Public Abstract

First Name:David

Middle Name:Glen

Last Name:Geurin

Adviser's First Name:Robert

Adviser's Last Name:Watson

Co-Adviser's First Name:

Co-Adviser's Last Name:

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The purpose of this study was to analyze servant leadership and professional learning communities in Missouri schools. A central issue in the study was to examine the relationship of servant leadership characteristics to characteristics of professional learning communities (PLCs). Quantitative analysis was utilized to determine (a) the strongest and weakest aspects of servant leadership and PLCs, (b) the relationship between characteristics of PLC and characteristics of servant leadership, (c) what characteristics of PLC are most predictive of servant leadership characteristics, and (d) what characteristics of servant leadership are most predictive of PLC characteristics.

A population of 279 teachers and administrators in Missouri schools completed the School Leadership Culture Inventory (SLCI). The quantitative data collected was analyzed statistically to address the research questions for the study. Descriptive statistics were used to identify the strongest and weakest aspects of servant leadership and PLCs. Pearson correlations were used to examine the relationship between servant leadership subscales and the PLC subscales. Multiple regression analysis was used to better understand the relationships between the constructs of the study.

The results indicated a significant direct positive correlation exists between the characteristics of professional learning communities and servant leadership characteristics. Moreover, the analysis revealed that some of the subscales exhibited predictive value for other subscales. Based on the results of this study, school leaders seeking to develop professional learning communities may benefit from learning more about servant leadership and seeking to implement these characteristics in their own leadership behaviors. In addition, this research supports a connection between the theoretical underpinnings of servant leadership and professional learning communities.