Licensure Consortium (ISLLC) standards. They rated a) vision and leadership (Standard 1); b) ethical decision making (Standard 5); and c) collaborative skill building (Standard 4) as important attributes for successful school leaders (Daniel, Enomoto, & Miller, 2004). Lambart (2005) identified six characteristics of principals in high leadership capacity schools: a) understanding of self and clarity of values; b) strong belief in equity and the democratic process; c) a vulnerable persona; d) strategic planner for school improvement; e) knowledge of the work of teaching and learning and f) the ability to build capacity in others.

 Successful principals rely on a complex blend of knowledge, skill, theory, disposition, and values in their work to improve student achievement (Zellner & Erlandson, 1997). The National Association of Elementary School Principals (NAESP) found that the top three traits needed for the elementary school principalship were honesty, human relations skills, and leadership (Ferrandino, 2001).

Moral and ethical dimensions of leadership have increasingly received emphasis and attention (Cranston, Ehrich, & Kimber, 2003). In part, this has been driven by the belief that "values, morals, and ethics are the very stuff of leadership and administrative life" (Hodgkinson, 1991, p.11). Campbell, Gold, and Lunt (2003) found in interviews with six school leaders that the leaders' values influenced their perceptions of their leadership role, their relationships with students, staff and the local community, and their aspirations and expectations for the school. This review lists many characteristics of effective leaders which are demonstrated differently in each approach to leadership. In servant leadership these concepts are driven by values and morals.

Leadership Approaches

Numerous leadership styles are defined in the literature.   Traditional leadership styles are based on assumptions of people's powerlessness, their lack of personal vision, and inability to master the forces of change (Senge, 2006). These models of leadership are based on deficits of followers which can be remedied only by leaders. In a learning organization, leaders are "designers, teachers, and stewards" (Senge).  For the purpose of this study on servant leadership, the ones that are most relevant are transformational, charismatic, moral, and visionary due to the characteristics of these models which relate closely to the servant leadership model (Depree, 1989),  and Senge's definition of leaders in a learning organization.

*Transformational Leadership*

Transformational leadership emerged as an important approach to leadership with the work of James MacGregor Burns (1978). Burns attempted to link the roles of leadership and followership (Northhouse, 2004). Transformational leadership focuses on the motivational effect of the leader on the follower that raises the level of motivation and morality in both the leader and the follower.  The leader is attentive to the needs and motives of followers while trying to help the followers reach their fullest potential (Northhouse).  Bass (1985) expanded upon Burns' theory.  He defined transformational leadership as the leader's effect on followers, based on trust, loyalty, admiration, and respect of the leader.  Kouzes and Pozner (1987) focused on the behavioral aspects of transformational leadership in their leadership model.  They identified five transformational leadership behaviors:  challenging the process; inspiring a shared vision; enabling others to act; modeling the way; and encouraging the heart.  The transformational leader can articulate the vision while empowering the group to act (Tritten & Kiethly, 1996).

*Charismatic Leadership*

Max Weber (1947), German sociologist, conducted the first methodical study on charismatic leadership as a trait approach to leadership (Tritten & Keithy, 1996). He stated that charismatic authority has a quality that gives a leader the power to captivate people. House (1976) published a theory of charismatic leadership which suggested that charismatic leaders act in unique ways that have specific effects on their followers. Personal characteristics of a charismatic leader include being dominant and self-confident; energetic; unconventional; possessing a strong sense of one's moral values; and having a strong desire to influence others (Northouse, 2004). They are strong role models; are competent; articulate goals clearly; communicate high expectations; express confidence; and arouse motives in followers.

Charismatic leaders tend to emerge when there is a high level of stress, such as a national crisis (Northouse). Conger and Kanungo (1998) described five attributes of charismatic leaders: vision and articulation; sensitivity to the environment; sensitivity to member needs; personal risk taking; and performing unconventional behavior. According to Tritten and Keithly (1997), the value of a truly charismatic leader to an organization is suspect. As desirable as charismatic leadership characteristics may be, the charismatic leader can cause major problems in the organization. The charismatic leader, especially one pursuing self-indulgent ends, is inclined to ignore follower feedback necessary to modify goals in changing situations and to lose contact with followers (Tritten & Keithly).

*Moral Leadership*

"Giving more credence to sense experience and intuition and accepting sacred authority and emotion allow for a new kind of leadership – one based on moral authority" (Sergiovanni 1999, 44). Rozycki (1993) states that the role of the moral leader is that of a teacher who provides

common understanding of the moral basis of social action. Moral leadership joins those in leadership roles to those in followership, changing traditional hierarchical structure from a fixed form to a fluid, changing form (Segiovanni, 1999). Ideas, values, and commitments are at the top, held up by the leader and followers. Moral leadership requires emotional commitment to a common set of values deemed to be vital to the existence and betterment of the organization. It is a democratic form of leadership in that all persons at all levels of the organization contribute to the vision and accomplishments (Sergiovanni). Leadership is about and for the people in the organization, requiring constantly renewed commitment, a visionary determination to advance human development, and a common quest for life with dignity for all (Safty, 2003).

*Visionary Leadership*

Exemplary leaders, according to Kouzes and Posner (1987) "have visions of what might be, and they believe they can make it happen" (Chance 1992, 48). Shaskin and Walberg (1993) divided visionary leadership into three phases: (1) creating the vision of the organization and its culture; (2) incorporating the vision into the organization's philosophy, programs, and policies; and (3) practicing and articulating the specific actions necessary to move toward the vision. They identified five behavior categories: clarity, communication, consistency, caring, and creating opportunities. Grady and LeSourd (1990) measured five qualities of a visionary leader in education. The qualities were: (1) highly motivated by personal beliefs; (2) committed to attaining personal goals; (3) values prominent in shared school ideology; (4) partial toward innovation; and (5) able to visualize a better future. Visionary leaders work to develop a common sense of purpose and direction for everyone in the organization. This style of leadership characterizes an organizational culture that is proactive and willing to make changes (Grady and LeSourd). Visionary leadership depends on having a clear vision led by one who can

unleash power in individuals or organizations by evoking people's deepest meaning, values, and purposes (Zohar, 2005).

Visionary organizations are capable of learning at all levels of the organization and adapting to change. Visionary leaders allow people to embrace change and experimentation without feeling threatened; revisit and revise the vision; and spread the leadership role throughout the organization (Nanus, 1992). Exemplary visionary leaders set the direction and personally commit to it; spread visionary leadership throughout the organization to empower employees to act; listen and watch for feedback; and focus their attention on helping the organization achieve its greatest potential (Nanus).

*Servant Leadership*

The world is acknowledging the need for "ethical and effective leadership that serves others, invests in their development, and fulfills a shared vision" (Page & Wong, 2000, p. 69). Among the many leadership styles, the one that best fulfills these demands is servant leadership (Page & Wong). According to Spears (2002), in the early years of the twenty-first century, traditional, autocratic, and hierarchical modes of leadership are yielding to a new model – one based on teamwork and community, one that seeks to involve others in decision making, one strongly based in ethical and caring behavior, and one that is attempting to enhance the personal growth of workers while improving the caring and quality of our many institutions. This emerging approach to leadership and service is called servant leadership. Servant-leadership is built upon the central concept that serving others – including employees, customers, and community – is the number one priority (Spears, 2002).

Servant leadership has its roots in the New Testament (Dinkel, 2003). In the biblical use of the terms, "leadership" does not mean dictatorship, nor is a "servant" someone who is mindlessly

subservient to every whim of a master (Dinkel). Biblical leadership is responsible, compassionate, understanding, accountable, competent, respectable, authoritative, pioneering, exemplary, and God-fearing (Dinkel). Being a leader does not mean making all the decisions or being the "boss." Leadership implies taking initiative, accepting responsibility, and shouldering the weight of accountability. Biblical servanthood is responsive, respectful, willing, loving, and self-sacrificing. Servant leadership means a willingness to humbly serve another person, to put the best interests of someone else above your own enjoyment (Dinkel).

While every major religion includes some version of the servant-leader, this contradictory-sounding style of leadership was researched and the term coined by Dr. Robert K. Greenleaf (Spears, 1995). In all his writing, Greenleaf discussed the need for a new kind of leadership model - one that puts serving others, including employees, customers, and community, as the number one priority. Servant leadership is a practical philosophy that emphasizes increased service to others, a holistic approach to work, promotion of a sense of community, and the sharing of power in decision making (Spears, 1998). Greenleaf's own definition of the concept is often quoted today:

> The servant-leader is servant first. It begins with the natural
> feeling that one wants to serve, to serve *first*. Then conscious
> choice brings one to aspire to lead…[servant-leadership]
> manifests itself in the care taken to make sure that other
> people's highest priority needs are being served.

> This person is sharply different from one who is *leader* first, perhaps because
> the need to assuage an unusual power drive or to acquire material
> possessions. The best test, and difficult to administer, is: Do
> those served grow as persons? Do they, *while being served*,
> become healthier, wiser, freer, more autonomous, more likely
> themselves to become servants? And what is the effect on the least
> privileged in society; will they benefit, or, at least, not be
> further deprived? (Greenleaf, 1977, p.27)

Zohar (1997, p. 146) calls servant leadership the "essence of quantum thinking." Organizations are coming to understand that no part of a system is insignificant. Production engineers have found that the slightest defect in one small part can escalate to disturb a whole manufacturing process.

Consultants work with companies and notice "how much the janitors and tea ladies, never mind the secretaries, know" - expertise that is overlooked because it is thought insignificant (Zohar, 1997). Servant leaders, on the other hand, are in touch because they lead from a level of deep, revolutionary vision (Zohar). They change the system, invent the new paradigm, clear a space where something new can be, and they accomplish this, not so much by doing as by being (Zohar).

The servant leader is one who has a sense of deep values and a leadership style that embodies consciously serving those values (Zohar, 1997). They tend to have, according to Zohar, four essential qualities: a deep sense of the interconnectedness of life; a sense of engagement and responsibility; an awareness that all human endeavor including business is a part of the larger and richer fabric of the whole universe; and a knowledge of what they ultimately serve. The value system of servant-leaders provides the deep transformation that can occur in the corporate world. Without the value system, Zohar declares, there can be no much-needed "fundamental rewiring of the corporate brain." Servant leaders serve not only stockholders, colleagues, employees, products, and customers, but also the community, the planet, humanity, the future, and life itself (Zohar, 2005).

The servant leader serves from a base of love, not from a sentimental love of all humanity and desire to do good works, but from a deep, abiding passion for and commitment to service (Zohar,

1997). Spears (1998) has distilled a set of ten central characteristics of the servant-leader from Greenleaf's writings:

1. Listening – seeking to identify and clarify the will of a group, hearing one's inner voice, reflecting

2. Empathy – accepting and recognizing people for their special and unique spirits, assuming good intentions of others

3. Healing – potential for healing broken spirits, one's own and others

4. Awareness – being sharply awake and reasonably disturbed, about one's self as well as general conditions

5. Persuasion – seeking to convince instead of coercing or using one's positional authority

6. Conceptualization – ability to dream great dreams

7. Foresight – ability to understand lessons from the past, realities of the present, and the likely consequences of decisions for the future

8. Stewardship – sense of holding something in trust for another

9. Commitment to the growth of people – belief that people have an intrinsic value beyond their tangible contributions as workers

10. Building community – demonstrating his own "unlimited liability for a quite specific community-related group" (Greenleaf, 1970).

While not claiming to have created an exhaustive list, Spears believes these ten characteristics "serve to communicate the power and promise that the concept offers to those who are open to its invitation and challenge" (Spears, 1998).

In their meta-analysis of the attributes of servant leadership, Russell and Stone 2002) reviewed the existing literature to develop a model of the theory. They identified nine functional

attributes and eleven accompanying attributes of servant leadership. The functional attributes identified were: vision, honesty, integrity, trust, service, modeling, pioneering, appreciation of others, and empowerment. The accompanying attributes include: competence, communication, delegation, encouragement, persuasion, listening, stewardship, credibility, visibility, influence, and teaching. Using these attributes, a hypothetical model of servant leadership was developed which focused on servant leadership being a controllable variable that affects organizations and their performance (Russell & Stone, 2002).

Page and Wong (2000) grouped the servant leadership characteristics identified by Spears into four orientations: character, people, task, and process.

Table 2.2 shows the links between Page and Wong's orientations and Spear's characteristics.

Table 2.2

*A Conceptual Framework for Measuring Servant Leadership*

| Page and Wong | Spears |
|---|---|
| Character-Orientation | Integrity, Humility, and Servanthood |
| People-Orientation | Caring for others, Empowering others, and Developing others |
| Task-Orientation | Visioning, Goal setting, and Leading |
| Process-Orientation | Modeling, Team building, and Shared decision-making |

The servant leader leads and serves with: agapao love – love in a social or moral sense; acts with humility – not self-focused; is altruistic – behavior to benefit others; is visionary for the followers – keeps the future in mind; is trusting – confidence in others; is serving – sense of responsibility to others; empowers followers – entrusts power to other (Patterson, 2003).

The model of traditional leadership, which places the boss at the top with employees supporting the boss, has been the modus operandi for organizations; servant leadership will be

the way to manage in the future. It brings not only personal fulfillment to everyone in the organization, including the boss, but also it can deal with change quickly and effectively (Turner, 2000). Based on the idea that servant leadership is a commitment to love and serve, the organizational structure is turned upside down, with the leader at the bottom of the hierarchy, supporting those who do the work. The leader's primary responsibility is to meet the needs of those who serve the organization. Servant-leaders are encouragers, communicators, and cheerleaders. Servant leadership is a model in which commitment to caring produces compassion that in turn produces communication, creativity, and common vision---which ultimately produce a caring community (Turner).

What does it take to be an outstanding leader in the 21$^{st}$ century - a time of an uncertain economy and an ever-changing environment? Many of the qualities that Robert Greenleaf wrote about in his 1970 essay "The Servant as Leader" are applicable to business as well as educational leaders today. He said that the single most important quality of any leader is the desire to serve. Servant leadership is a by-product of passion for life, a focus on getting things done and a compelling sense of purpose – all characteristics of the most successful people in the world (Jourdain, 2002). Servant leaders live their lives consciously and deliberately, in part because they build habits and practices which enable them to be authentic - with themselves and in personal, social, and business interactions (Jourdain). Table 2.3 shows a comparison of servant leadership, visionary leadership, and exemplary leadership in the areas of (1) communication; (2) vision; (3) contributions to the organization; (4) modeling; (5) employee needs; and (6) stewardship.

Table 2.3

*Comparison of Five Leadership Models:  Exemplary/VisionaryTransformational, Moral,*

*Charismatic, and Servant Leadership*

| Exemplary/Visionary "Transformational" | Moral | Charismatic | Servant |
|---|---|---|---|
| (Kouze & Posner/Shaskin) | (Sergiovanni) | (Conger&Kanungo) | (Greenleaf/Spears) |
| 1* - Challenging the Process (Communication) | Sacred authority | Articulation | Listening Persuasion |
| 2- Inspiring a shared vision   (Clarity) | Intuition Shared vision | Vision – sometimes self | Foresight |
| 3 -Enabling others to act (Creating opportunities) | Opportunities to contribute | Arouse motives | Awareness Growth of people |
| 4- Modeling the way (Consistency) | Self as model | Unconventional behaviors | Building community |
| 5- Encouraging the heart (Caring) | Human dignity | Sensitivity to member needs | Empathy Healing |
| 6 - Conceptualization | Respect for environment | Sensitivity to environment | Stewardship |

* 1 – Communication, 2-Vision, 3- Contributions to the organization, 4- Modeling,
5- Employee Needs, 6- Stewardship
*Source:  Kouze & Posner (1995); Sashkin (1986); Sergivonni (1999); Conger & Kanungo (1998); Greenleaf (1977); Spears (1995)*

Barriers to the Servant Leadership Model

There are a number of organizational as well as personal barriers to practicing servant

leadership. According to research conducted by Foster (2000), organizational barriers that

impede the practice of servant leadership include:  lack of trust;  paternalism; conflicting

leadership styles; misunderstanding of the concept of servant leadership; middle management

barriers; empowerment issues; personal agendas; communication problems; lack of servant

leadership model development; and inadequate listening. Kezar (2001) and Wong and Page (2003) identified the following organizational and personal problems in implementing the servant leadership model: power relations, oppressive or coercive outcomes, lack of emphasis on collective growth, use of force on individuals rather than negotiation with people who need to align, and not clearly communicating the reasons for change. It is difficult to follow the servant leadership model when organizational needs multiply around the leader (Rinehart, 1998). The pressure to rely on power and control increases and the urgency of the moment seems to justify any means to accomplish the goals (Rinehart). Three of the common problems for practicing servant leadership found in the research are pride, power, and control.

*Pride*

One difficulty in practicing servant leadership in the United States is the culture of individualism and competitiveness which foster egotistical pride (Wong & Page, 2003). Individualism coupled with authoritarian hierarchy has proven to promote egotistical, arrogant leaders. Pride originates from ones basic need for personal significance and worthiness (Wong & Page). Many leaders see leadership as a superior position (Jennings, 2002). The celebrity syndrome, the pedestal syndrome, and rankism are some of the symptoms of egotism found within organizations. (Wong & Page). Servant leadership transcends self-interests in the service of others (Sanders, Hopkins, & Geroy, 2003). In order to practice servant leadership, leaders must lay aside selfishness, worldly aspirations, and empty themselves of their pride (Wong and Page).

*Power and Control*

Foster (2002), found in his study that another's desire for control was a major barrier to the practice of servant leadership within the organization. Management wanted control and was

reluctant to give it to subordinates (Foster). The need for power is human. Everyone wants to have some control over their lives (Heifetz & Linsey, 2002). However, power can be addictive and intoxicating (Wong & Page, 2003). Power can become irresistible because power means privileges, prestige, money, and the ability to coerce others to do what the leader wants. However, the root of craving for power is insecurity – the fear that one will become vulnerable. In order to overcome the barriers of pride and power, leaders need to take the risk of intentional vulnerability (Wong & Page) .

*Self- Interest*

Block (1996) suggested that one of the biggest challenges that must be overcome before leading an organization utilizing the servant leadership model is being able to overcome the self-interest that grow from the power leaders acquire from a position of authority. Leaders motivated by self-interest put their own agenda, safety, status, and gratification above that of those who are affected by their thoughts and actions (Blanchard, 2005). Servant leaders know they are servants first, and service is a choice of the interests of others over self-interest (Russell & Stone, 2002).

## Summary

This chapter provided a review of the literature regarding definitions of leadership, effective leadership, the roles of the principalship, and leadership approaches. Although one may recognize good or bad leadership when seeing it in practice, defining and understanding leadership is not easy. Despite the numerous ways leadership has been conceptualized, the following components can be identified as central to leadership: (1) leadership is a process; (2) leadership occurs within a group context; (3) leadership involves influence; and (4) leadership involves goal attainment (Northouse, 2004).

An overview of effective leadership and the role of the principal was given focusing on responsibilities, practices, and characteristics of leaders. Moral and ethical dimensions of leadership have increasingly received emphasis and attention. The final section of this chapter reviewed leadership approaches and focused on transformational, charismatic, moral, visionary, and servant leadership. An overview of servant leadership including barriers to the practice was presented as found in the writings of Greenleaf, current scholarly publications, and sources from the popular press.

Leadership studies have given much insight into the attributes of effective leaders and leadership models. Much information is available on characteristics of servant leadership but little is available on the practice of the servant leadership model in an elementary educational organization. The role of the principal has changed with the accountability measures outlined in the NCLB Act. Research has also indicated that the leadership of the principal is key to the success of the school. However, there still exists the question as to whether one type of leadership is more successful than another in the school setting. The purpose of this study was to investigate the participation of public elementary principals in the servant leadership model.

CHAPTER THREE

METHODOLOGY

Introduction

The 21st century principal is faced with the challenges of the No Child Left Behind (NCLB) Act: long hours, fewer resources, and monetary constraints. Principal leadership is the key for schools to be successful in meeting the demands of accountability. Many principals are leaving through early retirement or finding new careers due to the demands of the accountability era: increased responsibilities; difficult parents; school board pressures; social demands from the community; family life; and pressures of unrelenting change. This study examined the level of participation in the servant leadership model of elementary principals in Southwest Georgia as self-reported by the participants themselves and follow-up interviews. This chapter is arranged as follows: research design; research questions; population; procedures for data collection; and data analysis. The independent variable for the first sub question was the principals' descriptions and the dependent variable was servant leadership. The independent variable for the second sub question was the demographics of the elementary principals and the dependent variable was servant leadership.

Research Design

The researcher used a mixed methods design for the study. Quantitative research methodology utilizes numbers to analyze and interpret data from a large number of respondents too difficult to observe with qualitative methods (Nardi, 2003). Qualitative research uses a number of methods to gain insight into individuals' lives (Denzin & Lincoln, 2000). It is pragmatic, interpretive, and grounded in the lived experiences of people (Marshall & Rossman, 1999). The quantitative phase of this study consisted of the administration of the Servant

Leadership Profile - Revised (SLP) to sixty-one elementary principals located in schools within the Southwest Georgia Regional Educational Services Agency.  The qualitative phase was completed through in-depth interviews of 10% of the principals in SWGA RESA who were selected randomly from the sample who responded to the questionnaire using www.randomgenerator.com after the surveys were returned.  Five face-to-face interviews and one telephone interview were conducted to provide insight to responses on the SLP surveys.

The independent variable for the first sub question was the principals' descriptions and the dependent variable was servant leadership.  The independent variable for the second sub question was the demographics of the elementary principals and the dependent variable was servant leadership.

## Research Questions

*Overarching Question*

To what extent is servant leadership practiced by Southwest Georgia elementary school principals?

*Sub Questions*

1. To what extent do elementary principals in Southwest Georgia describe themselves as servant leaders?

2. To what extent do Southwest Georgia principals' descriptions of themselves as servant leaders vary by demographics?

## Population

The state of Georgia has 1,286 public elementary schools.  These schools have several different configurations. The majority of them are K-5 schools but a few schools are only K-2 or 3-5 only.  A smaller number of schools house K-8 students or K-12 (Cox, 2008).  Participants

from K-2, 3-5 and K-12 were included in the study. The majority of elementary principals are female (64.9%) and white (67.5%). Ninety-five percent of all elementary principals in Georgia stayed in the same school in 2008 as the previous year. The mean age of principals is 49.2 years, and 58.1% of principals were certified at the Education Specialist level (Afolabi & Eads, 2009).

All 2009-2010 elementary principals who were members of the Southwest Georgia Regional Educational Service Agency (SWGA RESA) constituted the population of possible survey participants. Census sampling was used due to the small size of the population. There were sixty schools and sixty-one principals in this RESA. The districts who are members of the SWGA RESA along with number of principals in each district are outlined in Table 3.1. Of the principals in SWGA RESA, 67.2% were females and 57.4% were white. Ninety-four percent of the principals in SWGA RESA stayed in the same school in 2009 as they were in last year. The researcher attempted to gain additional demographic data on the population from the Georgia Department of Education and the Southwest Georgia Regional Service Agency. This information would have yielded data to establish generalizability, but the researcher was informed that demographic data is not available on administrative personnel.

*Table 3.1*

*Participating School Districts in Southwest Georgia RESA (N=61)*

| District | Number of Elementary Schools | Number of Principals |
|---|---|---|
| Baker County | 1 | 1 |
| Calhoun County | 1 | 1 |
| Colquitt County | 10 | 10 |
| Decatur County | 6 | 6 |
| Dougherty County | 16 | 16 |
| Early County | 1 | 1 |
| Grady County | 5 | 5 |
| Lee County | 4 | 4 |
| Miller County | 1 | 1 |
| Mitchell County | 3 | 3 |
| Pelham City | 1 | 1 |
| Seminole County | 1 | 1 |
| Terrell County | 2 | 2 |
| Thomas County | 60 | 3 |
| Thomasville City | 3 | 3 |
| Worth County | 2 | 3 |
| **TOTAL** | **60** | **61** |

Instrumentation

Two quantitative instruments were used to collect data in this study: Self-Assessment of Servant Leadership Survey Profile and a demographic questionnaire (see Appendix B).

*Servant Leadership Profile - Revised*

The original 99 item Servant Leadership Profile was developed by Page and Wong (1998) and used a 7-point Likert-type scale. The scale ranged from (1) *strongly disagree* to (7) *strongly agree.* The survey measured 12 distinct categories of servant leadership. The categories were: integrity, humility, servanthood, caring for others, empowering others, developing others, visioning, goal setting, leading, modeling, team-building, and shared-decision making. The original instrument was refined to include seven sub-scales with 62 items using a 7-point Likert-type scale through additional field testing. Five of the twelve original sub-scales failed to

emerge because items belonging to these factors either double loaded or spread across several un-interpretable factors which contained one or two items only.  The five factors eliminated were: caring for others, leading (as an independent factor), goal setting, humility, and modeling (Wong & Page, 2003). Table 3.2 outlines the sub-scales (Page and Wong refer to these as factors), and instrument items that match each.

Table 3.2

*Servant Leadership Profile - Revised Survey Items*

| Sub-Scale (Factors) | Servant Leadership Orientation | Meaning | SLP Item Numbers |
|---|---|---|---|
| Factor 1 – Developing and Empowering Others | People-Orientation | Concerned with developing human resources – leader's relationship with people and his/her commitment to develop others | 16, 21, 23, 27, 31, 37, 38, 39, 42, 46, 48, 49, 53, 59, 61, 62 |
| Factor 2 – Power and Pride (Vulnerability and Humility) | Character-Orientation | Concerned with cultivating a servant's attitude–values, credibility, and motive | 9, 14, 15, 18, 28, 29, 56, 60 |
| Factor 3 – Authentic Leadership | Character-Orientation | Concerned with cultivating a servant's attitude–values, credibility, and motive | 6, 17, 30, 44, 45, 47, 50, 51, 52, 57, 58 |
| Factor 4 – Open, Participatory Leadership | People – Orientation | Concerned with developing human resources – leader's relationship with people and his/her commitment to develop others | 2, 5, 7, 8, 10, 11, 12, 34, 35, 36 |
| Factor 5 – Inspiring Leadership | Task-Orientation | Concerned with achieving productivity and success – focusing on the leader's tasks and skills necessary for success | 3, 4, 24, 32, 33 |
| Factor 6 – Visionary Leadership | Task-Orientation | Concerned with achieving productivity and success – focusing on the leader's tasks and skills necessary for success | 40, 41, 43, 54, 55 |
| Factor 7 – Courageous Leadership | Process-Orientation | Concerned with increasing the efficiency of the organization – focusing on the leader's ability to model and develop a flexible, efficient and open system | 1, 13, 19, 20, 22, 25, 26 |

Servant leadership is defined by both the PRESENCE of certain positive qualities, and the

ABSENCE OF certain negative qualities (Page & Wong). The positive factors are: (a)

Developing and Empowering Others;  (b) Authentic Leadership; (c) Open, Participatory

Leadership; (d) Inspiring Leadership; (e) Visionary Leadership; and (f) Courageous Leadership. The negative factor is Power and Pride. These negative traits are scored in the positive direction by reversing the scoring. Abuse of power becomes Vulnerability, and Pride becomes Humility as shown in Table 3.2. A simple way to determine whether one is a servant leader is to see whether one scores high on Servanthood and Leadership, but low on Abuse of Power and Pride (Page & Wong). Page and Wong determined that mean scores of above 5.6 on factors 1 and 3-7 indicate a servant leader and scores below that indicate where work needs to be done. On abuse of power and pride, anything above a mean score of 2.3 is regarded as a poor score indicating an arrogant attitude unbefitting a servant leader. Thus, scoring high on abuse of power and pride automatically disqualifies one as a servant leader, regardless of how high scores may be on the other subscales. Authoritarian hierarchy and egotistical pride are the two opposing forces to Servant Leadership (Wong & and Page). That is why the inclusion of these two negative subscales is important in the Revised Servant Leadership Profile.

The Servant Leadership Profile – Revised survey has an alpha reliability score of 0.937 (Page & Wong, 1998). The alpha coefficients for each factor are as follows: Integrity (0.796); Humility (0.656); Servanthood (0.761); Caring for Others (0.714); Empowering Others (0.765); Developing Others (0.916); Visioning (0.569); Goal-setting (0.768); Leading (0.837); Modeling (0.763); Team-Building (0.815); and Shared Decision-Making (0.802) (Page & Wong).

*Demographic Factors*

Respondents provided demographic information on the second instrument. Data collected were: ethnicity; years as principal at present school; gender; degree; age; and total years of experience. The demographic items were mapped to the research and to the research questions that the demographic questions answered (see Table 3.3)

Table 3.3

*Demographic Information Questionnaire Mapped to Literature Review*

| Item | Literature Review | Research Question |
|---|---|---|
| Gender | Afolabi and Eads, 2009 | 2 |
| Race | Afolabi and Eads, 2009 | 2 |
| Highest degree | Daniel, Enomoto, and Miller, 2004 | 2 |
| Total years in this school as a principal | Potter, 2001 | 2 |
| Total years of experience as a Principal | McGhee and Nelson, 2004 | 2 |

*Post-Survey Qualitative Interviews*

Qualitative data gathering consisted of asking participants to explain, in their own words, the thoughts or feelings that could have contributed to the sample responding to various items from the SLP questionnaire.  Interviews were recorded and then transcribed.  All interviews were analyzed to search for common themes and trends among participants' responses.  The interview questions were developed based on the responses from the SLP instrument.  Two interview questions were developed from each factor of the SLP questionnaire that mapped back to specific factor questions (See appendix B). Interview questions were determined by:  the range of participant responses; review of related literature; and discretion of the researcher.  A colleague was asked to respond to the interview questions and the questions were then revised based on feedback received from this principal.

<div align="center">Data Collection</div>

After IRB approval (see Appendix A), the researcher began collecting data in two phases. First of all data were collected using self-reporting on the Servant Leadership

Profile - Revised and Demographic Questionnaires were sent through the mail to each principal in the Southwest Georgia Regional Educational Service Agency. The names of the schools were obtained by accessing the Southwest Georgia Regional Educational Service Agency's link on the Georgia Department of Education website. After locating the schools, each school website was visited to obtain the name of the principal and school address. A cover letter informing each participant of the purpose of the study and an informed consent form was sent with the survey and demographic instrument. The SLP and the Demographic Information Questionnaire were coded with a number which corresponded to a database created by the researcher of all the principals in SWGA. Self-addressed and stamped return envelopes were included with each survey. Each envelope was coded with the same number as the instruments in order for the researcher to follow up with participants. Follow-up emails and phone calls were made in order to increase the return rate after a week and then again after two weeks. Five surveys were resent to participants who indicated they had not received them after the first mailing. Data were entered and analyzed upon receiving surveys. In conducting the post-survey qualitative interviews, 10% of the survey participants were randomly selected using www.randomgenerator.com and contacted via electronic mail and telephone. Five of the interviews were conducted in a face-to-face setting. One interview was conducted via telephone due to the principal's schedule. The face-to-face interviews were conducted in each principal's office at the schools. The interview questions were asked orally and recorded using a portable tape recorder. The telephone interview was conducted using a speaker phone and recoding the interview with a portable tape recorder.

Data Analysis

Data collected from the Servant Leadership Profile – Revised (SLP) and the

Demographic questionnaire were analyzed using Page and Wong's Coding Key and Excel

spreadsheets supplied with the Servant Leadership Profile - Revised survey.   The coding key

and spreadsheet yielded a score for each of the factors for each individual respondent and a

group mean and standard deviation.  After each factor was determined for each respondent the

data was entered into the Statistical Package for Social Sciences software version 13.0.  In order

to answer the first research question "To what extent do elementary principals in Southwest

Georgia describe themselves as servant leaders?", descriptive statistics (mean, standard

deviation, minimum and maximum scores) of the Servant Leadership Profile - Revised

were compiled to show an overall profile and by the total scores and subscale scores

by demographics. The follow-up interviews were recorded, and then transcribed after each

interview.  The researcher compared the answers provided by all six principals to determine the

common trends in responses. Once responses were determined for all questions used during the

interviews, they  were compared to the responses obtained from the SLP.  Question 2, "To

what extent do principals' descriptions of themselves as servant leaders vary by demographics?,

was analyzed using means and standard deviations to obtain demographic variable information.

The results were obtained by entering the demographics and results for each factor into the SPSS

software.  An analysis was done for servant leaders and nonservant leaders as related to

demographics.  A second analysis was done to compare the demographics and each factor of the

SLP.

Summary

The purpose of this study was to investigate to what extent elementary school principals in Southwest Georgia describe themselves as servant leaders using Page and Wong's servant leadership framework. The researcher determined if demographic factors differed in relationship to the servant leadership model. After surveys were completed and analyzed six principals who participated in the survey were interviewed to add insight into the responses on the SLP.

There are sixty schools in the Southwest Georgia Regional Educational Service Agency. The participants for this study were sixty-one principals from the sixty elementary schools in the SWGA RESA. Data were collected using two instruments: a demographic questionnaire and the Servant Leadership Profile – Revised survey (SLP).

The researcher obtained permission to conduct the study from the Georgia Southern Institutional Review Board. After approval was granted, both surveys were distributed to the participants through the use of the United States Postal Service. The data were analyzed using the coding key and Excel spreadsheets designed to score the SLP survey and the Statistical Package for Social Sciences software version 13.0.

For the first research question, to what extent do elementary principals in Southwest Georgia describe themselves as servant leaders, the data were analyzed and presented by item by factor. The interviews were recorded, transcribed, and analyzed for common trends. The trends were then included in the presentation of the data along with direct responses from the principals who were interviewed.

For the second research question, to what extent do principals' descriptions of themselves as servant leaders vary by demographics, the data were analyzed with reference to demographic data obtained on the completed surveys.

CHAPTER FOUR

REPORT OF DATA AND DATA ANALYSIS

Introduction

The purpose of this study was to analyze Southwest Georgia principal participation in the servant leadership model.  The study was designed as mixed methods, and the sample for the study was elementary principals (61) who served member schools in the Southwest Georgia Regional Educational Service Agency (SWGA RESA).  In the first phase, the researcher mailed the Servant Leadership Profile – Revised (SLP) and a demographic questionnaire.  In the second phase of the study, six principals were interviewed in face-to-face interviews.  The quantitative data were analyzed by the seven factors of the SLP: developing and empowering others; power and pride; authentic leadership; open, participatory leadership; inspiring leadership; visionary leadership; and courageous leadership; and principal demographic characteristics.  The qualitative data was analyzed to determine trends and themes. In this chapter, the investigator presented descriptive data in response to the questions of the study.

Research Questions

The overarching question of this research study was:  To what extent is servant leadership practiced by Southwest Georgia elementary school principals?

*Sub Questions*

1.  To what extent do elementary principals in Southwest Georgia describe themselves as servant leaders?

2.  To what extent do Southwest Georgia principals' descriptions of themselves as servant leaders vary by demographics?

Participants

The subjects surveyed in this study were principals in elementary schools in the Southwest Georgia Regional Educational Service Agency. There were 61 questionnaires distributed. There were 34 respondents in the Southwest Georgia Regional Educational Service Agency service area which resulted in a 55% return rate. All surveys returned were completed and entered into the analysis. Six randomly selected principals (10% of the population) were interviewed for the second phase of the study. Five of the principals were interviewed in a face-to-face interview and one principal was interviewed by using the same questions during a phone interview due to a time limitation on the part of the principal.

*Demographic profile of respondents*

There were 25 (73.5%) female and 9 (26.5%) male respondents. Twenty-two (64.7%) respondents were Caucasian and 12 (35.3%) were African-American. Respondents noted educational levels from Master to Doctorate with 4(11.8%) with Master degrees, 20(58.8%) with Specialist degrees and 10 (29.4%) with Doctoral degrees. Years of experience as a principal ranged from one year to more than thirty. There were 14 (41.2%) principals with 1-5 years of experience, 12 (35.3%) with 6-10 years of experience, 4 (11.8%) with 11-15 years of experience, 2( 5.9%) with 16-20 and 2(5.9)% with 21+ years of experience. Years of experience as principal in the present assignment ranged from one year to sixteen or more years in the school they are presently serving. More specifically, there were 17 (50.0%) principals with 1-5 years experience in their present assignment, 12 (35.3%) principals with 6-10 years, 4 (11.8 %) principals with 11-15 years, and 1(2.9%) principal with more than 16 years in their present assignment. The age of the principals ranged from more than thirty years to greater than sixty years.

Out of the thirty-four respondents, 1 (2.9%) principal was between the ages of 30-35, 5 (14.7%) were between the ages of 36-40 and 41-45, 3 (8.8%) between 46-50, 10 (29.4%) between 51-55, 8 (23.5%) between 56-60, and 2 (5.9%) were 60 or older.  Overall, the participants were Caucasian, female, and had Specialist degrees while having worked in the principal role for less than ten years and as a principal at their present school for less than ten years.

Of the principals interviewed in the second phase of the study, there were 3 (50.0%) female and 3 (50.0%) male participants.  Five (83.3%) of the principals were Caucasian and 1 (16.7%) was African-American.  Principals noted educational levels from Master to Doctorate with 1(16.7%) with Master degrees, 4(66.7%) with Specialist degrees and 1 (16.7%) with Doctoral degrees. Years of experience as a principal ranged from one year to thirteen. There were 4 (66.7%) principals with 1-5 years of experience, 1 (16.7%) with 6-10 years of experience, and 1(16.7%) with 11-15 years of experience.  Years of experience as principal in the present assignment ranged from one year to thirteen  in the school they are presently serving.  More specifically, there were 4 (66.7%) principals with 1-5 years experience in their present assignment, 1(16.7%) principal with 6-10 years,  and 1 (16.7 %) principal with 11-15 years in their present assignment. The age of the principals ranged from more than thirty years to less than sixty years.  Out of the six principals interviewed, 1(16.7%) principal was between the ages of 30-35, 1(16.7%) was between the ages of 36-40, 1 (16.7%) between 41-45, 2 (33.3%) between 51-55, and 1 (16.7%) between 56-60.  Principal A was a Caucasian female between the ages of 51 and 55 with a Specialist Degree.  She had been a principal for five years, all at the present school.  Principal B was a Caucasian male between the ages of 51 and 55 with a Specialist Degree.  He had been a principal at the present school for one year with a total of two years

experience as a principal. Principal C was a Caucasian male between the ages of 35 and 40 with a Specialist Degree. He had been a principal for five years, all at the present school. Principal D was a Caucasian female between the ages of 56 and 60 with a Doctoral Degree. She had been a principal for thirteen years, all at the present school. Principal E was a Caucasian male between the ages of 35 and 40 with a Specialist Degree. He was a first year principal. Principal F was an African American female between the ages of 30 and 35. She held a Master's Degree and was pursuing a Doctoral Degree. She was a first year principal. Overall, the principals were Caucasian, held Specialist Degrees and had been principals less than ten years. The sample was split as far as gender with three male principals and three female principals. Three of the principals were identified with the SLP as servant leaders and three were identified as nonservant leaders.

## Summary of Participants

The majority of the respondents in this study were Caucasian, female, had a Specialist degree, and had ten or less years as principals in their present school. The principals who participated in the follow-up interviews were Caucasian, had a Specialist degree, had ten or less years of experience as a principal, and ten or less years as principals in their present schools. The gender was split evenly with 50.0% males and 50.0% females. The researcher attempted to gain additional demographic data on the population from the Georgia Department of Education and the Southwest Georgia Regional Service Agency but was informed that demographic data was not available on administrative personnel. Therefore, the generalizability of the study is not known for all Southwest Georgia Regional Service Agency principals.

Findings

   In Phase 1 of the study, the Servant Leadership Profile (Page & Wong, 2000) was completed

by principals to assess the extent that principals in Southwest Georgia described themselves as

servant leaders.  The Servant Leadership Profile-Revised (SLP) is a 62-item survey which

determines seven factors of servant leadership: developing and empowering others; power and

pride; authentic leadership; open, participatory leadership; inspiring leadership; visionary

leadership; and courageous leadership. Responses to the items on the SLP were on a 7-point

Likert scale with responses ranging from 1= Strongly Disagree, 2=Disagree, 3= Slightly

Disagree, 4= Undecided, 5=Slightly agree, 6=Disagree, and 7=Strongly Disagree.  Seven scores

were determined for each participant within each factor. The researcher distributed 61

SLP questionnaires to all the elementary school principals in schools that are in the Southwest

Georgia Regional Education Service Agency (SWGA RESA).  Of the 61 distributed,

34 were returned which was a response rate of 55%.  All surveys were returned completed and

used in the analysis.

    The overarching question of this research study was:  To what extent is servant leadership

practiced by Southwest Georgia elementary school principals?

*Research Sub Question 1*

*To what extent do elementary principals in Southwest Georgia describe themselves as servant*

*leaders?*

   In accordance with the administration and procedures of the SLP results, the scores

were averaged by each Factor (Page & Wong, 2000).  In this study, principals whose factor

means of 5.6 or higher on Factors 1 and Factors 3-7 while scoring less than 2.3 on Factor 2 were

identified as servant leaders.  If principals rated themselves higher than 2.3 on Factor 2 they were

identified as nonservant leaders even if they scored 5.6 or higher on Factors 1 and Factors 3-7. Seventeen principals were identified as servant leaders, whereas seventeen principals were identified as nonservant leaders. Table D.1 (see appendix D) shows the case summaries for all the respondents of the SLP.

The SLP is divided into six factors:  Developing and Empowering Others; Power and Pride (Vulnerability and Humility); Authentic Leadership; Open, Participatory Leadership; Inspiring Leadership; Visionary Leadership; and Courageous Leadership.  Tables 4.1 – 4.7 show the distribution of scores for all factors.  Two questions were asked during interviews that correspond to each factor. After each factor table are the corresponding questions from the interviews related to that factor.

*Factor 1:  Developing and Empowering Others*

Sixteen SLP survey items measure leaders' involvement in developing and empowering others:  16; 21; 23; 27; 31; 37; 38; 39; 42; 46; 48; 49; 53; 59; 61; and 62.  The mean scores for Factor 1 ranged from 5.79 to 6.68.  The mean for Factor 1 was 6.29 with a standard deviation of 0.448. The item analysis for Factor 1 including the distribution of responses; frequencies; percentages; mean for each item; and standard deviation is shown in Table 4.1.

Table 4.1

*Factor 1 of Servant Leadership Profile -Revised (Developing and Empowering Others ) (n=34)*

| Item Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Strongly Disagree | | | Undecided | | Strongly Agree | | | |

| Item Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean | S.D. |
|---|---|---|---|---|---|---|---|---|---|
| 16. I consistently delegate responsibility to others and empower them to do their job. | 1 (2.9%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 10 (29.4%) | 12 (35.3%) | 10 (29.4%) | 5.79 | 1.200 |
| 21. I try to remove all organizational barriers so that others can freely participate in decision-making. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 3 (8.8%) | 18 (52.9%) | 13 (38.2) | 6.29 | 0.629 |
| 23. I derive a great deal of satisfaction in helping others succeed. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 9 (26.5%) | 24 (70.6%) | 6.68 | 0.535 |
| 27. I invest considerable time and energy in helping others overcome their weaknesses and develop their potential. | 0 (0%) | 0 (0%) | 1 (2.9%) | 0 (0%) | 8 (23.5%) | 16 (47.1%) | 9 (26.5%) | 5.94 | 0.886 |
| 31. I am willing to risk mistakes by empowering others to "carry the ball." | 0 (0%) | 2 (5.9%) | 1 (2.9%) | 0 (0%) | 5 (14.7%) | 10 (29.4%) | 16 (47.1%) | 6.00 | 1.371 |
| 37. I invest considerable time and energy equipping others. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 4 (11.8%) | 12 (35.3%) | 18 (52.9%) | 6.41 | 0.701 |
| 38. I make it a high priority to cultivate good relationships among group members. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 10 (29.4% | 23 (67.6%) | 6.65 | 0.544 |
| 39. I am always looking for hidden talents in my workers. | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 4 (11.8%) | 11 (32.4%) | 18 (52.9%) | 6.35 | 0.812 |
| 42. My leadership contributes to my employees/colleagues' personal growth. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 5 (14.7%) | 15 (44.1%) | 14 (41.2%) | 6.26 | 0.710 |

| Item Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean | S.D. |
|---|---|---|---|---|---|---|---|---|---|
| 48. I willingly share my power with others, but I do not abdicate my authority and responsibility. | 1 (2.9%) | 1 (2.9%) | 0 (0%) | 0 (0%) | 2 (5.9%) | 17 (50.0%) | 13 (38.2%) | 6.06 | 1.301 |
| 49. I consistently appreciate and validate others for their contributions. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 12 (35.3%) | 21 (61.8%) | 6.59 | 0.557 |
| 53. I consistently encourage others to take initiative. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 2 (5.9%) | 14 (41.2%) | 18 (52.9%) | 6.47 | 0.615 |
| 59. I have great satisfaction in bringing out the best in others. | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 1 (2.9%) | 6 (17.6%) | 26 (76.5) | 6.68 | 0.684 |
| 61. I often identify talented people and give them opportunities to grow and shine. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 5 (14.7%) | 12 (35.3%) | 17 (50.0%) | 6.35 | 0.734 |
| 62. My ambition focuses on finding better ways of serving others and making them successful. | 1 (2.9%) | 0 (0%) | 0 (0%) | 0 (0%) | 5 (14.7%) | 13 (38.2%) | 15 (44.1%) | 6.15 | 1.158 |

*Factor 1: Developing and Empowering Others*
*Interview Question 1 – In response to question #42 of the SLP (My leadership contributes to my employees/colleagues' personal growth), 85% of principals responded that they Strongly Agree. Describe what factors you believe contribute to employee/colleagues' personal growth.*

Similar responses were given throughout the interviews for this question. Principals stated

that providing an environment that was caring and allowed for professional growth was

important. Providing teachers with materials and support to do their best, and showing them that

the principal cares is part of their leadership practices which contribute to employee growth.

Principals stated that the leadership they provide through professional development, a nurturing

environment, building community, listening, and taking a personal interest in their staff allows

their employees/colleagues to grow. A few of the responses to this question are as follows:

Principal D stated, "Let go of power and let teachers become leaders – they may fall on their face

sometimes but I have seen that micromanagement does not work." Principal B commented,

"You have to let the teachers know that you care about them and that you appreciate what they

are doing." The factors that principals agreed that contributed to the growth of their

employee/colleagues were: a nurturing environment; adequate resources and materials; support

from the administration; and a sense of community.

*Interview Question 2- Thirty-three percent of principals responded to question #16 of the SLP (I consistently delegate responsibility to others and empower them to do their job) that they are Undecided. Describe your philosophy for delegating responsibilities and empowering others to do their job?*

Common responses found among the interviews included: teamwork; responsibility; and

accountability. Principals agreed that they cannot do everything themselves and have to delegate

to others. However, principals were accountable for everything that happens at their schools and

they stated that they have to do the most important things. During the interviews, the responses

given by the principals indicated that they struggle with responsibility due to accountability

demands of their jobs and external pressures. They commented that they could understand how

principals' responses were undecided on the SLP. Principal A responded to this question, "I have

had to learn to delegate in this job to my assistant principal as well as teachers. Many times my

teachers have access to data more easily than I do. However, if it is going to the superintendent, I

handle it." The philosophy for delegating responsibilities and empowering others to do their jobs

was to delegate as much as they felt they could but accountability and central office pressures

refrained them for delegating many of the responsibilities.

*Factor 2: Power and Pride (Vulnerability and Humility)*

Eight SLP survey items measured the leaders' involvement in the abuse of power and pride:

9; 14;15;18;28;29;56; and 60 (see Table 4.2). The mean scores for Factor 2 ranged from 1.00 to

5.40. The mean for Factor 2 was 2.55 with a standard deviation of 1.127. The item analysis for

Factor 2 including the distribution of responses; frequencies; percentages; mean for each item;

and standard deviation is shown in the table.

Table 4.2

*Factor 2 of Servant Leadership Profile - Revised (Power and Pride-Vulnerability and*

*Humility ) (n=34)*

| Item Number | 1 Strongly Disagree | 2 | 3 Undecided | 4 | 5 Strongly Agree | 6 | 7 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean | S.D. |
| 9. To be a leader, I should be front and centre in every function in which I am involved. | 4 (11.8%) | 5 (14.7%) | 6 (17.6%) | 2 (5.9%) | 6 (17.6%) | 8 (23.5%) | 3 (8.8%) | 4.09 | 1.960 |
| 14. I want to make sure that everyone follows orders without questioning my authority. | 2 (5.9%) | 7 (20.6%) | 11 (32.4%) | 5 (14.7%) | 5 (14.7%) | 2 (5.9%) | 2 (5.9%) | 3.53 | 1.562 |
| 15. As a leader, my name must be associated with every initiative. | 9 (26.5%) | 14 (11.8%) | 3 (8.8%) | 1 (2.9%) | 5 (14.7%) | 1 (2.9%) | 1 (2.9%) | 2.59 | 1.654 |
| 18. To be a strong leader, I need to have the power to do whatever I want without being questioned. | 15 (44.1%) | 9 (26.5%) | 2 (5.9%) | 1 (2.9%) | 7 (20.6%) | 0 (0%) | 0 (0%) | 2.29 | 1.567 |
| 28. I want to have the final say on everything, even areas where I don't have the competence. | 20 (58.8%) | 5 (14.7%) | 6 (17.6%) | 0 (0%) | 2 (5.9%) | 1 (2.9%) | 0 (0%) | 1.88 | 1.343 |
| 29. I don't want to share power with others, because they may use it against me. | 24 (70.6%) | 7 (20.6%) | 2 (5.9%) | 0 (0%) | 1 (2.9%) | 0 (0%) | 0 (0%) | 1.44 | 0.860 |
| 56. To be a strong leader, I need to keep all my subordinates under control. | 14 (41.2%) | 7 (20.6%) | 5 (14.7%) | 2 (5.9%) | 3 (8.8%) | 1 (2.9%) | 2 (5.9%) | 2.53 | 1.830 |
| 60. It is important that I am seen as superior to my subordinates in everything. | 16 (47.1%) | 8 (23.5%) | 6 (17.6%) | 2 (5.9%) | 1 (2.9%) | 0 (0%) | 1 (2.9%) | 2.06 | 1.391 |

*Factor 2:  Power and Pride (Vulnerability and Humility)*
*Interview Question 1- On question #9 of the SLP (To be a leader, I should be front and center in every function in which I am involved, 23% of principals responded that they Strongly Disagree whereas 33% of principals responded that they Strongly Agree.  What are your beliefs about having to be seen at every function?*

Common trends for this question included:  coaching; facilitation; and visibility.

Principals confirmed that the way the question was stated could have caused varied responses. They stated that some principals do feel they need to be in the spotlight whereas all the principals interviewed did not feel that was important.  Principal B replied, "You could interpret this question different ways. You have to let them know you are the leader but you don't have to be front and center.  Other principals may feel they have to be the authority but I don't think you have to be front and center to do this. You don't have to put authority in everyone's face." Principal E stated, "I'm not going to ask you to do anything I'm not willing to do.  Staff understands when you are in the trenches with them.  I need to be the instructional, curriculum leader but not a dictator. I strive to be out front but at the same time don't belittle the teachers." Principal F replied, "No ego tripping here!"  Principal D stated, "I take the blame when it is wrong and give the credit to the teachers when it is right."  .  Overall, principals responded that they needed to be visible but not in the forefront for the sake of the parents, students, and staff.

*Interview Question 2 – In response to question #56 of the SLP (To be a strong leader, I need to keep all my subordinates under control), 30% of the respondents chose "Undecided" and 9% of the principals responded that they Strongly Agree.  What is your philosophy of leadership in regard to control?*

Responses were varied for this question but the concept of micromanagement surfaced in all the interviews.  Control had different meanings for the principals interviewed:  going in the same direction with the same goals; following rules and regulations; being knowledgeable of what is going on; and management. Because of differing interpretations of control, principals stated that difference responses were attained on the SLP.  Principal C stated, "If you have a competent team, they should not be under your thumb. Being undecided on this might be a sign of weak leadership."  Principal D said, "Under control would mean that we are all going in the same direction, philosophy, and buy in to the same goals."  Principal A responded, "If you are

going to be an effective principal, you need to know what is going on. However, you don't need

to be front and center all the time, and you don't need to micromanage." "You can be in control

by training your personnel to work along with you not for you", said Principal B. Principal F

stated, "You lead by example, I am out there but not trying to micromanage." Principal E

responded, "You have to have control. You can't just do what you want because things can get

out of control but you can't be so controlling that you keep everybody upset. That is detrimental

to the organization." Although there were different interpretations of control, principals felt there

was no need to micromanage within their schools.

*Factor 3:  Authentic Leadership*

Eleven items addressed authentic leadership: 6; 17; 30; 44; 45; 47; 50; 51; 52; 57; and 58. The

mean scores for Factor 3 ranged from 5.50 to 7.00.  The mean for Factor 3 was 6.51

with a standard deviation of 0.334. The item analysis for Factor 3 including the distribution of

responses; frequencies; percentages; mean for each item; and standard deviation is shown in

Table 4.3.

Table 4.3

*Factor 3 of Servant Leadership Profile - Revised (Authentic Leadership )(n=34)*

| Item Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Strongly Disagree | | | Undecided | | | Strongly Agree | | |

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean | S.D. |
|---|---|---|---|---|---|---|---|---|---|
| 6. I am genuine and honest with people, even when such transparency is politically unwise. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 4 (11.8%) | 12 (35.3%) | 18 (52.9%) | 6.41 | 0.701 |
| 17. I seek to serve rather than be served. | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 2 (5.9%) | 10 (29.4%) | 21 (61.8%) | 6.50 | 0.749 |
| 30. I practice what I preach. | 0 (0%) | 0 (0%) | 1 (2.9%) | 0 (0%) | 2 (5.9%) | 13 (38.2%) | 18 (52.9%) | 6.38 | 0.853 |
| 44. I set an example of placing group interests above self interests. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 8 (23.5%) | 25 (73.5%) | 6.71 | 0.524 |
| 45. I work for the best interests of others rather than self. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 10 (29.4%) | 23 (67.6%) | 6.63 | 0.541 |
| 47. I always place team success above personal success. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 9 (26.5%) | 25 (67.6%) | 6.74 | 0.448 |
| 50. When I serve others, I do not expect any return. | 0 (0%) | 0 (0%) | 1 (2.9%) | 0 (0%) | 5 (14.7%) | 12 (35.3%) | 16 (47.1%) | 6.24 | 0.923 |
| 51. I am willing to make personal sacrifices in serving others. | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 1 (2.9%) | 11 (32.4%) | 21 (61.8%) | 6.53 | 0.706 |
| 52. I regularly celebrate special occasions and events to foster a group spirit. | 0 (0%) | 0 (0%) | 0 (0%) | 2 (5.9%) | 2 (5.9%) | 10 (20.4%) | 20 (58.8%) | 6.41 | 0.857 |
| 57. I find enjoyment in serving others in whatever role or capacity. | 0 (0%) | 0 (0%) | 0 (0%) | 2 (5.9%) | 1 (2.9%) | 13 (38.2%) | 18 (52.9%) | 6.38 | 0.817 |
| 58. I have a heart to serve others. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 8 (23.5%) | 26 (76.5%) | 6.76 | 0.431 |

*Factor 3:  Authentic Leadership*
*Interview Question 1 – In response to question #58 of the SLP (I have a heart to serve others), 100% of principals responded that they strongly Agree.  Explain what it means to you to "serve others".*

Reoccurring responses for this question were:  leadership is service; follower before a leader,; here to help teachers; and wear lots of hats.  The responses of the principals during the interview were in 100% agreement that leadership is service as were 100% SLP respondents. Principal E stated, "I try to wear every hat in the building even though this can be rough on you.  Serving sometimes gets confused with pleasing others.  You won't be successful if you do this.  You've got to do what you've got to do." Principal A responded, "I am a servant.  I am here to help my teachers." In summary, principals describe serving others as meeting the needs of their teachers, staff, and students.

*Interview Question 2 – On question #44 of the SLP (I set an example of placing group interests above self interests), 97% of the principals Strongly Agree.  Could you give me some examples of what might have caused this response?*

Relationships and putting school needs first were the trends that each principal discussed in response to this question.  Principal B said, "We as schools are like families.  One person may not agree on something and they compromise.  When we opened the new gym, I compromised with the staff about the decision to allow food in the gym."  Principal D stated, "It didn't take me long to find out that if  teachers don't have buy in it doesn't work. When we have leadership, it is a group effort and at times things are not done my way."  Principal F replied, "Putting aside what my personal preference would be and looking at the current needs of the school and students, and whether it is for the betterment of the vision for the school is the most important thing." Principal E said, "From a personal preference, you put yourself last. You look at what is best for the school, teachers, and students." In summary, Principals account for serving others above

serving self by their beliefs in the importance of relationships and a focus on school needs, rather than individual needs.

*Factor 4:  Open, Participatory Leadership*

There were 10 items which addressed engagement in open, participatory leadership:  2; 5; 7; 8; 10; 11; 12; 34; 35; and 36. The mean scores for Factor 4 ranged from 6.10 to 7.00.  The mean for Factor 4 was 6.69 with a standard deviation of 0.305. The item analysis for Factor 4 including the distribution of responses; frequencies; percentages; mean for each item; and standard deviation is shown in Table 4.4.

*Table 4.4*

*Factor 4 of Servant Leadership Profile - Revised (Open, participatory Leadership )(n=34)*

| Item Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Strongly Disagree | | | | Undecided | | Strongly Agree | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean | S.D. |
| 2. I listen actively and receptively to what others have to say, even when they disagree with me. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 2 (5.9%) | 14 (41.2%) | 18 (52.9%) | 6.47 | 0.615 |
| 5. I grant all my workers a fair amount of responsibility and latitude in carrying out their tasks. | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 4 (11.8%) | 10 (29.4%) | 19 (55.9%) | 6.38 | 0.817 |
| 7. I am willing to accept other people's ideas, whenever they are better than mine. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 2 (5.9%) | 6 (17.6%) | 26 (76.5%) | 6.71 | 0.579 |
| 8. I promote tolerance, kindness, and honesty in the work place. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 3 (8.8%) | 31 (90.9%) | 6.91 | 0.288 |
| 10. I create a climate of trust and openness to facilitate participation in decision making. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 13 (38.2%) | 21 (61.8%) | 6.62 | 0.493 |
| 11. My leadership effectiveness is improved through empowering others. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 13 (38.2%) | 21 (61.8%) | 6.62 | 0.493 |
| 12. I want to build trust through honesty and empathy. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 8 (23.5%) | 26 (76.5%) | 6.76 | 0.431 |
| 34. Whenever possible, I give credits to others. | 1 (2.9%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 6 (17.6%) | 27 (79.4%) | 6.65 | 1.070 |
| 35. I am willing to share my power and authority with others in the decision making process. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 6 (17.6%) | 27 (79.4%) | 6.76 | 0.496 |
| 36. I genuinely care about the welfare of people working with me. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 33 (97.1%) | 6.97 | 0.171 |

*Factor 4:  Open, Participatory Leadership*
*Interview Question 1- On question #11of the SLP (My leadership effectiveness is improve though empowering others), 100% of respondents Strongly Agree.  How is leadership effectiveness improved through empowering others?*

Responses to this question were very similar among the principals.  Principals stated that they learn from empowering others and staff  has buy-in when they have responsibilities.  Giving others power also builds trust and creates more ideas. The principals indicated that empowering others encouraged their own growth, trust, and effectiveness while making their jobs more satisfying.  Principal F said, "It is important for staff to feel they have a say and promotes buy-in."  Principal D stated, "I learn more each day from staff than they learn from me." Principal B responded, "When you give others the power to do things in the school then they realize you are working with them and trust them.  It is a lot about trust; if you trust them they will trust you and you will have more power." In summary, principals stated their leadership effectiveness was improved through empowering others by building trust, buy-in, and expanding their leadership knowledge.

*Interview Question 2 – In response to question #36 of the SLP (I genuinely care about the welfare of people working with me), all responses were Strongly Agree.  Describe why this is important to effective leadership.*

Principals stated that caring about the welfare of people working with them is important to effective leadership because teachers need to be validated, harmony and happiness is important, school is like a family, and we have to treat people like we want to be treated.
Principal C stated, "Leadership is service so you must care about those you lead."  Principal A responded, "If you don't show that you care about your staff, they will isolate themselves and not reach out and share with others. Therefore, they will not be as effective.""We are in the people

business – all about relationships." Overall, principals described that because school is a people business, effective leadership focuses on the welfare of the people they work with.

*Factor 5:  Inspiring Leadership*

Within the factor of inspiring leadership, 7 items addressed principals' engagement with inspiring leadership:  1; 13; 19; 20; 22; 25; and 26. The mean scores for Factor 5 ranged from 5.70 to 7.00.  The mean for Factor 5 was 6.22 with a standard deviation of 0.436. The item analysis for Factor 5 including the distribution of responses; frequencies; percentages; mean for each item; and standard deviation is shown in Table 4.5.

Table 4.5

*Factor 5 Servant Leadership Profile - Revised  (Inspiring Leadership )(n=34)*

| Item Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Strongly Disagree | | | Undecided | | Strongly Agree | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean | S.D. |
| 1. To inspire team spirit, I communicate enthusiasm and confidence. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 12 (35.3%) | 21 (61.8%) | 6.59 | 0.557 |
| 13. I am able to bring out the best in others. | 1 (2.9%) | 0 (0%) | 0 (0%) | 0 (0%) | 6 (17.6%) | 20 (58.8%) | 7 (20.6%) | 5.87 | 1.068 |
| 19. I am able to inspire others with my enthusiasm and confidence in what can be accomplished. | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 4 (11.8%) | 19 (55.9%) | 10 (29.4%) | 5.91 | 0.723 |
| 20. I am able to transform an ordinary group of individuals into a winning team. | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 5 (14.7%) | 21 (61.8%) | 7 (20.6%) | 6.00 | 0.696 |
| 22. I devote a lot of energy to promoting trust, mutual understanding and team spirit. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 3 (8.8%) | 9 (26.5%) | 22 (64.7%) | 6.56 | 0.660 |
| 25. I am able to rally people around me and inspire them to achieve a common goal. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 3 (8.8%) | 18 (52.9%) | 13 (38.2%) | 6.29 | 0.629 |
| 26. I am able to present a vision that is readily and enthusiastically embraced by others. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 10 (29.4%) | 17 (50.0%) | 7 (20.6%) | 5.91 | 0.712 |

*Factor 5:  Inspiring Leadership*
*Interview Question 1 – In response to question #13 of the SLP ( I am able to bring out the best in others), 3% of the respondents indicated they Strongly Disagree and 18% indicated they are Undecided.  How do you bring out the best in others at your school?*

Five of the principals responded with overlapping responses:  trust staff; show you care; share

leadership; and encourage them.  One principal responded that as a leader you may not know

how you affect others.  Principals indicated that by showing genuine concern, giving them

opportunities for growth, trusting them to make choices, and the freedom to try new things will

bring out the best in staff members. Principal D stated, "I hope I bring out the best in others by giving them the freedom to try new things and to fail. I want them to know that there isn't a severe consequence if they do fail." Principal A said, "If staff knows you trust them they will trust you and you will get the best from them." Principal E responded, "A lot of it boils down to how you develop other people. If you share leadership and recognize strengths in others, you share the power. It is funny that some principal disagree. When we work with teachers the ultimate goal is to bring out the best in them." In summary, principals stated that they were able to bring out the best in people by showing genuine concern, giving them opportunities for growth, trusting them to make choices, and the freedom to try new things.

*Interview Question 2 – Question #1 of the SLP (To inspire team spirit, I communicate enthusiasm and confidence), generated a 97% response rate of Strongly Agree. As a principal, how do you communicate enthusiasm and confidence?*

The common responses to this question included: positive attitude; be genuine; communicate real; and praise. Principals agreed that being genuine and positive were very important in communicating with their staff. Principal E stated, "We work hard to be positive. To show confidence, you have to be involved in what is going on in the school so that you can be confident." Principal F said, "I am the face of the school so I have to be enthusiastic. I set the tone and climate." Principal B replied, "You only talk about negative if you have to and talk about ways you can resolve the problem. You keep the spirit going. You smile and the world smiles back." Overall, principals stated that they communicate enthusiasm and confidence by being informed of what is happening in their building and with their staff; communicating in a positive and real way; being genuine with their staff; and setting a warm and inviting climate in their schools.

*Factor 6:  Visionary Leadership*

    Five items address visionary leadership:  40; 41; 43; 54; and 55 The mean scores for

Factor 6 ranged from 5.40 to 7.00.  The mean for Factor 6 was 6.32 with a standard deviation of

0.305. The item analysis for Factor 6 including the distribution of responses; frequencies;

percentages; mean for each item; and standard deviation is shown in Table 4.6.

Table 4.6

*Factor 6 of Servant Leadership Profile - Revised (Visionary Leadership )(n=34)*

| Item Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Strongly Disagree | | | Undecided | | Strongly Agree | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean | S. D. |
| 40. My leadership is based on a strong sense of mission. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 2 (5.9%) | 13 (38.2%) | 19 (55.9%) | 6.50 | 0.615 |
| 41. I am able to articulate a clear sense of purpose and direction for my organization's future. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 2 (5.9%) | 17 (50.0%) | 15 (44.1%) | 6.38 | 0.604 |
| 43. I have a good understanding of what is happening inside the organization. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 2 (5.9%) | 13 (38.2%) | 19 (55.9%) | 6.50 | 0.615 |
| 54. I am usually dissatisfied with the status quo and know how things can be improved. | 0 (0%) | 2 (5.9%) | 1 (2.9%) | 1 (2.9%) | 4 (11.8%) | 16 (47.1%) | 10 (29.4%) | 5.79 | 1.321 |
| 55. I take proactive actions rather than waiting for events to happen to me. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 3 (8.8%) | 13 (38.2%) | 18 (52.9%) | 6.44 | 0.660 |

*Factor 6:  Visionary Leadership*
*Interview Question 1 – In response to Question #54 of the SLP(I am usually dissatisfied with the*
*status quo and know how things can be improved), principals responded 6% Strongly Disagree,*
*18% Undecided, and 76% Strongly Agree.  Could you help me understand why principals*
*responded that way?*

    There were different responses during the interviews for this question as was observed in the

responses on the surveys.  However common responses emerged:  Strive for the best; NCLB;

school improvement; and data driven.   The principals interviewed indicated that responses

varied to this question based on several factors: situational circumstances; school goals; data; and external demands. Principal E responded, "I think it is situational. Sometimes status quo is ok and sometimes it will turn you into a complacent person." Principal F said, "Status quo can be good or bad. As far as instruction, things are different now for our kids and we have to change." Principal B stated, "A lot of people who have been leaders have been there and seen things that work. They should have the opportunity to change things instead of doing the same old things." Principal C responded, "NCLB mandates that the status quo is not an option. Apart from that, leaders are always looking to make things better." Principal A stated, "Unless status quo is the very best it would not be good enough. We need to strive for the very best." Principal D replied, "Sometimes my job is to guard teachers from things on the outside that would turn them upside down. We have unrealistic expectations from the state, federal, and even the central office. If we want school improvement, people need to leave us alone and let us focus on what is important." In summary, principals defined status quo in relationship to school improvement based on several factors: situational circumstances; school goals; data; and external demands.

*Interview Question 2- In response to question #41of the SLP (I am able to articulate a clear sense of purpose and direction for my organization's future), 94% of respondents responded Strongly Agree. How do you articulate a sense of purpose and direction for your school?*

Responses to the question generated these common responses: being involved and knowing what is going on; focused on student achievement; ongoing based on what drives decisions; and need to inspire teachers. Principals agreed that it is important to have an ongoing direction not a statement on the wall for their schools. They articulated their purpose and direction by being a part of the school team, being informed, inspiring of others, and instilling the importance of the school goals on an ongoing basis. Principal B stated, "We have to inspire teachers to want to be here and be creative. It takes a family (administrators, teachers, and students) working together

in a positive way to bring about education." Principal D responded, "This is not a motto on the wall. This is something that drives your decisions and is ongoing." Overall, principals articulated their purpose and direction for their schools by being a part of the school team, informed, inspiring of others, and instilling the importance of the school goals on a daily basis.

*Factor 7:  Courageous Leadership*

Within the factor of courageous leadership, 5 items addressed principals' engagement in courageous leadership:  3; 4; 24; 32; and 33 The mean scores for Factor 7 ranged from 5.80 to 7.00. The mean for Factor 7 was 6.56 with a standard deviation of 0.333. The item analysis for Factor 7 including the distribution of responses; frequencies; percentages; mean for each item; and standard deviation is shown in Table 4.7.

Table 4.7

*Factor 7 of Servant Leadership Profile - Revised  (Courageous Leadership ) (n=34)*

| Item Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |
|---|---|---|---|---|---|---|---|---|---|
| | Strongly Disagree | | | Undecided | | | Strongly Agree | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Mean | S. D. |
| 3. I practice plain talking – I mean what I say and say what I mean. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 15 (44.1%) | 18 (52.9%) | 6.50 | 0.564 |
| 4. I always keep my promises and commitments to others. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 12 (35.3%) | 21 (61.8%) | 6.59 | 0.557 |
| 24. I have the moral courage to do the right thing, even when it hurts me politically. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 2 (5.9%) | 14 (11.8%) | 18 (52.9% | 6.47 | 0.615 |
| 32. I have the courage to assume full responsibility for my mistakes and acknowledge my own limitations. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (2.9%) | 9 (26.5%) | 24 (70.6%) | 6.68 | 0.535 |
| 33. I have the courage and determination to do what is right in spite of difficulty or opposition. | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 15 (44.1%) | 19 (55.9%) | 6.56 | 0.504 |

*Factor 7:  Courageous Leadership*
*Interview Question 1 – Question #33 of the SLP (I have the courage and determination to do what is right in spite of difficulty or opposition), 100% of the respondents Strongly Agreed.  How do you handle difficult situations and opposition?*

The principals interviewed agreed that you have to do what is morally and ethically right. One principal even went as far as to state that if you cannot do what needs to be done then perhaps you should go somewhere else.  Principal A stated, "I have to do the right thing because this is the way I was brought up and it is a part of me."  Principal B said, "Brace yourself and do what you have to do as calmly and smoothly as you can but you have to do it." Principal F replied, "I have to do what is ethically and morally right for the children." Principals stated that to handle the difficult situations they face on a daily basis, they rely on their moral values.  Even though it is many times difficult to face the opposition they must do what is right.

*Interview Question 2 – In response to question #3 of the SLP(I practice plain talking – I mean what I say and say what I mean), 97% of principals Strongly Agreed.  How do you show that you say what you mean and mean what you say through your leadership?*

Common trends ran through the responses to this question:  consistency; credibility; lead by example; and admit mistakes.  Principals discussed how important trust is to their leadership practice.  In order to gain trust it was crucial to be consistent and fair, honest when working with their staff and the children in their schools.  Principal C responded, "A liar is easily spotted and a leader must have trust."  Principal E said, "I have to lead by example.  If I say I am going to go something then I do my best to follow through."  Principal B stated, "You do what you say you are going to do because you set the tone.  Kids aren't stupid and they know when you don't say what you mean.  It's all about being consistent, fair, and honest. If you say it, do it." In summary, principals stressed the importance of trust, consistency, fairness, and honesty in relation to plain talking. All of these characteristics are of great importance in their leadership practices.

*Summary based on findings for research sub question 1*

During phase I of the study, the researcher found that seventeen principals were servant leaders and seventeen principals were not servant leaders using self-reporting on the SLP. Servant leadership is defined by both the PRESENCE of certain positive qualities, and the ABSENCE OF certain negative qualities (Page & Wong).  Ninety-five percent of the principals met the requirement of the SLP scoring which indicated they perceive themselves as having the positive qualities assessed in Factors 1 and 3-7 with a mean score of  >5.6.  However, 50% of the principals scored higher than 2.3 on Factor 2, indicating the presence of power and pride rather than humility and vulnerability as sought in a servant leader.

Principals were engaged in Open, Participatory Leadership, Authentic Leadership, Courageous Leadership, Developing and Empowering Others, Inspiring Leadership, and Visionary Leadership (mean > 5.60).  The scores in the area of Pride and Power (mean of 2.55) indicated that there are mixed practices within this factor.

The interviews conducted in Phase II of the study reflected the results of the survey and provided a greater understanding of the responses from the survey on the items selected from each factor.  The researcher analyzed the responses for similarities and differences.  Principals expressed varied opinions about being in the forefront at every function; delegating responsibility; bringing out the best in others; status quo; and  control of subordinates. These responses related to Factors 1, 2, 5, and 6.  Specifically they related to Questions 9, 13, 16, 54, and 56.  Principals agreed on the items dealing with growth of staff; appreciation of staff; staff welfare; leadership is service to others; group interests above self; empowerment; communicating enthusiasm and confidence; articulating a sense of purpose and direction;  and doing the right thing. These responses related to Factors 1, 3, 4, 5, 6, and 7.  Specifically they addressed Questions 1, 3, 11, 33, 36, 41, 42, 44, and 58.  After analysis of responses across all interview

questions, the following emerged: (1) principal leadership contributed to employee growth by providing a nurturing environment; adequate resources and materials; support from the administration; and a sense of community; (2) principals delegated responsibility to employees when there were no accountability issues or central office pressures involved; (3) there needed to be control within their schools but not micromanagement; (4) it was necessary to be visible in their schools but not in the forefront; (5) serving others involves putting the needs of the school, teachers, and children about self-needs; (6) leadership effectiveness was improved through empowering others by building trust, buy-in, and expanding their leadership knowledge; (7) effective leadership focused on the welfare of the people they work with.; (8) principals communicated enthusiasm and confidence by being informed of what is happening in their building and with their staff; communicating in a positive and real way; being genuine with their staff; and setting a warm and inviting climate in their schools; (9) principals articulated their purpose and direction for their schools by being a part of the school team, informed, inspiring of others, and instilling the importance of the school goals on a daily basis; (10) principals stressed the importance of trust, consistency, fairness, moral values, and honesty in their leadership practices; and (11) determining whether status quo is good enough is based on several factors: situational circumstances; school goals; data; and external demands.

For Factor 1, Developing and Empowering Others, principals who were interviewed agreed that their leadership contributed to their employees' personal growth (Question 42) which agreed with the mean of 6.26 found on the same question of the SLP. Principals stated that the leadership they provide through professional development, a nurturing environment, building community, listening, and taking a personal interest in their staff allows their employees/colleagues to grow. On question 16, the survey indicated a mean of 5.79 and 33% of

the principals indicated they were Undecided.  During the interviews, the responses given by the principals indicate that they struggle with responsibility due to accountability demands of their jobs and external pressures.  They commented that they could understand how principals' responses were undecided on the SLP. They did agree that they have to delegate some of the load because they cannot accomplish everything themselves.  The pressures from the district, accountability from NCLB, and having so many things to accomplish created a dilemma for the principals.

Factor 2, Power and Pride, results on the survey and interviews indicated different levels of participation.  On question 9, regarding being front and center in every function, 11.8% of principals indicated they strongly disagreed and 8.8% indicated they strongly agreed on the SLP.  During the interviews, the principals responded that they needed to be visible but at the same time in the trenches with their staff.  Principals confirmed that the way the questions was stated could have caused varied responses. They stated that some principals do feel they need to be in the spotlight whereas all the principals interviewed did not feel that was important.  For question 56, survey responses ranged from 1-7.  The responses from principals during the interviews varied also with principals expressing the need for control to needing to work as a team side by side. Control had different meanings for the principals interviewed:  going in the same direction with the same goals; following rules and regulations; being knowledgeable of what is going on; and management. Because of differing interpretations of control, principals stated that difference responses were attained on the SLP.

Authentic Leadership, Factor 3, results on the survey indicated a mean score above 6.2 on all questions (Strongly Agreed).  Principals during the interviews were asked to respond to questions 58 and 44.  The responses of the principals during the interview were in 100%

agreement that leadership is service as did 100% SLP respondents on Question 58. Relationships and putting school needs first were the key issues that each principal discussed in response to Question 44. These responses support the responses gained from the SLP.

Factor 4, Open, Participatory Leadership, survey results on questions 11 and 36 determined that principals strongly agreed. During the interviews the results were replicated for these two questions. For question #11, the principals indicated that empowering others increased their influence, trust, and effectiveness while making their jobs more satisfying Principals stated in response to Question #36 that caring about the welfare of people working with them is important to effective leadership because teachers need to be validated, harmony and happiness is important, school is like a family, and we have to treat people like we want to be treated.

Factor 5, Inspiring Leadership, responses on question 13 indicated that 18% of the principals were Undecided. Principals indicated that by showing genuine concern, giving them opportunities for growth, trusting them to make choices, and the freedom to try new things will bring out the best in staff members. One principal (16.67%) indicated that he was undecided due to the fact that it is difficult to tell how a leader affects others. On question 1, the survey results indicated a mean score of 6.59. Principals stated that they communicate enthusiasm and confidence by being informed of what is happening in their building and with their staff; communicating in a positive and real way; being genuine with their staff; and setting a warm and inviting climate in their schools. During the interviews the principals strongly agreed that a positive attitude and being genuine were necessary to inspire team spirit.

The two questions asked from Factor 6, Visionary Leadership, questions 54 and 41, were answered during the interviews with similar responses. On question 54 seventy-six percent of the respondents on the SLP indicated that they strongly agreed they are usually dissatisfied

with the status quo whereas twenty-five percent responded they strongly disagreed or were undecided.  When the principals were asked during the interviews the responses also varied.  Principals agreed that they needed to strive for the best but opinions varied when it comes to status quo.  The principals interviewed indicated that responses varied to this question based on several factors:  situational circumstances; school goals; data; and external demands. On question 41, principals indicated on the SLP and through the interviews that they are able to articulate a clear sense of purpose and direction for their school.  Principals agreed that it is important to have an ongoing direction not a statement on the wall for their schools.  They articulate their purpose and direction by being a part of the school team, informed, and instill the importance of the school goals on a daily basis.

Factor 7, Courageous Leadership, results on questions 33 and 3 on the survey and interviews indicated that principals strongly agree that consistency, ethics, and credibility are important.  Principals stated that to handle the difficult situations they face on a daily basis, they rely on their moral values.  Even though it is many times difficult to face the opposition they must do what is right.  Principals discussed how important trust is to their leadership practice.  In order to gain trust it was crucial to be consistent and fair, honest when working with their staff and the children in their schools.

Through the responses gathered during Phase II of the study, the researcher found that the principals were highly engaged in Factors 1, and 3-7 of the servant leadership model outlined by Page and Wong (2000).  However, just as the results of the SLP indicated there were issues with power and pride for some of the principals.

*Research Subquestion 2*

   *To what extent do Southwest Georgia principals' descriptions of themselves as servant*

*leaders vary by demographics?*

During Phase I of the study, basic demographic data were obtained from each respondent.  Of

the 34 principals who successfully completed the SLP (Page & Wong 2000), 9 (26.5%) were

males and 25 (73.5%) were females.  The number of female principals identified as servant was

12 (48.0%), and the number identified as nonservant leaders was 13 (52.0 %).  The number of

male principals identified as servant leaders was 5 (55.6%), and the number identified as

nonservant leaders was 4 (44.4%).

Table 4.8 presents a visual summary of the data from SLP

Table 4.8

*SLP Information for Gender Results (n=34)*

|  | Servant Leaders | | Nonservant Leaders | | Total | |
| --- | --- | --- | --- | --- | --- | --- |
| Gender | *N* | % | *N* | % | *N* | % |
| Female | 12 | 48.0 | 13 | 52.0 | 25 | 73.5 |
| Male | 5 | 55.6 | 4 | 44.4 | 9 | 26.5 |
| Totals | 17 | | 17 | | 34 | |

   Of the 34 elementary principals who completed the SLP, 22 (64.7%) self-identified as

Caucasian and 12 (35.3%) as African American.  No principals self-identified as any other

ethnicity.  Of the 22 Caucasian principals, 12 (54.5%) were identified as servant leaders, and 10

(45.5%) were identified as nonservant leaders. Of the 12 African American principals, 5 (41.7%)

identified as servant leaders, and 7 (58.3%) identified as nonservant leaders.  Table 4.9 presents

a summary of the data from SLP response data.

Table 4.9

*SLP Information for Ethnicity Results (n=34)*

|  | Servant Leaders | | Nonservant Leaders | | Total | |
|---|---|---|---|---|---|---|
| Ethnicity | *N* | % | *N* | % | *N* | % |
| Caucasian | 12 | 54.5 | 10 | 45.5 | 22 | 64.7 |
| African American | 5 | 41.7 | 7 | 58.3 | 12 | 35.3 |
| Totals | 17 | | 17 | | 34 | |

Of the total principals surveyed, 10 (29.4%) had obtained a doctorate degree. Within this

category, 6 (60.0%) were servant leaders, and 4 (40.0%) were nonservant leaders. A total of 20

(58.8%) principals were education specialists, an official title defined in Georgia as having all of

their doctoral credits for formal coursework; however, deficient the credits and final

product of a doctoral study. Within this group of 20, 9(45.0%) were servant leaders, and 11

(55.0%) were nonservant leaders. Only 4(11.8%) of the elementary principals had obtained a

master's degree as their highest formal education. Of these principals, 2 (50.0%) were

designated servant leaders, and 2 (50.0%) as nonservant leaders. Table 4.10 presents a

summary of the data from SLP response data by highest degree.

Table 4.10
*SLP Information for Highest Academic Degree Obtained Results*

|  | Servant Leaders | | Nonservant Leaders | | Total | |
|---|---|---|---|---|---|---|
| Highest Degree obtained | *N* | % | *N* | % | *N* | % |
| BA | 0 | 0 | 0 | 0 | 0 | 0 |
| MA | 2 | 50.0 | 2 | 50.0 | 4 | 11.8 |
| Ed. Specialist | 9 | 45.0 | 11 | 55.0 | 20 | 58.8 |
| Doctorate | 6 | 60.0 | 4 | 40.0 | 10 | 29.4 |
| Totals | 17 | | 17 | | 34 | |

The administrative experience of the principals completing the SLP included 14 (42.4%)

principals with 1-5 years of experience as a principal. Of those, 7 (50.0%) were identified as

servant leaders, and 7 (50.0%) were identified as nonservant leaders. A total of 12(35.3%)

principals had between 6 and 10 years experience as a principal.  There were 6 (50.0%)

identified as servant leaders, and 6 (50.0%) were identified as nonservant leaders.  Principals

with 11 to 15 years of experience as a principal numbered 4 (11.8%) in total.  Within this

subgroup, 3 (75.0%) principals were identified as servant leaders,  and 1 (25.0%) were classfied

as being nonservant leaders.  A total of 4 (11.8%) principals had 16 or more years of experience

as a principal.  Of these leaders, 1 (25.0%) was identified as a servant leader, and 3 (75.0%) were

identified as nonservant leaders. Table 4.11 presents a summary of the data from SLP response

data.

Table 4.11

*SLP Information for Principal Experience Results*

| Principal | Servant Leaders | | Nonservant Leaders | | Total | |
|---|---|---|---|---|---|---|
| experience | *N* | % | *N* | % | *N* | % |
| Less than 5 years | 7 | 50.0 | 7 | 50.0 | 14 | 41.2 |
| 6-10 years | 6 | 50.0 | 6 | 50.0 | 10 | 35.3 |
| 11-15 years | 4 | 75.0 | 1 | 25.0 | 4 | 11.8 |
| 16 or more years | 1 | 25.0 | 4 | 75.0 | 5 | 11.8 |
| Totals | 17 | | 17 | | 34 | |

In the demographic category of years of principal experience in the present school, 17

(50.0%) principals had between 1 and 5 years of experience.  Of these, 8(47.1%) were identified

as servant leaders and 9 (52.9%) were identified as nonservant leaders.  A total of 12(35.3%)

 principals had between 6 and 10 years of experience at their present school.  Of these principals,

6 (50.0%) were identified as servant leaders, and 6(50.0%) were classified as nonservant leaders.

Four (11.8%) principals had between 11 and 15 years of experience in their present school.  Of

these, 3 (75.0%) were identified as servant leaders and 1 (25.0%) was identified as a nonservant

leader.  Only 1( 3.0%) principal reported have over 15 years experience at the present school.

This 1 (100.0%) principal was identified as a nonservant leader. Table 4.12 presents a visual summary of the data from SLP response data.

Table 4.12

*SLP Information for Principal Experience in Present School Results*

| Principal experience | Servant Leaders | | Nonservant Leaders | | Total | |
|---|---|---|---|---|---|---|
| | *N* | % | *N* | % | *N* | % |
| Less than 5 years | 8 | 47.1 | 9 | 52.9 | 17 | 50.0 |
| 6-10 years | 6 | 50.0 | 6 | 50.0 | 12 | 35.3 |
| 11-15 years | 3 | 75.0 | 1 | 25.0 | 4 | 11.8 |
| 16 or more years | | | 1 | 100.0 | 1 | 2.9 |
| Totals | 17 | | 17 | | 33 | |

The last category of the demographic data was age. Only 1(2.9%) principal was identified in the age range of 30-35. This 1(100.0%) principal was identified as a nonservant leader. Five (14.7%) reported being between the ages of 35 and 40. Of these principals, 4 (75.0%) were identified as servant leaders and 1 (25.0%) was classified as a nonservant leader. In the age range of 41 to 45, 5 (14.7%) principals were self-identified. Of these principals, 3 (60.0%) were identified as servant leaders and 2 (40.0%) were identified as nonservant leaders. Three (8.8%) principals reported being between the ages of 46 and 50. In this age group, 1(33.3%) was a servant leader and 2 (66.7%) were nonservant leaders. In the age range of 51 to 55, 10(29.4%) principals were self-identified. Of these principals, 4(40.0%) were identified as servant leaders and 6(60.0%) were identified as nonservant leaders. Eight (23.5%) principals self-identified in the age range of 56 to 60. Of these principals, 4(50.0%) were classified as servant leaders and 4 (50.0%) were identified as nonservant leaders. There were 2(5.9%) principals over 60 years of age. Of these 1(50.0%) was identified as a servant leader and 1(50%) was identified as a nonservant leader. Table 4.13 presents a visual summary of the data from SLP response data.

Table 4.13

*SLP Information for Age Results*

|  | Servant Leaders | | Nonservant Leaders | | Total | |
|---|---|---|---|---|---|---|
| Age Range | *N* | % | *N* | % | *N* | % |
| 30-35 | 0 | 0.0 | 1 | 100.0 | 1 | 2.9 |
| 36-40 | 4 | 75.0 | 1 | 25.0 | 5 | 14.7 |
| 41-45 | 3 | 60.0 | 2 | 40.0 | 5 | 14.7 |
| 46-50 | 1 | 33.3 | 2 | 66.7 | 3 | 8.8 |
| 51-55 | 4 | 40.0 | 6 | 60.0 | 10 | 29.4 |
| 56-60 | 4 | 50.0 | 4 | 50.0 | 8 | 23.5 |
| 60+ | 1 | 50.0 | 1 | 50.0 | 2 | 5.9 |
| Totals | 17 | | 17 | | 34 | |

Descriptive analysis, including mean and standard deviation, was used to determine if any differences existed between principal demographics and the determination of servant leaders and nonservant leaders. Descriptive analysis was used in the demographic areas of degree; gender, ethnicity; age; years experience as a principal; and years experience as a principal at the present school to determine if there were any noteworthy differences in principals who were determined to be servant leaders and those determined to be nonservant leaders.

Descriptive analysis including means and standard deviations were used to determine if there were any noteworthy differences principal demographics and SLP factors. Demographic categories of degree; gender; ethnicity; age; years experience as a principal; and years experience as a principal at present school were analyzed (see Tables in Appendix D).

*Summary based on findings for research sub question 2*

The demographic categories collected during the study were: ethnicity; gender; degree; years as a principal; years as a principal in present school; and age. There were no noteworthy differences found among the mean scores of the demographics of servant leaders and nonservant leaders. The highest means were found in the following demographics: female principals; principals with a Specialist Degree; African American principals; principals who were in the age

range or 30-35; principals with 16-20 years experiences as principals; and principals who had been in their present school for 16-20 years. The lowest means among the demographics or servant leaders and nonservant leaders were: male principals; Caucasian principals; principals with a Doctoral Degree; principals between the ages of 35-40; principals with 11-15 years experience; and principals who had been in their present school for 11-15 years. There were noteworthy differences found among the demographic category of age in Factor 2 (Power and 16-20 years experience as a principal were lower than the principals who how 21+ years of experience for each factor of the SLP. In the demographic category of degree, the lowest mean scores for each of the factors was as follows: Factor 1 – Master's Degree (6.18); Factor 2 – Doctoral Degree (2.11); Factor 3 – Master's Degree (6.38); Factor 4 – Master's Degree (6.58); Factor 5 – Specialist Degree (6.19); Factor 6 – Doctoral Degree (6.30); and Factor 7 – Doctoral Degree (6.54). In the demographic category of degree, the highest mean scores for each of the factors was as follows: Factor 1 – Doctoral Degree (6.40); Factor 2 – Specialist Degree (2.76); Factor 3 – Specialist Degree (6.57); Factor 4 – Specialist Degree (6.74); Factor 5 – Doctoral Degree (6.28); Factor 6 – Master's Degree (6.45); and Factor 7 – Specialist Degree (6.57). In the demographic category of gender, the mean scores for males were lower on Factor 2(2.51) and higher on all other factors. The means for each of the factors were as follows: Factor 1(6.47); Factor 3 (6.59); Factor 4(6.84); Factor 5(6.36); and Factor 7 (6.62). Females scored lower on Factors 1, 3, 4, 5, 6, 7 and higher on Factor 2. The means were as follows: Factor 1(6.23); Factor 2 (2.56); Factor 3 (6.49); Factor 4(6.63); Factor 5(6.18); Factor 6(6.27); and Factor 7. In the demographic category of ethnicity, the lowest mean scores for each of the factors were as follows: Factor 1 – Caucasian (6.26); Factor 2 – African American (2.51); Factor 3 – Caucasian (6.45); Factor 4 – African American (6.68); Factor 5 – Caucasian (6.21); Factor 6 – Caucasian

(6.27); and Factor 7 – Caucasian (6.55).  In the demographic category of ethnicity, the highest

mean scores for each of the factors were as follows:  Factor 1 – African American (6.35); Factor

2 – Caucasian (2.57); Factor 3 – African American (6.63); Factor 4 – Caucasian (6.69); Factor 5

– African American (6.24); Factor 6 – African American (6.42); and Factor 7 – African

American (6.58).  In the demographic category of age, the lowest mean scores for each of the

factors were as follows: Factor 1 – 51-55 years (6.04); Factor 2 – 35-40 years (1.96); Factor 3 –

46-50 years (6.33); Factor 4 – 51-55 years (6.56); Factor 5 – 51-55 years (6.03); Factor 6 – 46-50

years (6.07); and Factor 7 – 56-60 years (6.45).  In the demographic category of age, the highest

mean scores for each factor were as follows:  Factor 1 – 41-45 years (6.60); Factor 2 – 46-50

years (3.07); Factor 3 – 61+ years (6.85); Factor 4 – 30-35 years and 61+ years (7.00); Factor 5 –

30-35 years (7.00); Factor 6 – 30-35 years (7.00); and Factor 7 – 61+ years (6.90).  In the

demographic category of years of principal experience, the lowest mean scores for each factor

were as follows:  Factor 1 – 16-20 years (5.70); Factor 2 – 6-10 years (2.33); Factor 3 – 16-20

years (5.95); Factor 4 – 16-20 years (6.40); Factor 5 – 16-20 years (5.90); Factor 6 – 16-20 years

(5.80);  and Factor 7 – 16-20 years (6.10).  In the demographic category of years of principal

experience, the highest mean scores for each factor were as follows:  Factor 1 – 21+ years (6.95);

Factor 2 – 21+ years (2.90); Factor 3 – 21+ years (6.80); Factor 4 – 21+ years (7.00); Factor 5 –

21+ years (6.80); Factor 6 – 11-15 years (6.40); and Factor 7 – 21+ years (6.90).  In the

demographic category of principal experience in present school, the lowest mean scores for each

factor were as follows:  Factor 1 – 16-20 years (6.00); Factor 2 – 6-10 years (2.37); Factor 3 –

16-20 years (6.40); Factor 4 – 6-10 years (6.53); Factor 5 – 6-10 years (6.12); Factor 6 – 16-20

years (6.20); and Factor 7 – 16-20 years (6.40).  The highest mean scores for each factor in the

category of principal experience in present school were as follows:  Factor 1 – 11-15 years

(6.50); Factor 2 – 16-20 years (2.80); Factor 3 – 11-15 years (6.60); Factor 4 – 16-20 years

(6.80); Factor 5 – 11-15 years (6.37); Factor 6 – 6-10 years (6.40); and Factor 7 – 1-5 years

(6.61).

## Summary

The researcher conducted a two phase study to determine whether or not elementary

principals located in the Southwest Georgia Regional Educational Service Agency describe

themselves as servant leaders.  In the first phase of this mixed methods study the researcher

conducted a quantitative, descriptive study.  The second phase of this study was a qualitative

approach involving interviews with randomly selected principals from the research sample.  In

addition, the researcher determined the differences in involvement within the seven factors of the

servant leadership model by demographic characteristics such as gender; ethnicity; age; degree;

years of  principal experience; and years of principal experience at present school assignment.

The data in Phase I were gathered using the Servant Leadership Profile - Revised (SLP), and the

data were analyzed using an excel spreadsheet designed by Dr. Don Page and the Statistical

Package for Social Sciences software version 13.0.

For research question one, the extent to which elementary principals in Southwest Georgia

describe themselves as servant leaders, the researcher found that approximately 50% of the

principals describe themselves as servant leaders.    Principals reported they were engaged in

Open, Participatory Leadership, Authentic Leadership, Courageous Leadership, Developing and

Empowering Others, Inspiring Leadership, and Visionary Leadership (mean > 5.60).  These are

the positive qualities which must be present for a person to be described as a servant leader with

the SLP (Page & Wong, 2003).The scores in the factor of  Pride and Power (mean of 2.55)

indicated that there are mixed practices within this factor. These are the negative qualities that

must be absent for an individual to be described as a servant leader with the SLP (Page &

Wong). Descriptive analysis was conducted to determine whether there were noteworthy

differences between the demographic variables of gender; degree; years of principal experience;

years of principal experience in present school; ethnicity; and age of the respondents in relation

to the overall self-assessment ratings provided by the SLP (Page & Wong, 2000). There were no

noteworthy differences found among the mean scores of the demographics of servant leaders and

nonservant leaders.

Interviews conducted with principals provided greater understanding of the data gained from

the SLP. After analysis of responses across all interview questions, the following emerged:

(1) principal leadership contributed to employee growth by providing a nurturing environment;

adequate resources and materials; support from the administration; and a sense of community;

(2) principals delegated responsibility to employees when there were no accountability issues

or central office pressures involved; (3) there needed to be control within their schools but not

micromanagement; (4) it was necessary to be visible in their schools but not in the forefront; (5)

serving others involves putting the needs of the school, teachers, and children about self-needs;

(6) leadership effectiveness was improved through empowering others by building trust, buy-in,

and expanding their leadership knowledge; (7) effective leadership focused on the welfare of the

people they work with.; (8) principals communicated enthusiasm and confidence by being

informed of what is happening in their building and with their staff; communicating in a positive

and real way; being genuine with their staff; and setting a warm and inviting climate in their

schools; (9) principals articulated their purpose and direction for their schools by being a part of

the school team, informed, inspiring of others, and instilling the importance of the school goals

on a daily basis; (10) principals stressed the importance of trust, consistency, fairness, moral

values, and honesty in their leadership practices; and (11) determining whether status quo is good enough is based on several factors: situational circumstances; school goals; data; and external demands.

For research question two, the extent to which Southwest Georgia principals differ in their descriptions of themselves as servant leaders by demographics, the researcher found that there were noteworthy differences found among the age demographics in Factor 2 ( Power and Pride) of the SLP. Principals in the age range of 35-40 had a mean score of 1.96, whereas principals in the age range of 46-50 had a mean score of 3.07. There was a trend in the data for years of experience as a principal within each factor. The mean scores of the principals who had 16-20 years experience as a principal were lower than the principals who had 21+ years of experience for each factor of the SLP.. The researcher found the following demographic trends on Factor 2(Power and Pride) of the SLP: (1) the mean of the male respondents were lower than the females; (2) the mean of African American respondents was lower than Caucasians; (3) principals who held a doctoral degree had the lower mean for the level of degree category; (4) the mean of principals who had been a principal for 6-10 years had the lower mean; (5) principals who had been at their present school for 6-10 years had the lowest mean; and (6) principals who were in the age category of 35-40 years had the lowest mean. Findings were:

- Principal respondents in the age range of 35-40 were more likely to exhibit humility and vulnerability than principal respondents in the other age groups which indicates they had less of an issue with pride and power.

- Male principal respondents were more likely to exhibit humility and vulnerability than females.

- Principal respondents who had 16-20 years experience were less engaged in Open, Participatory Leadership, Authentic Leadership, Courageous Leadership, Developing and Empowering Others, Inspiring Leadership, Power and Pride, and Visionary Leadership than principals who had 21+ years of experience.

- Principal respondents who held a Doctoral Degree were more likely to exhibit humility and vulnerability than principals who held a Master's Degree or a Specialist Degree.

- Principal respondents who had been a principal for 6-10 years and in their present school for 6-10 years were more likely to exhibit humility and vulnerability than any of the other principal respondents.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Introduction

The principal is an educational leader who must face the continuous flow of demands and complexities in time of great uncertainty and constant change. America's schools need effective leaders to shape and implement reform within the confines of the No Child Left Behind Act. Effective principal leadership is key to school success.

The purpose of this study was to understand principal engagement in the servant leadership model. In addition, the researcher determined the differences in participation in servant leadership and the factors of the Self-Assessment Servant Leadership Profile by demographic characteristics of principals including: ethnicity; gender; degree; years as a principal; years as a principal in present school; and age.

Spears (1998) and Russell and Stone (2002) defined servant-leadership as a practical philosophy that emphasizes increased service to others, a holistic approach to work, promotion of a sense of community, and the sharing of power in decision making (Spears, 1998). Page and Wong (2002) combined the work of Russell and Stone, and Spears to create four categories: character-orientation, people-orientation, task-orientation, and process-orientation. These attributes were then incorporated into a survey instrument, Self -Assessment of Servant Leadership Survey Profile, which was used in this study.

The concept of servant leadership was introduced by Greenleaf (1977) for use in business and religious organizations. However, the importance of the facilitative and servant role of the organizational leader has tremendous potential in education, especially at a time when school principals are under pressure to produce student outcome-based results, akin to that of corporate

growth.  Thus, servant leadership may be one key component in school improvement (Jourdain,

2002).  Even though there is great potential for servant leadership in educational settings,  little

research has been done in the school setting.  Page and Wong (1998) developed a model of

servant leadership built around four categories:  character-orientation; people-orientation;

 task-orientation; and process-orientation.  These attributes were then incorporated into

 a survey instrument, Self -Assessment of Servant Leadership Survey Profile.  The

instrument was refined in 2003 (Page & Wong) to include seven factors:  Developing and

Empowering Others; Power and Pride (Vulnerability and Humility); Authentic Leadership;

Open, Participatory Leadership; Inspiring Leadership; Visionary Leadership; and Courageous

Leadership. Servant leadership is defined by both the PRESENCE of certain positive qualities,

and the ABSENCE OF certain negative qualities (Page & Wong). The positive factors are:

(a) Servanthood; (b) Leadership; (c) Visioning; (d) Developing others; (e) Empowering others;

(f) Team-building; (g) Shared decision-making; and (h) Integrity.  The negative factor includes

Power and Pride..   The revised version of the SLP was used in this study.   The researcher

administered the survey to sixty-one principals located in the service region of  Southwest

Georgia Regional Education Service Agency (SWGA RESA).  The return rate

was 55%; the researcher analyzed the responses to the survey to respond to research

questions.

   The participation of principals within these seven factors of servant leadership practices were

analyzed from the survey results of the thirty-four principals who were practicing administrators

in the SWGA RESA.  An analysis of these data provided insight into understanding the level of

participation of principals in the practice of  servant leadership within elementary schools in

Southwest Georgia.  The post-survey interviews broadened the understanding of the results of

the SLP and the level of participation of principals in the practice of servant leadership.

The researcher used descriptive analysis for this study to determine trends and noteworthy differences in data. Quantitative descriptive analysis were conducted and analyzed using the Excel spreadsheet developed by Dr. Page and the Statistical Package for Social Sciences (SPSS) version 13.0 to generate frequencies, means, and percentages for each item on the survey. For research question one, the data were reported by data means by factor and by data means by item within each factor. For research question two, descriptive analysis were conducted between the demographic categories of: ethnicity; gender; degree; years as a principal; years as a principal in present school and age. The data were reported by category, servant leaders and nonservant leaders, and by items per factor of the SLP. Qualitative analysis was conducted by recording, transcribing, and reviewing the transcripts of the interview for similarities and differences by question. The information gathered from the interviews was then compared to the responses received on the selected survey items from the SLP.

This chapter provided an overview of the study, including research questions, findings, discussion of the findings, and conclusions. The limitations of the study and the impact of those limitations were discussed within the framework of the findings. In conclusion, this chapter reviewed the implications for practice and offers recommendations for future research.

## Research Questions

The overarching question of this research study was: To what extent is servant leadership practiced by Southwest Georgia elementary school principals?

*Sub Questions*

1. To what extent do elementary principals in Southwest Georgia describe themselves as servant leaders?

2. To what extent do Southwest Georgia principals' descriptions of themselves as servant leaders vary by demographics?

Findings

The researcher explored the answer to the overarching question through the sub questions and by analyzing the responses provided by principals. The findings to each sub question from Chapter 4 are presented, followed by the researcher's discussion of the findings.

*Sub Question 1: To what extent do elementary principals in Southwest Georgia describe themselves as servant leaders?*

In accordance with the administration and procedures of the SLP results, the scores were averaged by each Factor (Page & Wong, 2000). Servant leadership is defined by both the PRESENCE of certain positive qualities, and the ABSENCE OF certain negative qualities (Page & Wong). The positive factors are: (a) Servanthood; (b) Leadership; (c) Visioning; (d) Developing others; (e) Empowering others; (f) Team-building; (g) Shared decision-making; and (h) Integrity. The negative factor is Power and Pride. In this study, principals who rated themselves 5.6 or higher on Factors 1 and Factors 3-7 while scoring less than 2.3 on Factor 2 were identified as servant leaders. If principals rated themselves higher than 2.3 on Factor 2 they were identified as nonservant leaders even if they scored 5.6 or higher on Factors 1 and Factors 3-7. Seventeen principals were identified as servant leaders; whereas seventeen principals were identified as nonservant leaders in Phase I of the study. Principals reported themselves as engaged in Open, Participatory Leadership, Authentic Leadership and Courageous Leadership, Developing and Empowering Others, Inspiring Leadership, and Visionary Leadership (mean > 5.60). The scores in the area of Pride and Power (mean of 2.55) indicated that there were mixed

practices within this factor as determined from the range of score means for the principals in

Factor 2 (1.10-5.40).

In Phase II of the study the researcher found that the interviews conducted with six

principals (10% of population) broadened the understanding of the data collected in the survey

by factor.   Through the responses gathered during Phase II of the study, the researcher found

that the principals were highly engaged in Factors 1, and 3-7 of the servant leadership model

outlined by Page and Wong (2000).  However, just as the results of the SLP indicated there

were issues with power and pride for some of the principals. Principal responses indicated

differing opinions and practices concerning control and being in the forefront at functions for the

sake of the stakeholders while others stated they needed to be in the trenches with their

staff.  In the area of control the responses varied from working as a team to needing to have

control as far as rules and responsibilities were concerned.

*Sub Question 2:  To what extent do Southwest Georgia principals' descriptions of themselves as*

*servant leaders vary by demographics?*

The demographic categories collected during the study were: ethnicity; gender; degree;

years as a principal; years as a principal in present school; and age.  There were no noteworthy

differences found among the mean scores of the demographics of servant leaders and nonservant

leaders.  There were noteworthy differences found among the age demographics in Factor 2

(Power and Pride) of the SLP.  Principals in the age range of 35-40 had a mean score of 1.9,

whereas principals in the age range of 46-50 had a mean score of 3.07.  There was a trend in the

data for years of experience as a principal within each factor.  The mean scores of the principals

who had 16-20 years experiences as a principals were lower than the principals who had 21+

years of experiences for each factor of the SLP. The researcher found the following

demographic trends on Factor 2 of the SLP: (1) the mean of the male respondents were

lower than the females; (2) the mean of African American respondents was lower than

Caucasians; (3) principals who held a doctoral degree had the lower mean for the

level of degree category; (4) the mean of principals who had been a principal for 6-10 years had

the lower mean; (5) principals who had been at their present school for 6-10 years had the lowest

mean; and (6) principals who were in the age category of 35-40 years had the lowest mean.

<div align="center">Discussion of Findings</div>

Page and Wong (2000) developed a conceptual framework for measuring servant leadership

which were classified into four orientations: character-orientation, people-orientation, task-

orientation, and process-orientation. The Servant Leadership Profile - Revised (SLP)

was designed to measure these orientations through seven factors and determine whether or not

an individual is a servant leadership through self-reporting. The principals in Southwest Georgia

perceive themselves to be engaged in all of the orientations in Page and Wong's framework but

only half of the principals who participated in the study were servant leaders. There are two

areas within character-orientation that create barriers to the practice of servant leadership for

these principals: power and pride. Power and pride must be replaced with vulnerability and

humility for an individual to practice servant leadership (Page & Wong). Servant leadership

means a willingness to humbly serve another person, to put the best interests of someone else

above that of the leader (Dinkel, 2003).

*Discussion of findings from Research sub question 1*

*To what extent do elementary principals in Southwest Georgia describe themselves as*

*servant leaders?*

Overall, principals were split in their participation in the servant leadership model as self-

assessed. Ninety-five percent of the principals possessed the positive qualities outlined by Page

and Wong to be a servant leader, but only 50% of the principals were servant leaders

based on their responses to the questions in Factor 2 (Power and Pride). To be a servant leader, a

individual must have the presence of the positive qualities of developing and empowering others;

authentic leadership; open, participatory leadership; inspiring leadership; visionary leadership;

and courageous leadership. The individual must also have the absence of the negative qualities

of power and pride. Principals discussed during the interviews that even though they wanted to

empower and delegate responsibilities to their staff it was very difficult to do. The key factors

that affected their decisions centered on accountability and external demands. When it came to

control there were varied responses and differences in their opinions regarding control.

Principals who were interviewed indicated they were practicing leadership that encouraged the

growth of staff; showed appreciation of staff; put the needs of others first; involves being a

servant (leadership is service); empowered staff; communicated enthusiasm and confidence;

articulated a sense of purpose and directions; showed empathy for their staff; and was based in

morals and values. According to the research conducted by Foster, (2000); Kezar (2001); and

Wong and Page (2003) there are organizational barriers that impede the practice of servant

leadership. Included are: trust; power relations; lack of emphasis on collective growth;

communication problems; and paternalism. During the interviews, some of the principals

indicated that control (power relations) and trust when it came to delegating responsibility were

issues for them in their leadership practices. Jennings (2002) in his study of principals also found

several problems with the implementation of servant leadership in public education:

accountability; principal performance expectations; different philosophies regarding servant

leadership; and problems associated with a servant leadership mentality. It is difficult to follow

the servant leadership model when organizational needs multiply around the leader (Rinehart, 1998). The pressure to rely on power and control increases and the urgency of the moment seems to justify any means to accomplish the goals (Rinehart).

Principals did describe themselves engaged in some aspects of the seven factors of the SLP. These factors are found in servant leadership as well as transformational, charismatic, moral, and visionary leadership approaches (Northhouse, 2004; Bass, 1985; Sergiovanni, 1999; Safty, 2003; Zohar, 2005; and Nanus, 1992). The following conclusions for each of the seven factors by the SLP may provide a synopsis of the findings of this study in relation to prior research.

*Developing and Empowering Others*

Principals described themselves as engaged in developing and empowering others through their leadership (Mean score of 5.94-6.68).  During the interviews principals stated that the leadership they provide through professional development, a nurturing environment, building community, listening, and taking a personal interest in their staff allow their staff to grow. Consistent with the literature, Leithwood and Riehl (2003) found that developing people is one of the concepts of successful leadership in organizations. Kouze and Posner (2007) illustrated through their research that Enabling Others to Act is a critical leadership practice.  During the interviews the principals expressed their struggle with delegating responsibility due to the accountability demands of their jobs and external pressures which affected their schools. Patterson (2003) indicates that servant leaders have a sense of responsibility to others and empowers followers by entrusting power to them.

*Power and Pride (Humility and Vulnerability)*

There were two areas within this factor that differed servant leaders from the other respondents: control of subordinates and the need to be in the forefront with their name associated with everything within the school. The mean scores on this factor ranged from 1.44-4.09. The research on servant leadership (Spears, 1998; Zohar, 1997; Russell & Stone, 2002) indicates that persuasion, not authority, and support, not control, are effective leadership practices. In the research conducted on concepts of successful leadership (Leithwood & Riehl, 2003; and Gurr, Drysdal, DiNatale, Ford, Hardy, and Swann, 2003) found that leadership is distributed to others in the school. Lambert (2005) identified that the democratic process and a vulnerable persona are two of the characteristics of principals in high leadership capacity schools. Trail (2000) identified the roles of mentor and coach as two roles for principals in his research. Foster (2002), found in his study that another's desire for control was a major barrier to the practice of servant leadership within the organization. Management wanted control and was reluctant to give it to subordinates (Foster). The need for power is human. Everyone wants to have some control over their lives (Heifetz & Linsey, 2002). However, power can be addictive and intoxicating (Wong & Page, 2003). Servant leaders entrust power to others (Patterson,2003). Pride originates from ones basic need for personal significance and worthiness (Wong & Page). Many leaders see leadership as a superior position (Jennings, 2002). The celebrity syndrome, the pedestal syndrome, and rankism are some of the symptoms of egotism found within organizations. (Wong and Page). Servant leadership transcends self-interests in the service of others (Sanders, Hopkins, & Geroy, 2003). In order to practice servant leadership, leaders must lay aside selfishness, worldy aspirations, and empty themselves of their pride

(Wong and Page). Servant leaders know they are servants first, and service is a choice of the interests of others over self-interest (Russell & Stone, 2002).

*Authentic Leadership*

Within this factor, the researcher found that principals in Southwest Georgia did describe themselves engaged in authentic leadership (Mean score of 6.38-6.76). The research on effective leadership places honesty at the top of the list in characteristics desirable in a leader (Kouze and Posner, 2007; Ferrandino, 2001). Values, morals, and ethics are crucial to leadership and administrative practice (Hodgkinson, 1991). Servant leadership research (Page and Wong, 2000; Russell and Stone, 2002; and Spears, 1998) concludes that character and honesty are crucial to effective leaders.

*Open, Participatory Leadership*

Open, participatory leadership is practiced by principals in Southwest Georgia as self-reported (Mean score of 6.38-6.97). Daniel, Enomoto, and Miller (2004) and Lambart (2005) found that collaboration and democratic leadership were crucial in high leadership capacity schools. Pierce and Stapleton (2003) stated that for principals to stay in the field, they must be skilled at creating strong teams to assist them. This focuses on having strong instructional leaders who develop teacher leaders who help run the school (Pierce & Stapleton). Based on the idea that servant leadership is commitment to love and serve the organizational structure is turned up-side down, with the leader at the bottom of the hierarchy, supporting those who do the work. In the servant leadership model the commitment caring produces communication, creativity, and vision which in turn produces a sense of community (Turner, 2000).

*Inspiring Leadership*

   Principals in Southwest Georgia reported that they were engaged in the factor of inspiring

leadership (Mean score of 5.87-6.59).  During the interviews, principals indicated that by

showing genuine concern; giving others opportunities for growth; trusting staff to make choices;

and the freedom to try new things brings out the best in staff members.   Kouze and Posner

(2007) reported that being inspiring is one of the top ten qualities of admired leaders.  Waters,

Marzano and McNulty (2003) and Trail (2000) found that among the roles and practices of

effective leadership, inspiring leadership is significantly associated with student achievement.

Servant leaders change the system, invent the new paradigm, clear a space where something new

can be, and they accomplish this, not so much by doing as by being (Zohar, 1997).

*Visionary Leadership*

   The researcher found that the principals in Southwest Georgia are engaged in visionary

leadership (Mean score of 5.79-6.50).  Davis (1998) found that the visionary principal

understands the process of getting things done and that the school is part of an organizational

environment that is changing and evolving.  Visionary leaders allow people to embrace change

and experimentation without feeling threatened, revisit and revise the vision, and spread the

leadership role throughout the organization (Nanus, 1992).  Exemplary leaders, according to

Kouzes and Posner (1987) "have visions of what might be and they believe they can make it

happen" (Chance, 1992, 48).  Followers want a leader who has a vision or goal of where they are

going (Kouze & Posner, 2007; and Davis, 1998).  Servant leadership encompasses the ability to

understand lessons from the past, realities of the present, and the likely consequences of

decisions for the future (Greenleaf, 1970).  Patterson (2003) states that the servant leader is

visionary for the followers and keeps the future in mind.

*Courageous Leadership*

In reference to the factor of courageous leadership, the researcher found that principals reported themselves to be engaged in this factor (Mean score of 6.47-6.68).  During the interviews, principals stressed the importance of doing what is morally and ethically right and the need for trust in relationship within their leadership practices. Campbell, Gold, and Lunt (2003) found that the leaders' values influenced their perceptions of their leadership role, their relationships with students, staff, and local community, and their aspirations and expectations for the school.  Sergiovanni (1999) found that moral leadership requires emotional commitment to a common set of values deemed to be vital to the existence and betterment of the organization. Kouze and Posner (2007) stated, "Credibility is the foundation of leadership".  The principals' engagement in courageous leadership is consistent with effective leadership practices found in the literature.

*Discussion of findings from research sub question 2*

*To what extent do Southwest Georgia principals' descriptions of themselves as servant leaders vary by demographics?*

The demographic categories collected during the study were ethnicity; gender; degree; years as a principal; years as a principal in present school; and age.  There were no noteworthy differences found among the mean scores of the demographics of servant leaders and nonservant leaders.  There were noteworthy differences found among the age demographics in Factor 2 (Power and Pride) of the SLP.  Principals in the age range of 35-40 had a mean score of 1.96, whereas principals in the age range of 46-50 had a mean score of 3.07.  There was a trend in the data for years of experience as a principal within each factor.  The mean scores of the principals who had 16-20 years experience as a principal were lower than the principals who had 21+ years

of experience for each factor of the SLP. The researcher found the following demographic trends in Factor 2 (Power and Pride) of the SLP: (1) the mean of the male respondents were lower than the females; (2) the mean of African American respondents was lower than Caucasians; (3) principals who held a doctoral degree had the lower mean for the level of degree category; (4) the mean of principals who had been a principal for 6-10 years had the lower mean; (5) principals who had been at their present school for 6-10 years had the lowest mean; and (6) principals who were in the age category of 35-40 years had the lowest mean.

Foster (2002), found in his study that another's desire for control was a major barrier to the practice of servant leadership within the organization. Management wanted control and was reluctant to give it to subordinates (Foster). The need for power is human. Everyone wants to have some control over their lives (Heifetz & Linsey, 2002). However, power can be addictive and intoxicating (Wong & Page, 2003). Servant leaders entrust power to others (Patterson, 2003). Pride originates from ones basic need for personal significance and worthiness (Wong & Page). Many leaders see leadership as a superior position (Jennings, 2002). The celebrity syndrome, the pedestal syndrome, and rankism are some of the symptoms of egotism found within organizations. (Wong & Page). Servant leadership transcends self-interests in the service of others (Sanders, Hopkins, & Geroy, 2003). In order to practice servant leadership, leaders must lay aside selfishness, worldly aspirations, and empty themselves of their pride (Wong & Page). Servant leaders know they are servants first, and service is a choice of the interests of others over self-interest (Russell & Stone, 2002). There is no servant leadership research focusing on demographics.

## Conclusions

The researcher analyzed the findings from the study to conclude:

1. Elementary principals perceive themselves as highly engaged in open, participatory

leadership, authentic leadership, and courageous leadership; however, their self-

   perceptions with regard to pride and power keep them from being described as servant

   leaders.

2.  Male and female elementary principals alike exhibit the capacity for servant leadership.

3.  External pressures and accountability demands including NCLB create barriers to the

    practice of servant leadership by elementary principals.

4.  Elementary principals perceive that leadership must be moral and ethical.

5.  Providing a nurturing environment, removing organizational barriers, appreciation of staff,

    and opportunities for growth are key factors in elementary principals' practices to develop

    and empower others.

6.  Elementary principals view that they have a heart to serve others; putting the needs of the

    school team above their own.

7.  Confidence; a positive attitude; real communication; and genuine concern is valued by

    elementary principals to inspire their followers.

8.  Elementary principals perceive that mission and vision supported by an awareness of what

    is happening inside the school is necessary for visionary leadership.

<div align="center">Implications For Practice</div>

The current educational climate created by the No Child Left Behind Act, funding cuts, and

principal shortages increases the importance of practicing elementary principals developing the

most effective leadership style they can.  In the face of the increasing demands the wise

administrator is encouraged to utilize the talents, experience, skills, and willingness of those they

employ.  There is much that is not known about servant leadership, but it is a concept that

holds substantial promise for school leadership (Sergiovanni, 1999). Principals are responsible

for ministering to the needs of the schools they serve.  Servant leadership requires a value system,  a sense of commitment, and an untiring spirit.

   Numerous prominent leaders and researchers are advocating the value of the principles of servant leadership and are beginning to incorporate them into their personal style of leadership. The results of this study indicate that fifty percent of the principals are practicing servant leadership in their schools.  Therefore, perhaps the educational leadership program curriculum should be modified to include the study and practical application of servant leadership as a viable leadership model in the educational setting. Extending these efforts beyond collegiate educational training to practicing administrators should be made.  This can be achieved through professional learning at the district level.  Based on the results of this research, professional learning activities should center around managing or coping with the pressures associated with NCLB that are currently reported to impede the practice of servant leadership.

<div align="center">Recommendations for Further Study</div>

Based on the findings, conclusions, and implications of this study, the following recommendations are suggested.

1.   Duplicate this study using a larger number of principals to increase the level of certainty.

2.  Investigate other levels of leadership (ex. assistant principals or superintendents).

3.  Investigate servant leadership at middle or high schools in the state.

4.   Consider studies at schools in other regions in the state.

5.  Investigate school climates which support servant leadership

6.  Consider using the Servant Leadership Profile 360 (Page and Wong) to survey subordinates with regard to their leaders practice of servant leadership..

7.  Extend the study to investigate the relationship between servant leadership and student

    achievement.

## Dissemination

Several groups could benefit from the results of this study. These groups include (a) elementary school principals; (b) middle school principals; (c) high school principals; (d) researchers who have conducted similar studies for the purpose of continued research; and (e) superintendents. Study participants were given the opportunity to receive a copy of the research upon request. Those who have requested the results will receive them via e-mail after the completion of the dissertation. Dr. Don Page, who provided the survey instrument used in this study will receive a copy via email after the completion of the dissertation.  A presentation of the study will be made at the school leadership team meeting in March 2010. Workshops will be scheduled and conducted by the researcher at neighboring schools upon request.

## Concluding Thoughts

It is hoped by this researcher that this study will encourage further empirical inquiry into servant leadership in educational settings. The study did verify that a number of the desirable components of servant leadership described in the literature and in this dissertation were found in the leadership practices of public school elementary principals in Georgia.  If the individual components are beneficial, then perhaps the entire servant leadership model is worth further study.

Although educational leadership has not yet fully integrated servant leadership into its daily practices, it is clear that many of the elementary principals in Southwest Georgia report themselves as serving unconditionally.  New leadership practices such as servant leadership

many serve as a blueprint for visionary and ethical leaders who value integrity and believe in the process of providing an outstanding education to every child.  Educational leadership of this era requires power and influence, not from position but from service to others as a steward of all resources.  Thus, it can be stated that one who seeks to lead must dare to serve first.

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APPENDIX A

IRB CORRESPONDENCE

| Georgia Southern University |
| Office of Research Services & Sponsored Programs |

**Institutional Review Board (IRB)**

| Phone: 912-478-0843 | | Veazey Hall 2021 |
| | | P.O. Box 8005 |
| Fax: 912-478-0719 | IRB@GeorgiaSouthern.edu | Statesboro, GA 30460 |

**To:**      Barbara Williams
514 Mill Pond Road
Bluffton, Georgia 39824

**cc:**      Charles E. Patterson
Associate Vice President for Research

**From:**    Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
(IACUC/IBC/IRB)

**Date:**    September 3, 2009

**Subject:**  Status of Application for Approval to Utilize Human Subjects in Research
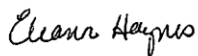
After a review of your proposed research project numbered: **H10039**, and titled **"An Analysis of Participation in Servant Leadership as Reported by Elementary Principals in Georgia and Success in Achieving Adequate Yearly Progress"**, it appears that your research involves activities that do not require full review by the Institutional Review Board according to federal guidelines.

According to the Code of Federal Regulations Title 45 Part 46, your research protocol is determined to be exempt from full IRB review under the condition that research conducted in counties that maintain independent institutional review of human subjects research in their school systems processes are satisfied. This research has been approved under the following exemption category(s):

> Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
> (I) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (II) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

*Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that your research is exempt from IRB approval.* **You may proceed with the proposed research.**

Sincerely,

*Eleanor Haynes*

Eleanor Haynes
Compliance Officer

APPENDIX B

SELF-ASSESSMENT OF SERVANT LEADERSHIP PROFILE

DEMOGRAPHIC INFORMATION QUESTIONNAIRE

CODING KEY FOR SLP

SLP PERMISSION EMAIL

INTERVIEW QUESTIONS

# Servant Leadership Profile - Revised

## © Paul T. P. Wong, Ph.D. & Don Page, Ph.D.

Leadership matters a great deal in the success or failure of any organization. This instrument was designed to measure both positive and negative leadership characteristics.

Please use the following scale to indicate your agreement or disagreement with each of the statements in describing your own attitudes and practices as a leader. If you have not held any leadership position in an organization, then answer the questions as if you were in a position of authority and responsibility. There are no right or wrong answers. Simply rate each question in terms of what you really believe or normally do in leadership situations.

|  1  |  2  |  3  |  4  |  5  |  6  |  7  |
|-----|-----|-----|-----|-----|-----|-----|
| **Strongly Disagree** | | | **Undecided** | | | **Strongly Agree** |
| **(SD)** | | | | | | **(SA)** |

For example, if you strongly agree, you may circle 7, if you mildly disagree, you may circle 3. If you are undecided, circle 4, but use this category sparingly.

1. To inspire team spirit, I communicate enthusiasm and confidence.    **1  2  3  4  5  6  7**

2. I listen actively and receptively to what others have to say, even when they disagree with me.    **1  2  3  4  5  6  7**

3. I practice plain talking – I mean what I say and say what I mean.    **1  2  3  4  5  6  7**

4. I always keep my promises and commitments to others.    **1  2  3  4  5  6  7**

5. I grant all my workers a fair amount of responsibility and latitude in carrying out their tasks.    **1  2  3  4  5  6  7**

6. I am genuine and honest with people, even when such transparency is politically unwise.    **1  2  3  4  5  6  7**

7. I am willing to accept other people's ideas, whenever they are better than mine.   **1 2 3 4 5 6 7**

8. I promote tolerance, kindness, and honesty in the work place.   **1 2 3 4 5 6 7**

9. To be a leader, I should be front and centre in every function in which I am involved.   **1 2 3 4 5 6 7**

10. I create a climate of trust and openness to facilitate participation in decision making.   **1 2 3 4 5 6 7**

11. My leadership effectiveness is improved through empowering others.   **1 2 3 4 5 6 7**

12. I want to build trust through honesty and empathy.   **1 2 3 4 5 6 7**

13. I am able to bring out the best in others.   **1 2 3 4 5 6 7**

14. I want to make sure that everyone follows orders without questioning my authority.   **1 2 3 4 5 6 7**

15. As a leader, my name must be associated with every initiative.   **1 2 3 4 5 6 7**

16. I consistently delegate responsibility to others and empower them to do their job.   **1 2 3 4 5 6 7**

17. I seek to serve rather than be served.   **1 2 3 4 5 6 7**

18. To be a strong leader, I need to have the power to do whatever I want without being questioned.   **1 2 3 4 5 6 7**

19. I am able to inspire others with my enthusiasm and confidence in what can be accomplished.   **1 2 3 4 5 6 7**

20. I am able to transform an ordinary group of individuals into a winning team.   **1 2 3 4 5 6 7**

21. I try to remove all organizational barriers so that others can freely participate in decision-making.   **1 2 3 4 5 6 7**

22. I devote a lot of energy to promoting trust, mutual understanding and team spirit.   **1 2 3 4 5 6 7**

23. I derive a great deal of satisfaction in helping others succeed.   **1 2 3 4 5 6 7**

24. I have the moral courage to do the right thing, even when it hurts me politically.   **1 2 3 4 5 6 7**

25. I am able to rally people around me and inspire them to achieve a common goal.   **1 2 3 4 5 6 7**

26. I am able to present a vision that is readily and enthusiastically embraced by others.   **1 2 3 4 5 6 7**

27. I invest considerable time and energy in helping   **1 2 3 4 5 6 7**

others overcome their weaknesses and develop their potential.

28. I want to have the final say on everything, even areas where I don't have the competence.   **1 2 3 4 5 6 7**

29. I don't want to share power with others, because they may use it against me.   **1 2 3 4 5 6 7**

30. I practice what I preach.   **1 2 3 4 5 6 7**

31. I am willing to risk mistakes by empowering others to "carry the ball."   **1 2 3 4 5 6 7**

32. I have the courage to assume full responsibility for my mistakes and acknowledge my own limitations.   **1 2 3 4 5 6 7**

33. I have the courage and determination to do what is right in spite of difficulty or opposition.   **1 2 3 4 5 6 7**

34. Whenever possible, I give credits to others.   **1 2 3 4 5 6 7**

35. I am willing to share my power and authority with others in the decision making process.   **1 2 3 4 5 6 7**

36. I genuinely care about the welfare of people working with me.   **1 2 3 4 5 6 7**

37. I invest considerable time and energy equipping others.   **1 2 3 4 5 6 7**

38. I make it a high priority to cultivate good relationships among group members.   **1 2 3 4 5 6 7**

39. I am always looking for hidden talents in my workers.   **1 2 3 4 5 6 7**

40. My leadership is based on a strong sense of mission.   **1 2 3 4 5 6 7**

41. I am able to articulate a clear sense of purpose and direction for my organization's future.   **1 2 3 4 5 6 7**

42. My leadership contributes to my employees/colleagues' personal growth.   **1 2 3 4 5 6 7**

43. I have a good understanding of what is happening inside the organization.   **1 2 3 4 5 6 7**

44. I set an example of placing group interests above self interests.   **1 2 3 4 5 6 7**

45. I work for the best interests of others rather than self.   **1 2 3 4 5 6 7**

46. I consistently appreciate, recognize, and encourage the work of others.   **1 2 3 4 5 6 7**

47. I always place team success above personal success.   **1 2 3 4 5 6 7**

48. I willingly share my power with others, but I do not abdicate my authority and responsibility.   **1 2 3 4 5 6 7**

49. I consistently appreciate and validate others for their contributions.   **1 2 3 4 5 6 7**

50. When I serve others, I do not expect any return.   **1 2 3 4 5 6 7**

51. I am willing to make personal sacrifices in serving others.   **1 2 3 4 5 6 7**

52. I regularly celebrate special occasions and events to foster a group spirit.   **1 2 3 4 5 6 7**

53. I consistently encourage others to take initiative.   **1 2 3 4 5 6 7**

54. I am usually dissatisfied with the status quo and know how things can be improved.   **1 2 3 4 5 6 7**

55. I take proactive actions rather than waiting for events to happen to me.   **1 2 3 4 5 6 7**

56. To be a strong leader, I need to keep all my subordinates under control.   **1 2 3 4 5 6 7**

57. I find enjoyment in serving others in whatever role or capacity.   **1 2 3 4 5 6 7**

58. I have a heart to serve others.   **1 2 3 4 5 6 7**

59. I have great satisfaction in bringing out the best in others.   **1 2 3 4 5 6 7**

60. It is important that I am seen as superior to my subordinates in everything.   **1 2 3 4 5 6 7**

61. I often identify talented people and give them opportunities to grow and shine.   **1 2 3 4 5 6 7**

62. My ambition focuses on finding better ways of serving others and making them successful.   **1 2 3 4 5 6 7**

## Demographic Information:

1. Ethnicity:
   _____ Caucasian    _____ African-American    _____ Hispanic
   _____Asian   _____ Other (please specify)_____

2. Gender: _____ Male _____ Female

3. Highest Degree Level :
   ___BA/BS ___MA/MS ___Specialist ___EDD/PhD

4. Total years of experience as a principal(including this year) _____

5. Total years in this school as principal(including this year)_____

6. Age range: _____30-35 _____35-40_____41-45_____46-50
   _____51-55_____56-60 _____60+

# Coding Key

**Factor 1:** 16, 21, 23, 27, 31, 37, 38, 39, 42, 46, 48, 49, 53, 59, 61, 62
> Developing and Empowering Others

**Factor 2:** 9, 14, 15, 18, 28, 29, 56, 60
> Power and Pride (Vulnerability and Humility)

**Factor 3:** 6, 17, 30, 44, 45, 47, 50, 51, 52, 57, 58
> Authentic Leadership

Factor 4: 2, 5, 7, 8, 10, 11, 12, 34, 35, 36
> Open, Participatory Leadership

**Factor 5:** 1, 13, 19, 20, 22, 25, 26
> Inspiring Leadership

**Factor 6:** 40, 41, 43, 54, 55
> Visionary Leadership

**Factor 7:** 3, 4, 24, 32, 33
> Courageous Leadership

**Note:** Factor 2 is a negative trait, but can be converted to a positive one by scoring in reverse. i.e. $1 - 7$; $2 - 6$; etc.

## Debriefing

Servant leadership is defined by both the PRESENCE of certain positive qualities, and the ABSENCE OF certain negative qualities.

The positive qualities include: (a) Servanthood, (b) Leadership, (c) Visioning, (d) Developing others, (e) Empowering others, (f) Team-building, (g) Shared decision-making, and (h) Integrity.

The negative qualities include: (a) Abuse of power and control, and (b) Pride and narcissism. These negatively worded statements can also be scored in the positive direction; in reversing the scoring, Abuse of power becomes Vulnerability, and Pride becomes Humility.

A simple way to determine whether one is a servant leader is to see whether one scores high on **Servanthood** and **Leadership**, but low on **Abuse of power** and **Pride**.

Thus, scoring high on Abuse of power and Pride automatically disqualifies one as a servant leader, regardless of high scores on the other subscales. That is why the inclusion of these two negative subscales is important in the revised Servant Leadership Profile.

## RE: permission

From: Don Page (page@twu.ca)

You may not know this sender.Mark as safe|Mark as junk

Sent: Thu 3/22/07 11:28 PM
To: Douglas Williams (rdougw@alltel.net); Paul Wong (wong@twu.ca)
Cc: bluffwoman@hotmail.com

1 attachment

Servant L...doc (28.0 KB)

You are welcome to use our self assessment instrument and the 360 degree for your research.  To enable you to score it, I am attaching a self-explanatory scoring guide.  Since we are still in the validation process, would like to see the results of your study from using the instrument.  Best wishes.

---

**From:** Douglas Williams [mailto:rdougw@alltel.net]
**Sent:** Thursday, March 22, 2007 5:54 PM
**To:** Don Page; Paul Wong
**Cc:** bluffwoman@hotmail.com
**Subject:** permission

Dr. Page and Dr. Wong,

 I am working on my dissertation at Georgia Southern University on servant leadership.  I would like to use your servant leadership instrument to survey elementary principals in the state of Georgia to try to determine their level of participation in servant leadership.  Please let me know whether or not I have your permission to proceed.

Sincerely,

Barbara P. Williams

514 Mill Pond Road

Bluffton, GA  39824

229-641-3195

229-308-3581

INTERVIEW QUESTIONS

Factor 1

1. In response to question #42 (My leadership contributes to my employees/colleagues' personal growth), 85% of principals responded that they Strongly Agree. Describe what factors you believe contribute to employee/colleagues' personal growth.
Follow up: How does the principal impact employees/colleagues' personal growth?

2. Thirty- three percent of principals responded to question #16 (I consistently delegate responsibility to others and empower them to do their job) that they are Undecided. What might have caused these results?
Describe your philosophy for delegating responsibilities and empowering others to do their job?
Follow-up: What factors impact your decision to delegate responsibilities to others?

Factor 2

1. On question #9 (To be a leader, I should be front and center in every function in which I am involved), 23% of principals responded that they Strongly Disagree whereas 33% of principals responded that they Strongly Agree. Why do you think there is this split in responses to this question? What are your beliefs about having to be seen at every function?

2. In response to question #56 (To be a strong leader, I need to keep all my subordinates under control), 30% of the respondents chose "Undecided" and 9% of the principals responded that they Strongly Agree. What is your philosophy of leadership in regard to control?

Factor 3

1. In response to question #58 (I have a heart to serve others), 100% of principals responded that they Strongly Agree. Could you help me understand why all the respondents responded this way? Explain what is means to you to "serve others".

2. On question #44 (I set an example of placing group interests above self interests), 97% of the principals Strongly Agree. Could you give me some examples of what might have caused this response?

Factor 4

1. On question # 11 (My leadership effectiveness is improved through empowering others), 100% of the respondents Strongly Agree. Why do you think they responded this way? How is leadership effectiveness improved through empowering others?

2. In response to question # 36 (I genuinely care about the welfare of people working with me), all responses were Strongly Agree. What are some examples which might have caused this response? Describe why this is important to effective leadership.

Factor 5

1. In response to question #13 (I am able to bring out the best in others), 3% of the respondents indicated they Strongly Disagree and 18% indicated they are Undecided. Why do you think they responded this way? How do you bring out the best in others in your school?

2. Question #1 (To inspire team spirit, I communicate enthusiasm and confidence) generated a 97% response rate of Strongly Agree. Can you give me some examples of what might have caused this result? As a principal, how do you communicate enthusiasm and confidence?

Factor 6

1. On question #54 (I am usually dissatisfied with the status quo and know how things can be improved), principals responded 6% Strongly Disagree, 18% Undecided, and 76% Strongly Agree. Could you help me understand why principals responded that way? What factors do you rely on to set the vision for your school?

2. In response to question #41 (I am able to articulate a clear sense of purpose and direction for my organization's future), 94% of respondents responded Strongly Agree. What reasons might have caused this response?
How do you articulate a sense of purpose and direction for your school?

Factor 7

1. Question #33 (I have the courage and determination to do what is right in spite of difficulty or opposition), 100% of the respondents Strongly Agreed. What are some examples that might have caused this result?
How do you handle difficult situations and opposition?

2. In response to question #3 (I practice plain talking – I mean what I say and say what I mean), 97% of principals Strongly Agreed.  Why do you think they responded this way?
How do show that you say what you mean and mean what you say through your leadership?

APPENDIX C

INFORMED CONSENT FORM

SURVEY LETTER

INFORMED CONSENT FORM

1. I understand the purpose of this research is to empirically determine those functional attributes of servant leadership which are exhibited by public school elementary principals in the state of Georgia and to apply those characteristics to a better understanding of the leadership required in public elementary schools in the 21$^{st}$ century.

2. I understand that my participation is totally voluntary; refusal to participate will involve no penalty or loss of benefits and I may discontinue participation at any time without penalty or loss of benefits. Also, I may terminate the survey at any moment that I so desire. No names will be used thereby insuring that my identification and all information will be handled in the strictest of confidence. I will be allowed the opportunity to complete the survey in a setting that is convenient to me and in which I am comfortable.

3. I understand the survey instrument that I have been asked to complete is a sixty-two question survey on a seven point Likert-type scale. This survey seeks my self-evaluation of my leadership practices and style. I further understand that I will be asked to complete a demographics survey which in no way may be used to identify any individual participant within the scope of this research. I understand the total amount of time required to complete the survey should be approximately thirty minutes.

4. I further understand that the researcher will be surveying other participants from various public elementary school systems within the state of Georgia and that others in my district will possibly be surveyed. I understand that in no case will the researcher reveal my identity, or identifying information to anyone within my school district or anywhere else. It is my understanding that during this research my identity, responses, school district and identifying information will be kept in the strictest confidence.

5. I understand that my cooperation may benefit administrators' comprehension of the servant leadership model of educational leadership and will be of personal benefit only as it relates to a better understanding of this model and as the educational community in general benefits.

6. I understand that I may choose not to respond to a particular question that makes me feel uneasy in any way.

7. I am aware that a summary of the results of this study will be made available to me at the completion of the research if I so desire.

8. I wish to cooperate voluntarily as a participant.

9. I fully acknowledge that I am in receipt of a copy of the informed consent form.

10. I understand that my responses will be kept confidential and that my identification will be kept hidden.  I understand that no names will be used in the research report. Data will be maintained for three years and then destroyed.

11. I understand that the primary researcher Barbara P. Williams will be the only person who will have access to the identities of each of the participants and identifying information. No instructor will have access to the surveys or the identities of the participants at any time.  The strictest of confidentiality will be maintained and access regarding the true identities of participants providing information is limited to this researcher only.

12. I understand that for any questions about the study or my involvement, I can contact Barbara (Babs) P. Williams at:
514 Mill Pond Road
Bluffton, GA  39824
Tel:  (229) 641-3195
Email:  bluffwoman@hotmail.com
I can contact the Institutional Review Board, Georgia Southern University, if I have questions regarding my rights as a research participant at:
Georgia Southern University Compliance Office,
c/o The Office of Research Services & Sponsored Programs,
P.O. Box 8005
Statesboro, GA  30460
Tel:  (912)478-5465
Email:  IRB@georgiasouthern.edu

13. By completing this survey and returning it, you consent to participate in this research.


Signature of Investigator:___Barbara P. Williams___Date:_____9/8/09_____

September 8, 2009

Dear Principal:

I am a doctoral candidate at Georgia Southern University and am currently completing my dissertation on servant leadership. I am requesting your participation in this study of a relatively unknown style of leadership. Your participation will provide valuable assistance with my research as I attempt to assess the effectiveness of the servant leadership model.

Your participation will involve a minimal time commitment. Simply complete the Self Assessment of Servant Leadership (SLP) instrument and the demographic data form enclosed with this letter and return it in the stamped envelope provided. This sixty-two question Likert type survey will take less than thirty minutes to complete. Please read the enclosed Informed Consent Form. By returning the SLP your consent to participate is assumed.

As a token of my appreciation for your participation in this study your name will be entered into a drawing for two $50 Visa Gift cards. If you have specific questions or desire more information about the study or survey instruments please indicate that on your response and I will provide the information your request.


Thank you,

*Babs Williams*

Barbara (Babs) P. Williams

APPENDIX D

TABLE D.1

TABLE D.2

TABLE D.3

TABLE D.4

TABLE D.5

TABLE D.6

TABLE D.7

TABLE D.8

Table D.1

*Case Summaries for SLP (n=34)*

| Subject | Factor1 | Factor2 | Factor3 | Factor4 | Factor5 | Factor6 | Factor7 | SLNSL |
|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| 2.00 | 6.20 | 4.40 | 6.50 | 7.00 | 6.70 | 6.80 | 6.80 | Nonservant Leader |
| 3.00 | 6.60 | 4.50 | 6.40 | 6.50 | 6.10 | 6.60 | 6.60 | Nonservant Leader |
| 4.00 | 6.00 | 5.40 | 6.60 | 6.90 | 5.90 | 6.60 | 6.60 | Nonservant Leader |
| 5.00 | 5.70 | 2.80 | 6.50 | 6.80 | 5.90 | 5.60 | 6.40 | Nonservant Leader |
| 6.00 | 6.00 | 2.00 | 7.00 | 7.00 | 6.00 | 6.80 | 6.80 | Servant Leader |
| 8.00 | 6.20 | 1.60 | 6.50 | 6.70 | 6.00 | 6.60 | 6.20 | Servant Leader |
| 9.00 | 6.60 | 5.10 | 6.30 | 6.70 | 6.40 | 6.60 | 6.60 | Nonservant Leader |
| 10.00 | 5.70 | 3.80 | 6.20 | 6.70 | 5.90 | 5.60 | 6.80 | Nonservant Leader |
| 13.00 | 6.60 | 1.90 | 6.80 | 6.90 | 6.40 | 6.20 | 6.80 | Servant Leader |
| 14.00 | 6.90 | 2.10 | 6.70 | 6.80 | 6.40 | 7.00 | 7.00 | Servant Leader |
| 15.00 | 6.90 | 4.00 | 6.70 | 7.00 | 7.00 | 6.80 | 7.00 | Nonservant Leader |
| 16.00 | 6.40 | 1.30 | 6.20 | 6.30 | 6.30 | 6.00 | 6.40 | Servant Leader |
| 17.00 | 7.00 | 3.10 | 6.80 | 7.00 | 6.60 | 7.00 | 7.00 | Nonservant Leader |
| 21.00 | 6.40 | 1.60 | 6.10 | 6.80 | 6.60 | 6.60 | 6.00 | Servant Leader |
| 22.00 | 6.10 | 1.40 | 6.30 | 6.30 | 6.00 | 6.00 | 6.60 | Servant Leader |
| 23.00 | 6.40 | 1.00 | 7.00 | 6.80 | 6.90 | 7.00 | 6.80 | Servant Leader |
| 24.00 | 7.00 | 1.80 | 6.90 | 7.00 | 6.60 | 5.80 | 6.80 | Servant Leader |
| 25.00 | 5.70 | 2.80 | 6.30 | 6.20 | 6.10 | 6.20 | 6.40 | Nonservant Leader |
| 27.00 | 6.00 | 2.80 | 6.40 | 6.80 | 6.30 | 6.20 | 6.40 | Nonservant Leader |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 29.00 | | 5.90 | 1.50 | 6.20 | 6.50 | 5.90 | 6.20 | 6.20 | Servant Leader |
| 31.00 | | 5.80 | 2.40 | 6.50 | 6.10 | 5.60 | 5.60 | 6.20 | Nonservant Leader |
| 35.00 | | 6.80 | 3.40 | 6.90 | 6.90 | 6.90 | 6.60 | 6.60 | Nonservant Leader |
| 37.00 | | 5.90 | 1.60 | 6.50 | 6.40 | 5.60 | 6.20 | 5.80 | Servant Leader |
| 41.00 | | 5.90 | 2.60 | 6.30 | 6.30 | 5.90 | 6.00 | 6.20 | Nonservant Leader |
| 44.00 | | 6.20 | 2.50 | 6.80 | 6.80 | 5.70 | 6.00 | 6.60 | Nonservant Leader |
| 45.00 | | 6.20 | 3.00 | 6.20 | 6.50 | 5.90 | 6.00 | 6.80 | Nonservant Leader |
| 46.00 | | 7.00 | 1.10 | 6.80 | 7.00 | 7.00 | 7.00 | 7.00 | Servant Leader |
| 47.00 | | 5.40 | 2.50 | 5.50 | 6.00 | 5.50 | 5.40 | 5.80 | Nonservant Leader |
| 51.00 | | 6.40 | 2.10 | 6.00 | 6.40 | 5.90 | 6.20 | 6.40 | Servant Leader |
| 53.00 | | 6.90 | 1.60 | 7.00 | 7.00 | 6.30 | 6.00 | 7.00 | Servant Leader |
| 54.00 | | 6.70 | 2.00 | 6.70 | 6.90 | 6.30 | 6.00 | 6.40 | Servant Leader |
| 58.00 | | 5.80 | 1.90 | 6.40 | 6.30 | 5.70 | 6.20 | 6.40 | Servant Leader |
| 59.00 | | 6.60 | 2.10 | 6.90 | 7.00 | 6.30 | 6.60 | 6.80 | Servant Leader |
| 60.00 | | 6.10 | 3.00 | 6.60 | 7.00 | 7.00 | 7.00 | 6.80 | Nonservant Leader |
| Total | | 34 | 34 | 34 | 34 | 34 | 34 | 34 | 34 |

Table D.2

*SLP Factor Differences by Degree*

| Factor | Degree | Number | Mean | Standard Deviation |
|---|---|---|---|---|
| Factor 1 – Developing and Empowering Others | MA/MS | 4 | 6.18 | 0.299 |
| | Specialist | 20 | 6.27 | 0.497 |
| | EDD/PhD | 10 | 6.40 | 0.406 |
| | Total | 34 | 6.29 | 0.448 |
| Factor 2 – Power and Pride (Vulnerability and Humility) | MA/MS | 4 | 2.60 | 1.460 |
| | Specialist | 20 | 2.76 | 1.210 |
| | EDD/PhD | 10 | 2.11 | 0.739 |
| | Total | 34 | 2.55 | 1.130 |
| Factor 3 – Authentic Leadership | MA/MS | 4 | 6.38 | 0.171 |
| | Specialist | 20 | 6.57 | 0.336 |
| | EDD/PhD | 10 | 6.46 | 0.378 |
| | Total | 34 | 6.51 | 0.334 |
| Factor 4 – Open, Participatory Leadership | MA/MS | 4 | 6.58 | 0.299 |
| | Specialist | 20 | 6.74 | 0.305 |
| | EDD/PhD | 10 | 6.62 | 0.312 |
| | Total | 34 | 6.69 | 0.305 |
| Factor 5 – Inspiring Leadership | MA/MS | 4 | 6.25 | 0.507 |
| | Specialist | 20 | 6.19 | 0.480 |
| | EDD/PhD | 10 | 6.28 | 0.343 |
| | Total | 34 | 6.22 | 0.436 |
| Factor 6 – Visionary Leadership | MA/MS | 4 | 6.45 | 0.443 |
| | Specialist | 20 | 6.31 | 0.505 |
| | EDD/PhD | 10 | 6.30 | 0.413 |
| | Total | 34 | 6.32 | 0.462 |
| Factor 7 – Courageous Leadership | MA/MS | 4 | 6.55 | 0.252 |
| | Specialist | 20 | 6.57 | 0.357 |
| | EDD/PhD | 10 | 6.54 | 0.341 |
| | Total | 34 | 6.56 | 0.333 |

Table D.3

*SLP Factor Differences by Gender*

| Factor | Gender | Number | Mean | Standard Deviation |
|---|---|---|---|---|
| Factor 1 – Developing and Empowering Others | Male<br>Female<br>Total | 9<br>25<br>34 | 6.47<br>6.23<br>6.29 | 0.350<br>0.469<br>0.448 |
| Factor 2 – Power and Pride (Vulnerability and Humility) | Male<br>Female<br>Total | 9<br>25<br>34 | 2.51<br>2.56<br>2.55 | 1.080<br>1.170<br>1.130 |
| Factor 3 – Authentic Leadership | Male<br>Female<br>Total | 9<br>25<br>34 | 6.59<br>6.49<br>6.51 | 0.276<br>0.354<br>0.334 |
| Factor 4 – Open, Participatory Leadership | Male<br>Female<br><br>Total | 9<br>25<br>34 | 6.84<br>6.63<br>6.69 | 0.201<br>0.318<br>0.305 |
| Factor 5 – Inspiring Leadership | Male<br>Female<br>Total | 9<br>25<br>34 | 6.36<br>6.18<br>6.22 | 0.464<br>0.425<br>0.436 |
| Factor 6 – Visionary Leadership | Male<br>Female<br>Total | 9<br>25<br>34 | 6.47<br>6.27<br>6.32 | 0.374<br>0.486<br>0.462 |
| Factor 7 – Courageous Leadership | Male<br>Female<br>Total | 9<br>25<br>34 | 6.62<br>6.54<br>6.56 | 0.291<br>0.350<br>0.333 |

Table D.4

*SLP Factor Differences by Ethnicity*

| Factor | Ethnicity | Number | Mean | Standard Deviation |
|---|---|---|---|---|
| Factor 1 – Developing and Empowering Others | Caucasian<br>African American<br>Total | 22<br>12<br>34 | 6.26<br>6.35<br>6.29 | 0.459<br>0.440<br>0.448 |
| Factor 2 – Power and Pride (Vulnerability and Humility) | Caucasian<br>African American<br>Total | 22<br>12<br>34 | 2.57<br>2.51<br>2.55 | 1.010<br>1.360<br>1.130 |
| Factor 3 – Authentic Leadership | Caucasian<br>African American<br>Total | 22<br>12<br>34 | 6.45<br>6.63<br>6.51 | 0.360<br>0.260<br>0.334 |
| Factor 4 – Open, Participatory Leadership | Caucasian<br>African American<br>Total | 22<br>12<br>34 | 6.69<br>6.68<br>6.69 | 0.296<br>0.333<br>0.305 |
| Factor 5 – Inspiring Leadership | Caucasian<br>African American<br>Total | 22<br>12<br>34 | 6.21<br>6.24<br>6.22 | 0.388<br>0.530<br>0.436 |
| Factor 6 – Visionary Leadership | Caucasian<br>African American<br>Total | 22<br>12<br>34 | 6.27<br>6.42<br>6.32 | 0.439<br>0.508<br>0.462 |
| Factor 7 – Courageous Leadership | Caucasian<br>African American<br>Total | 22<br>12<br>34 | 6.55<br>6.58<br>6.56 | 0.316<br>0.376<br>0.333 |

Table D.5

*SLP Factor Differences by Age*

| Factor | Age | Number | Mean | Standard Deviation |
|---|---|---|---|---|
| Factor 1 – Developing and Empowering Others | 30-35 | 1 | 6.10 | |
| | 35-40 | 5 | 6.58 | 0.303 |
| | 41-45 | 5 | 6.60 | 0.367 |
| | 46-50 | 3 | 6.23 | 0.472 |
| | 51-55 | 10 | 6.04 | 0.401 |
| | 56-60 | 8 | 6.25 | 0.504 |
| | 61+ | 2 | 6.45 | 0.636 |
| | Total | 34 | 6.29 | 0.448 |
| Factor 2 – Power and Pride (Vulnerability and Humility) | 30-35 | 1 | 3.00 | |
| | 35-40 | 5 | 1.96 | 0.518 |
| | 41-45 | 5 | 2.34 | 0.823 |
| | 46-50 | 3 | 3.07 | 1.914 |
| | 51-55 | 10 | 2.94 | 1.474 |
| | 56-60 | 8 | 2.20 | 0.691 |
| | 61+ | 2 | 3.00 | 1.414 |
| | Total | 34 | 2.55 | 1.127 |
| Factor 3 – Authentic Leadership | 30-35 | 1 | 6.60 | |
| | 35-40 | 5 | 6.64 | 0.365 |
| | 41-45 | 5 | 6,66 | 0.321 |
| | 46-50 | 3 | 6.33 | 0.153 |
| | 51-55 | 10 | 6.44 | 0.398 |
| | 56-60 | 8 | 6.41 | 0.285 |
| | 61+ | 2 | 6.85 | 0.212 |
| | Total | 34 | 6.51 | 0.334 |
| Factor 4 – Open, Participatory Leadership | 30-35 | 1 | 7.00 | |
| | 35-40 | 5 | 6.82 | 0.249 |
| | 41-45 | 5 | 6.78 | 0.192 |
| | 46-50 | 3 | 6.60 | 0.265 |
| | 51-55 | 10 | 6.56 | 0.353 |
| | 56-60 | 8 | 6.61 | 0.327 |
| | 61+ | 2 | 7.00 | 0.000 |
| | Total | 34 | 6.69 | 0.305. |
| Factor 5 – Inspiring Leadership | 30-35 | 1 | 7.00 | |
| | 35-40 | 5 | 6.24 | 0.498 |
| | 41-45 | 5 | 6.30 | 0.394 |
| | 46-50 | 3 | 6.20 | 0.265 |
| | 51-55 | 10 | 6.03 | 0.488 |
| | 56-60 | 8 | 6.25 | 0.316 |
| | 61+ | 2 | 6.50 | 0.707 |
| | Total | 34 | 6.22 | 0.436 |
| Factor 6 – Visionary Leadership | 30-35 | 1 | 7.00 | |
| | 35-40 | 5 | 6.36 | 0.434 |
| | 41-45 | 5 | 6.44 | 0.434 |
| | 46-50 | 3 | 6.07 | 0.503 |
| | 51-55 | 10 | 6.22 | 0.545 |

| | 56-60 | 8 | 6.25 | 0.382 |
|---|---|---|---|---|
| | 61+ | 2 | 6.80 | 0.000 |
| | Total | 34 | 6.32 | 0.462 |
| Factor 7 – Courageous Leadership | 30-35 | 1 | 6.80 | |
| | 35-40 | 5 | 6.64 | 0.261 |
| | 41-45 | 5 | 6.72 | 0.335 |
| | 46-50 | 3 | 6.47 | 0.115 |
| | 51-55 | 10 | 6.46 | 0.401 |
| | 56-60 | 8 | 6.45 | 0.334 |
| | 61+ | 2 | 6.90 | 0.141 |
| | Total | 34 | 6.56 | 0.333 |

Table D.6
*SLP Factor Differences by Years of Principal Experience*

| Factor | Principal Years | Number | Mean | Standard Deviation |
|--------|-----------------|--------|------|--------------------|
| Factor 1 – Developing and Empowering Others | 1-5 Years | 14 | 6.36 | 0.422 |
| | 6-10 Years | 12 | 6.18 | 0.441 |
| | 11-15 Years | 4 | 6.35 | 0.252 |
| | 16-20 Years | 2 | 5.70 | 0.424 |
| | 21+ Years | 2 | 6.95 | 0.071 |
| | Total | 34 | 6.29 | 0.448 |
| Factor 2 – Power and Pride (Vulnerability and Humility) | 1-5 Years | 14 | 2.62 | 1.202 |
| | 6-10 Years | 12 | 2.33 | 0.955 |
| | 11-15 Years | 4 | 2.75 | 1.779 |
| | 16-20 Years | 2 | 2.65 | 0.212 |
| | 21+ Years | 2 | 2.90 | 1.556 |
| | Total | 34 | 2.55 | 1.127 |
| Factor 3 – Authentic Leadership | 1-5 Years | 14 | 6.53 | 0.273 |
| | 6-10 Years | 12 | 6.59 | 0.284 |
| | 11-15 Years | 4 | 6.38 | 0.386 |
| | 16-20 Years | 2 | 5.95 | 0.636 |
| | 21+ Years | 2 | 6.80 | 0.141 |
| | Total | 34 | 6.51 | 0.334 |
| Factor 4 – Open, Participatory Leadership | 1-5 Years | 14 | 6.76 | 0.210 |
| | 6-10 Years | 12 | 6.58 | 0.357 |
| | 11-15 Years | 4 | 6.75 | 0.238 |
| | 16-20 Years | 2 | 6.40 | 0.566 |
| | 21+ Years | 2 | 7.00 | 0.000 |
| | Total | 34 | 6.69 | 0.305 |
| Factor 5 – Inspiring Leadership | 1-5 Years | 14 | 6.26 | 0.401 |
| | 6-10 Years | 12 | 6.15 | 0.470 |
| | 11-15 Years | 4 | 6.20 | 0.356 |
| | 16-20 Years | 2 | 5.90 | 0.567 |
| | 21+ Years | 2 | 6.80 | 0.283 |
| | Total | 34 | 6.22 | 0.436 |
| Factor 6 – Visionary Leadership | 1-5 Years | 14 | 6.33 | 0.475 |
| | 6-10 Years | 12 | 6.38 | 0.478 |
| | 11-15 Years | 4 | 6.40 | 0,231 |
| | 16-20 Years | 2 | 5.80 | 0,566 |
| | 21+ Years | 2 | 6.30 | 0.707 |
| | Total | 34 | 6.32 | 0.462 |
| Factor 7 – Courageous Leadership | 1-5 Years | 14 | 6.61 | 0.266 |
| | 6-10 Years | 12 | 6.55 | 0.363 |
| | 11-15 Years | 4 | 6.45 | 0.342 |
| | 16-20 Years | 2 | 6.10 | 0.424 |
| | 21+ Years | 2 | 6.90 | 0.141 |
| | Total | 34 | 6.56 | 0.333 |

Table D.7

*SLP Factor Differences by Years of Principal Experience In Present School*

| Factor | Years in Present School | Number | Mean | Standard Deviation |
|---|---|---|---|---|
| Factor 1 – Developing and Empowering Others | 1-5 Years | 17 | 6.37 | 0.488 |
| | 6-10 Years | 12 | 6.14 | 0.387 |
| | 11-15 Years | 4 | 6.50 | 0.416 |
| | 16-20 Years | 1 | 6.00 | |
| | Total | 34 | 6.29 | 0.448 |
| Factor 2 – Power and Pride (Vulnerability and Humility) | 1-5 Years | 17 | 2.63 | 1.166 |
| | 6-10 Years | 12 | 2.37 | 0.932 |
| | 11-15 Years | 4 | 2.68 | 1.821 |
| | 16-20 Years | 1 | 2.80 | |
| | Total | 34 | 2,55 | 1.127 |
| Factor 3 – Authentic Leadership | 1-5 Years | 17 | 6.51 | 0.377 |
| | 6-10 Years | 12 | 6.51 | 0.300 |
| | 11-15 Years | 4 | 6.60 | 0.356 |
| | 16-20 Years | 1 | 6.40 | |
| | Total | 34 | 6.51 | 0.334 |
| Factor 4 – Open, Participatory Leadership | 1-5 Years | 17 | 6.74 | 0.281 |
| | 6-10 Years | 12 | 6.53 | 0.333 |
| | 11-15 Years | 4 | 6.90 | 0.082 |
| | 16-20 Years | 1 | 6.80 | |
| | Total | 34 | 6.69 | 0.305 |
| Factor 5 – Inspiring Leadership | 1-5 Years | 17 | 6.26 | 0.449 |
| | 6-10 Years | 12 | 6.12 | 0.473 |
| | 11-15 Years | 4 | 6.37 | 0.330 |
| | 16-20 Years | 1 | 6.30 | |
| | Total | 34 | 6.22 | 0.436 |
| Factor 6 – Visionary Leadership | 1-5 Years | 17 | 6.28 | 0.505 |
| | 6-10 Years | 12 | 6.40 | 0.467 |
| | 11-15 Years | 4 | 6.30 | 0.383 |
| | 16-20 Years | 1 | 6.20 | |
| | Total | 34 | 6.32 | 0.462 |
| Factor 7 – Courageous Leadership | 1-5 Years | 17 | 6.61 | 0.343 |
| | 6-10 Years | 12 | 6.50 | 0.336 |
| | 11-15 Years | 4 | 6.55 | 0.379 |
| | 16-20 Years | 1 | 6.40 | |
| | Total | 34 | 6.56 | 0.333 |