

THE DIFFERENCE BETWEEN SECONDARY SCHOOL PRINCIPALS' SERVANT  
LEADERSHIP IN LOWER ACHIEVING AND HIGHER ACHIEVING  
SECONDARY SCHOOLS

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ABSTRACT

The purpose of the study was to develop an understanding of the relationships between secondary school principals' servant leadership in lower achieving and higher achieving schools and student achievement as determined by the end of course exams in Algebra I, Biology, and English II. Data on servant leadership was collected from 70 teachers from five higher achieving schools and five lower achieving schools during the fall of 2010.

The data analysis for the study included independent samples *t*-tests and open coding. The results of the study found the two constructs of humility and vision have a significant difference in principals between the higher and lower achieving schools.

Results concluded with a diagnosis of open ended questions focused on the principal's philosophy of leadership and impact on student achievement. The responses for the higher achieving schools revealed shared decision making and principal compassion and positive attitude as additional data to consider. The lower achieving schools revealed teacher autonomy and teacher input but principal decisions. The last theme to emerge with the lower achieving schools principals was positive and supportive in relation to student achievement.