

THE RELATIONSHIP BETWEEN SERVANT LEADERSHIP OF PRINCIPALS  
AND BEGINNING TEACHER JOB SATISFACTION AND INTENT TO STAY

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AND BEGINNING TEACHER JOB SATISFACTION AND INTENT TO STAY

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And hereby certify that, in their opinion, it is worthy of acceptance.

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## DEDICATION

I dedicate this dissertation to my wonderful family. For the past three years the journey of reaching this point of the doctorate program has been long. Many days, nights, and weekends have been spent focusing on the work required to complete this degree. Your patience, understanding, and support during this process have not gone unnoticed and I want to thank you for believing in me.

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## ABSTRACT

There has been an ever increasing percentage of beginning teachers who leave the teaching profession within the first five years. The overall purpose of this study was to gain insight into servant leadership characteristics and the impact on new teacher retention. The leadership model utilized for this study was servant leadership (Greenleaf, 1970). The researcher implemented quantitative research methods to investigate the relationship between servant leadership of principals and beginning teacher's job satisfaction and intent to stay.

Data was gathered via two surveys to collect data on beginning teacher perception of servant leadership characteristics displayed by their principal and servant leadership traits which contribute to beginning teacher job satisfaction and intent to stay. Participants included beginning teachers currently employed in south-central Missouri. For this study, a random sample of beginning teachers with five years teaching experience or less completed two assessments: the Servant Leadership Assessment Instrument (Dennis, 2004), and the Servant Leadership Relational Assessment created by the researcher for the purpose of measuring beginning teacher job satisfaction and intent to stay. The participants included Missouri certified teachers at various grade levels and areas of certification.

The study yielded a high rate of response from survey participants. Data analysis revealed a positive perception by beginning teachers of their principals' servant leadership characteristics. Pearson correlations ( $r$ ) showed a statistically significant, positive relationship between servant leadership and beginning teacher job satisfaction. In addition, Pearson correlations ( $r$ ) showed a statistically significant, positive relationship between servant leadership and beginning teacher intent to stay. This study has

implications for public school administration by highlighting servant leadership characteristics including empowerment, vision, agapao love, and humility. Servant leadership characteristics rated as most important by beginning teachers for principals to display in determining job satisfaction and intent to stay were also analyzed for this study.

CHAPTER ONE  
INTRODUCTION TO THE STUDY

Background

The American education system has changed from the one room classroom, to highly advanced educational institutions. After the Soviet Union launched Sputnik in 1957, educational reform began. The United States government began a new educational focus on increasing student's math and science skills after reports indicated the education system in the United States was becoming inadequate and falling behind other nations (Johnson, 1999). Since new educational reform began, new standards, state assessments, and educational laws were designed and implemented to make schools more accountable. The National Council for Advanced Manufacturing (NACFAM) reported the United States was not meeting the knowledge and skills needed by today's workforce to lead a technical society into the 21<sup>st</sup> century (Wentzel, 2008). Public school administrators and teachers are bearing the extra responsibilities adding to the pressures an administrator and teacher confronts on a daily basis.

Societal changes have affected the educational system over the last several years. A rise in birthrates, immigration, class sizes, and teachers reaching retirement age, have led to many district's struggling to find qualified teaching applicants (Greenlee & Brown, 2009). Thirty years ago many students who were disciplined at school, were also disciplined at home. Lawsuits, policy changes, lack of school board support, and the political influences on public schools have changed the school system and students management (Johnson, 1999). Teachers face difficult parents, difficult students, a variety of student issues, and a classroom of students with different learning abilities. Societal

changes, poor salaries, and the continued high expectations for student achievement have contributed to the attrition of many teachers, many of these teachers work in rural, high poverty areas (Greenlee & Brown, 2009).

Teachers train at college for four years and dream of one day entering the classroom. Teachers provide a variety of educational experiences to their students from the training they receive. In many school districts, the teacher's desire to remain in the teaching profession is drastically reduced after the first few years in the teaching profession. An estimate of 20% of new teachers entering the classrooms will leave the profession within their first five years of teaching (Bradley & Loadman, 2005). Public school has changed over the last several years and has created a situation where teachers begin asking, do I really need all of this?

One of the major issues school districts face is the amount of beginning teachers leaving the teaching profession after only a short time (Bradley & Loadman, 2005) and the difficulties new teacher attrition places on a school district. The high financial costs related to new teachers leaving and the educational expense related to the loss of a teacher's knowledge creates serious concerns for school districts (Kardos & Johnson, 2007). Many new teachers enter the teaching profession under-prepared and under-supported resulting in frustration and leading to low levels of job satisfaction and attrition (Kent, Feldman, & Hayes, 2009). By recognizing the role of the administrator as a leader in teacher retention issues, school administrators might learn how to make new teachers more likely to remain in the teaching profession (Brown & Wynn, 2007).

Many leadership styles are described in literature as essential to helping the organizations and descriptive titles are placed on leadership styles such as instructional, transformative, managerial, transactional, and participative (Bush, 2008). One leadership

theory gives priority to stewardship, ethical behavior, and collaboration through connecting with people, this leadership theory is servant leadership (Greenleaf, 2002). Servant leadership has two important and unique elements. The ultimate goal of a servant leader is the well-being of the organization and the servant leader is concerned with serving followers. The follower-focused leadership style focuses on building safe and strong relationship within an organization (Dierendonck & Patterson, 2010).

The focus of the study analyzed if there was a relationship between new teacher job satisfaction and school leaders who displayed characteristics of servant leadership. In addition, the study determined which servant leadership characteristics teachers' rank as most important in being satisfied with their job as a teacher.

#### Conceptual Underpinnings for the Study

Greenleaf (2002) developed the term servant leadership after reading *Journey to the East* by Herman Hesse. The story line of *Journey to the East* was based on a servant's assistance to journeymen. The journeymen was unaware the servant was the actual leader of the association which sponsored the voyage, creating the servant leadership concept. Greenleaf (2002) described a servant leader as someone who serves others first. The servant leadership model is used regularly in the area of religious leadership; it has also been applied in the areas of business and education. Patterson (2003) offered the concept of servant leadership as an addition to theories surrounding transformational leadership. Patterson (2003) developed a working model of servant leadership defining several underlying constructs. These constructs contributed to the development of more specific servant leadership concepts by Dennis (2004). Dennis (2004) identified four constructs of servant leadership: agapao love, empowerment, vision, and humility (Dennis & Bocarnea, 2005). The Servant Leadership Assessment Instrument (SLAI) created by

Dennis (2004) measures the servant leadership relationship of leaders as assessed by the leader's followers.

This study utilized the four constructs provided by Dennis (2004) as the primary conceptual underpinning for the servant leadership theory. According to Winston (2002), the Greek word *agape*, refers to a moral love, and an individual doing the right thing at the right time. Patterson (2003) suggested *agapao* love is a constant with servant leadership, focusing on the leader's love for the followers and the willingness to learn the wants, desire, and needs exhibited by others, and considers the whole person.

Empowerment is the degree leaders entrust power to others. Farling, Stone, and Winston (1999) suggested building a climate of trust helps establish a climate in the organization which facilitates an increased level of service between the leader and the followers.

Empowerment provides the opportunity for others to take responsibility and have a sense of trust from the leader.

Waddell (2006) described humility as the degree leaders focus on others and deemphasizes self-focus in a humble manner. Hunter (2004) explained humility is leaders realizing they came into this world with nothing and will leave with the same, nothing. Humility is not modest or passive leadership characteristics, but can be gallant in the sense of a leader's desire to do the right thing (Waddell, 2006). Vision is the ideas the leader believes in and focuses upon for the futures of others. Richter (2010) provided vision is the big picture, a complete understanding of where an organization is today and where a leader wants to be. A leader's vision sees others as worthy and important for the organization's future and provides a clear direction and establishes a purpose.

The concepts of teacher job satisfaction draws from the works of Herzberg (1987) which described intrinsic and extrinsic motivational factors contributing to teacher job

satisfaction. Richter (2010) described intrinsic motivation as performing a task for the pleasure of performing it. Intrinsic motivation affects leadership when the followers are inspired to follow their leader. Richter (2010) describes extrinsic motivation as performing a task because of external value or force. Specific job satisfaction concepts suggested by Brown and Wynn (2007) including supportive conditions, collaboration among peers, supportive and shared leadership, common norms and principles, and deprivatization of practice including the evaluation process and motivational factors guide the conceptual underpinnings for the concept of job satisfaction.

One additional component to this framework is the teacher's intent to stay (Bluedorn, 1982). Extrinsic factors including salary, family, and the desire to make career advancement are outlining factors related to teacher attrition and a teacher's intent to remain employed with a particular school district. Intent to stay is an attitudinal construct. The attitude is based on values the person intrinsically possesses. The motivation to continue employment with a district leads to holding the employee in their current position (Angelle, 2006). The sum of all elements which keep teachers satisfied and creates a positive attitude toward work is considered the holding element in retaining teachers.

#### Statement of the Problem

While relational factors of teacher job satisfaction and school leadership have been established throughout literature, minimal research has been performed on servant leadership and a teacher's level of job satisfaction (Bradley & Loadman, 2005). Most teacher satisfaction research has been performed in the broad scheme of teacher retention and attrition and all the contributing factors (Bradley & Loadman, 2005; Beck-Frazier, 2005; Brown & Wynn, 2007; Yost, 2006). Urban schools are a general target for teacher



job satisfaction studies due to the demographics and inner-city issues affecting urban area public schools (Buckley, Schneider, & Shang, 2005; Bradley & Loadman, 2005). Limited studies have been performed in Midwest rural schools.

School leaders are facing new challenges in rural public schools. Rural schools across Missouri are experiencing an ever-increasing demand from Federal and State Departments of Education for increasing student performance, while combating a decrease in revenue and an escalating amount of teacher attrition. The turmoil created by teacher attrition is detrimental in meeting new state and federal mandates. In the business of education, teachers are the most significant aspect in improving student achievement (Darling-Hammond, 1997). Without quality teachers in the classroom state and federal mandates will be increasingly harder to meet. Administrators are attempting to lead their staff to provide the best education possible for their students while trying to meet state and federal standards and keep a positive school climate for education.

Each school year, many school administrators manage a change in teaching staff, especially administrators working in high-poverty, low performing school districts (Greenlee & Brown, 2009). Greenlee and Brown (2009) found the average rate for teacher turnover is 15% on an annual basis, creating teacher retention issues, affecting districts from the elementary to secondary level, and districts with large and small student populations. School districts are financially constrained by the amount which can be spent annually on salaries and training. The Alliance for Excellent Education (2004) estimated the expense for each teacher turnover is \$12,546 per teacher, which creates a substantial cost to school districts. When districts are forced to replace teachers, the district incurs added expense and training time to already limited resources. Unforeseen cost, such as teacher attrition upsets the balance in district revenue and expenditures.

Beginning teachers are highly susceptible to becoming a statistic for attrition. Bradley and Loadman (2005) reported teacher attrition ranges from 20 – 50 % of new teachers will leave the teaching vocation within the first three years in education, and a 20% teacher attrition rate for career advancement or increase of benefits. Many beginning teachers leave the profession for various issues. Buckley et al. (2005) suggested lack of administrative support and job dissatisfaction are among the most frequent reasons for leaving teaching within the first four years. Brock and Grady (2000) found beginning teachers have a certain level of expectation of interaction and support from their principals, and when the support is absent the quality of the beginning teacher's job performance is vulnerable and retention is at risk.

South-central Missouri is comprised of several rural school districts ranging from small schools of less than 100 students to larger schools educating over 4000 students. A large amount of teacher attrition is due to movement of teachers from smaller rural school districts to larger districts who can offer better resources. Teacher attrition due to self-betterment is not the focus of the problem presented to smaller rural districts. The problem focus is teachers leaving due to administrative support and how districts can improve the retention of beginning teachers and reduce the pressures placed upon a new teacher. This research study analyzed the relationship between beginning teacher job satisfaction and servant leadership characteristics in south-central Missouri rural schools. This research study also analyzed the correlation between servant leadership characteristics and new teacher's intent to remain employed with a school district.

#### Purpose of the Study

The proposed topic of study was to determine if servant leadership characteristics were related to job satisfaction of beginning teachers and a beginning teacher's intent to

remain employed in a school district. The focus of the research was to answer if a relationship exists between servant characteristics shown by a school leader and a new teacher's level of job satisfaction and a new teacher's intent to stay. The study's purpose is to gain insight into servant leadership characteristics and the impact on new teacher retention.

Research questions were designed to answer if a relationship exists between beginning teacher job satisfaction and administrators who exhibit servant leadership characteristics. The focus of the research questions was to answer if a relationship exists between servant leader characteristics and a new teacher's intent to stay employed with a school district. The primary method of analysis was quantitative. Survey data was used to determine (a) the perceptions of beginning teachers of the servant leadership characteristics displayed by their leader; (b) the relationship between servant leadership characteristics and beginning teacher job satisfaction; and (c) the relationship between servant leadership characteristics and beginning teacher's intent to stay.

### Research Questions

The following research questions were examined for this study:

1. What are beginning teacher's perceptions of servant leadership characteristics displayed by school leaders in south-central Missouri rural schools?
2. What is the relationship between beginning teacher's job satisfaction and the characteristics of servant leadership of beginning teacher leaders in south-central Missouri rural schools?
3. What is the relationship between beginning teacher's intent to stay and the characteristics of servant leadership of beginning teacher leaders in south-central Missouri rural schools?

## Limitations and Assumptions

Servant leadership is not an outward leadership behavior, but one of internal character (Sendjaya & Andre, 2010). Servant leadership includes numerous leadership measures creating a plethora of terminology. Idiosyncratic attitudes go beyond terminology and labeled dimensions of servant hood to include personal characteristics like the desire to serve others (Sendjaya & Andre, 2010). Despite the leadership characteristics shown the impact remains considerably vague on the overall affect servant leadership has on a teacher's level of job satisfaction or a teacher's intent to stay.

### *Limitations*

Numerous studies have shown schools who have a greater quantity of low-achieving, low-income, and minority students have the higher number of teacher attrition rates (Greenlee & Brown, 2009). One limitation to this research study is location and school districts. All south-central Missouri school districts surveyed were rural in nature; a school district supporting an urban population was not utilized in this study. The sample population was located within a specific geographical area, limiting the demographic characteristics to rural Missouri teachers.

An additional limitation was focusing on only one particular area, servant leadership characteristics, affecting teacher job satisfaction and intent to stay. Buckley et al. (2005) reported major components of current attrition problems to include: personal or family issues, health problems, salary, student and parent issues, governmental policies, teacher portrayal in media, community attitudes, and general self-esteem as challenges beyond the leadership characteristics shown by administration. The assessment surveys were only given to beginning teachers and focused only on the leader's impact on job

satisfaction and intent to stay. Other variables were not considered such as mentoring, facilities, job duties, class schedules, and areas of certification.

### *Assumptions*

Servant leadership is created from a desire and heartfelt conviction to transform people into what they are capable of becoming (Sendjaya & Andre, 2010). Many leaders exhibit different leadership styles and characteristics. One assumption of leadership theory is leaders maintain a responsibility to followers and promoted success for their followers (Bush, 2008). Assumptions were made beginning teachers surveyed had some experiences of school leaders assisting them as new educators, intrinsically motivated or by job responsibility of an administrator. The study assumes teachers have experienced or can relate to leadership characteristics associated with servant leadership, however not specifically labeling their own administrators as servant leaders.

### Definition of Key Terms

This section provides definitions for key terms necessary to establish a common understanding for the purpose of this research study.

*Administration.* This study deems administration as the building principal. The principal works within the school system to make sure the highest level of educational accomplishment and standards are met within their school or organization (MODESE, 2011).

*Beginning Teacher.* This study considers a beginning teacher to be defined as a teacher with five years of experience or less in the field of education (Bradley & Loadman, 2005).

*Servant Leadership.* For the purpose of this study servant leadership signifies leaders who have a natural feeling to serve their followers first, giving priority to the

needs of the organization's followers (Greenleaf, 2002). The Servant Leadership Assessment Instrument (SLAI) was utilized to measure the characteristics of servant leadership (Dennis, 2004).

*Servant Leadership Constructs.* Patterson (2003) developed a working model of servant leadership defining several underlying constructs. These constructs contributed to the development of more specific servant leadership concepts by Dennis (2004). Dennis (2004) provides servant leadership is based on four constructs: agapao love, empowerment, humility, and vision (Dennis & Bocarnea, 2005).

*Agapao love.* Derived from the Greek word agape, agapao refers to a moral love, and a person doing the right thing at the right time (Winston, 2002). Agapao love focuses on the leader's love for the followers and the willingness to learn the wants, desire, and needs exhibited by others, and considers the whole person (Patterson, 2003).

*Empowerment.* Empowerment is the degree leaders entrust power to others. Farling et al. (1999) suggested empowerment provides the opportunity for others to take responsibility and have a sense trust from the leader. Empowerment increases the social, political, spiritual, or economic strength of individuals. Empowered involves developing confidence within the individual's own capacities (Wikipedia, 2011).

*Humility.* Hunter (2004) explained humility as leaders realizing they came into this world with nothing and will leave with the same, nothing. Humility is not modest or passive leadership characteristics, but can be gallant in the sense of a leaders desire to do the right thing (Waddell, 2006). Humility is keeping one's own accomplishments or desires in perspective and focusing on others (Wikipedia, 2011).

*Vision.* Richter (2010) provided vision is the big picture, a complete understanding of where an organization is today and where a leader wants to be. Vision is

the ideas the leader believes in and focuses upon for the futures of others. A vision conveys an image of what can be achieved, the worthiness, and how it can be accomplished (Yukl, 2002).

*Teacher Intent to Stay.* This study utilized the definition of intent to stay as suggested by Price and Mueller (1981). Intent to stay is defined as the perception of the "estimated likelihood of continued membership in an organization" (Price & Mueller, 1981, p. 546). The Servant Leadership Relational Assessment was created by Randy Caffey to measure a teacher's intent to stay.

*Teacher Job Satisfaction.* Teacher job satisfaction is defined as and measured by how content a teacher is with their job. Job satisfaction is defined by Wikipedia (2011) as an enjoyable emotional state from the assessment of one's profession. Teacher job satisfaction is an affective reaction to one's work; and an attitude towards one's work. Job satisfaction is an outlook towards one's career. Job satisfaction takes into account our individual feelings, our individual beliefs, and our individual behaviors (Weiss, 2002). The Servant Leadership Relational Assessment was created by Randy Caffey to measure a teacher's job satisfaction.

*Certified Teacher.* A certified teacher is a teacher who completed and earned the credentials from an authoritative source such as an institution of higher education. The certification allow teachers to teach in schools in particular content areas and as well as across the curriculum (Wikipedia, 2011). According to the Missouri Department of Secondary and Elementary Education website (2011), a teacher who is certified to teach in the State of Missouri is certified teacher holding a provisional, temporary, lifetime, or career continuous teaching certificate (MODESE, 1998).

*Servant Leadership Assessment Instrument (SLAI)*. The SLAI was created by Dr. Robert S Dennis (2004) to measure servant leadership theories based on the work of Patterson (2003). The survey consists of 42 Likert-type items with a direct link to Patterson's theory to include the constructs of love, humility altruism, trust, vision, service and empowerment (Dennis, 2004).

*Servant Leadership Relational Assessment (SLRA)*. The SLRA survey was created by Randy Caffey to determine if there was a relationship between the four constructs of servant leadership: apagao love, empowerment, humility, and vision identified by the SLAI and the beginning teacher's level of job satisfaction and intent to stay employed with the district (Dennis & Bocarnea, 2005). The SLRA survey was developed from a review of literature on job satisfaction dimensions and the ideology of principal leadership mattering in teachers' decisions to work in schools (Hirsch & Emerick, 2007). The SLRA consists of 10 survey questions. The survey includes eight Likert style survey items; the six possible responses ranged from strongly agree to strongly disagree.

The SLRA consisted of a two question rank-to-order measurement of servant leadership. One rank-to-order question analyzed the most important servant leadership characteristics related to the teacher's job satisfaction. The second rank-to-order question analyzed servant leadership characteristics classified as most important in a beginning teacher's intent-to-stay. The SLRA asked beginning teachers to rank-to-order leadership factors in the teacher's intent to stay with the district and how leadership characteristics rank among teacher priorities. Previous research has shown administrative support as a contributing and important factor of why teachers leave the teaching profession (Bluedorn, 1982; Brown & Wynn, 2007; Goldberg & Proctor 2000; Kent et al. 2009; MetLife, Inc. 2010; NCES, 2004)



## Significance of the Research for Leadership Practice

The significance of the study is to understand the relationship between servant leadership and the retention of new teachers based on the levels of job satisfaction. South-central Missouri School Districts face the challenge of hiring and training new teachers on an annual basis. The process of hiring and training new teachers is time consuming and financially costly. Assisting leadership practice in maintaining a quality staff, satisfied in their teaching position, and holding a high level of motivation would only benefit the school district as a whole school community.

This study will make contributions to beginning teacher job satisfaction and assist school leaders with leadership tools to combat new teacher attrition and to improve student achievement. If new teachers can be retained and if school leadership can employ these types of servant leadership characteristics the financial and educational implications can be significant. Districts will reduce financial costs, and gain a greater number of experienced teachers. Beyond financial implications and training time deeper affects are apparent. Educators form relationships and build trust between themselves and their students.

Teachers who retain employment with a district for several years have great impacts on the relationship built among students and fellow staff members. Teachers are the most significant factor in improving student achievement (Darling-Hammond, 1997). Teachers learn their student's strengths and weaknesses. Each time a new teacher leaves the relationship and knowledge of their students leave with them. A new teacher must start over with the students possibly affecting student progress and the success of assessments given.

Goldberg and Procter (2000) in a survey on teacher retention reported the most important factor in deciding to become a teacher was the desire to work with children, but will not continue simply because of the amount of support from the administration. The newly employed teacher needs support of administration to ensure their success. A majority of teachers (83%) reported school administrator support would encourage them to continue to teach and remain employed with the school district (Goldberg & Procter, 2000). The high level of influence an administrator has on a beginning teacher created a substantial case for the professional significance of this study. This is an on-going problem affecting beginning teachers, and any research analyzing a servant leadership relational value would assist with these problems.

This study informs the practice of a school leader. The relational factors assist school leadership capabilities to focus on areas which could change a direction of a new teacher leaving the district. New teachers could become a more satisfied teacher, resulting in a higher level of job satisfaction and performance. This study also would assist in guiding administrative staff tools and knowledge in developing better staff relations to help many new teachers enter the teaching profession under-prepared. Supporting new teachers could eliminate frustration which leads to low levels of job satisfaction and attrition (Kent et al. 2009) and build a high performing classroom instructor. Servant leadership and beginning teacher job satisfaction leading to attrition is a limited area of research. Several studies have identified new teacher attrition as a problem, but most do not have a solution for the problem.

Leadership is only a small part of keeping teachers in the business of education, and the research from this study is considerable in determining the level of significant influence the leader has on new teachers. If leaders can raise the confidence level and

positively influence beginning teachers, by encouraging the growth of a beginning teacher, the leader is providing the opportunity for success (Yost, 2006). All districts experience this issue, if one contributing retention factor could be brought to school leadership to assist beginning teacher job satisfaction and curtail the amount of new teacher attrition, the knowledge gained would have a significant value to all school districts.

### Summary

From the first day a beginning teacher starts as a new teacher and throughout the first five years, new teachers are susceptible to fall into the statistical category of leaving education. The loss of the teacher's experience and the high financial costs school districts impose creates a serious concern for many school districts. By recognizing the role of school leaders and servant leadership characteristics of giving priority to stewardship, ethical behavior, and collaboration through connecting with people, leaders are assisting new teachers to become more successful.

The focus of this study was to develop an understanding of the relationship between servant leadership and teacher retention, and what characteristics are ranked as most important by new teachers in teacher job satisfaction and their decision to remain employed with a district. Research of this nature was intended to assist leaders in developing an understanding of what teachers deem as important servant leadership characteristics and the connection to teacher job satisfaction.

This chapter presented the research plan for investigation the correlation between servant leadership characteristics with beginning teacher job satisfaction and a teacher's intent to stay. The research plan introduced the research purpose and statement of the problem. The research questions to be investigated were introduced and presented.

Chapter Two presents a review of literature of the conceptual frameworks related to the study and previous research performed in the area of servant leadership, beginning teacher job satisfaction, and teacher intent to stay. Chapter Three defines the methodology and conceptual frameworks which the research was performed, population and sampling utilized for the research, and data collection tools and procedures. The results of the study and research conclusions are discussed in Chapters Four and Five respectively.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Introduction

Beginning teachers are leaving the teaching profession after only a short time (Bradley & Loadman, 2005). By recognizing the role of the administrator as a leader, school administrators might learn how to make new teachers more satisfied and more likely to stay in the teaching profession (Brown & Wynn, 2007). The review of literature analyzed leadership focusing upon servant leadership as the primary leadership theory, teacher job satisfaction, and teacher intent to stay.

The literature review is categorical in three major sections. The first section provides a review of literature from the broad spectrum of leadership focusing on the conceptual framework of servant leadership as the main focal point. Background information and components defining the servant leader's characteristics are examined through current literature. Key servant leadership concepts from researchers like Greenleaf (2002), Patterson (2003), Spears (2004), and Laub (1999) defines the foundation for this section.

The second section reviews literature on the conceptual frame of teacher job satisfaction. Focus is given to national statistics on teacher's attrition rates, reasons teacher's leave, and the ever-increasing demands placed on teachers. Many of these studies are from the National Center for Education Statistics (NCES, 2004). Motivational factors are related to teacher satisfaction and retention and concepts are included from the motivational perspective. Works from researchers like Bluedorn (1982), Brown and Wynn, (2007) and Herzberg, (1987) provides foundational concepts for this section.

The third section focuses upon literature and studies previously published which examines the relationship of servant leadership to teacher job satisfaction, the servant leadership culture in the workplace and applying servant leadership in the field of education. This section draws from the works of researchers like Culver (2009) and Mears (2004) to provide what has been previously studied in this area of research.

### Leadership

Leaders guide their organization toward a common goal, they have a vision, and work to achieve the vision by creating an environment in which others feel actively involved (Reh, 2011). To discuss the concept of leadership, leadership requires a definition. Leadership has been defined in many different ways; most definitions assume an element of influence on followers and facilitating performance. Stogdill (1974) suggested there are as many definitions of leadership as the number of people who has tried to define leadership. Leadership has been the topic for many different research studies (Leithwood, Jantzi, & Steinbach, 2000).

Leadership theories have been developed by researchers to separate leadership from other disciplines like management, authority, facilitating, or supervision. Yukl (2002) defined leadership as, “Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives” (p. 7). Chemers (1997) defined leadership as the process of social influence, and suggested a leader can procure the support of others in the execution of an ordinary task. Throughout literature, researchers and practitioners define leadership from previous leadership research, or their own perspectives and experiences to meet the needs of the research being performed (Bolman & Deal, 2008; Bush, 2008; Yukl, 2002).

Leadership is a broad concept; researchers narrow characteristics and leadership traits of particular types of leaders to identify different leadership theories (Bush, 2008; Burns, 2003; Yukl, 2002). James MacGregor Burns (2003) won a Pulitzer Prize for his examination of how leaders are transformed into creative leaders. Burns (2003) illustrated the evolution of leadership throughout history highlighting leaders like George Washington and Martin Luther King who transformed the world.

Bush (2008) described a definition of educational leadership as subjective and identified three dimensions of leadership as a basis for developing a working definition. The first dimension of leadership Bush (2008) suggested was leadership is a practice of influence and persuading followers to achieving certain goals. The second dimension is the unification of people to promote the key values of the organization. The final dimension was leadership vision, promoting a shared vision and inspiring followers to work together to obtain the organizational vision.

An effective leader involves communicating the vision to the organization and maintaining a strong level of values and organizational beliefs (Davis, 2003). The leader who develops a close relationship with the followers generates trust and understanding, both critical factors in achieving or changing a vision (McGuire & Hutchings, 2007). A leader who communicates and articulates the vision to their people, is a leader who provides direction to their organization (Yukl, 2002). Communication between leaders and stakeholders provide leaders the ability to share values and common interest to achieve organizational objectives (Bush, 2008). By showing emotion and using persuasive language a leader can excite the followers and motivate the followers to envision the possibilities of accomplishment (Yukl, 2002). Sarros, Cooper, and Santora (2008) found leadership creates a climate to advance the organization's vision to become

more innovative in organizational change. Sarros et al. (2008) suggested engaging employees to be creative and supporting the employee's value system, heightened the levels of motivation in reaching the organizations' goals. Many leadership styles have emerged from research including (a) transformation leadership, (b) transactional leadership, (c) managerial leadership and (d) servant leadership.

A transformational leader expresses confidence in their followers, building a relationship through support and expectation. This type of leader fosters confidence and optimism, and builds up the follower's belief in their own personal abilities to achieve (Yukl, 2002). Transformational leaders take initiative in motivating people and mobilizing followers to participate in the process of change. Encouraging followers to have a sense of a collective identity and collective efficiency, brings about a stronger feeling of self-worth and self-efficacy by organizational followers (Burns, 2003). Transformative leadership is the leadership concept most relatable to servant leadership however is lacking in some areas crucial to the servant leadership construct like humility, including self-awareness, openness, and transcendence by leaders (Morris, Brotheridge, & Urbanski, 2005).

Transactional leadership is political in nature and is founded upon the process of exchange for a valuable resource. Interaction between the leader and the followers are brief and restricted to the exchange process (Miller & Miller, 2001). The motives behind transactional leadership do not engage the organization beyond immediate gains and does not produce a long-standing dedication to the organization's values and vision (Bush, 2008). Morgan (1997) suggested in this type of political leadership the notion may arise there must be winners and losers and will reduce the scope for openness and collaboration.



Managerial leadership theory assumes leaders focus on functions, tasks, and behaviors. The work of others is structured and facilitated by authority and influence of people in positions of an organizational hierarchy (Leithwood et al. 2000). One significant difference between managerial leadership and most other forms of leadership theory is the concept of vision. The concept of vision is missing from the managerial leadership theory. Managerial leaders are focused on the present and existing activities rather than envisioning a better future for the organization (Bush, 2008).

Servant leadership is a leadership theory first proposed by Robert Greenleaf in 1970 and became the title of a book published in 1977. Greenleaf (2002) believed service to followers was the essence of the servant leadership theory. Servant leaders develop followers in the organization by helping them become healthier and wiser. Servant leadership is ethical in nature with an emphasis on what is right and wrong. The conceptual theory is based on sharing and working toward a vision, empowering others, and building an organization based upon trust (Greenleaf, 2002; Yukl, 2002).

Leadership theories have expanded over the past several years and have been applied to many types of different research and at various levels of study. All theories involve some type of influence and are effective in their own way (Yukl, 2002). The next section of the literature review analyzes in detail the conceptual framework of servant leadership as taken from previous and current literature and research.

### Servant Leadership

Servant leadership is a leadership theory first proposed by Greenleaf (2002) and was expanded upon by several researchers since 1970 (Dierendonck & Patterson, 2010). For Greenleaf (2002), the primary responsibility of leaders and the essence of ethical leadership is service to followers. Servant leaders attend to the followers needs, and seek

to understand and assist them in becoming healthier, more knowledgeable, and exhibit a higher level of self-responsibility (Greenleaf, 2002; Yukl, 2002). Servant leadership is considered by researchers as an authentic leadership style and leaders who exhibit this type of leadership can have great influence on an organization (Greenleaf, 1977; Spears, 2004; Taylor, Martin, Hutchinson, & Jinks, 2007). The servant leader stands for what is right, treating all members of the organization with respect and appreciation. The servant leader empowers followers, establishes trust among others, and inspires others to become servant leaders themselves (Greenleaf, 2002; Spears, 2004; Yukl, 2002).

### *Historical Background of Servant Leadership*

Robert Greenleaf retired in 1964 from AT&T as a director of management research. Greenleaf (2002) was inspired by the notion of servant leadership and developed the term servant leadership after reading *Journey to the East* by Herman Hesse. The story line of *Journey to the East* was based on a narrator who identifies a servant's aid to a group of journeymen. In the storyline, Leo a servant who takes care of the journeyman disappears, creating panic and confusion among the journeyman. When the narrator returns years later he discovers Leo has returned and is the leader of the Order. Through reading this story Greenleaf realized a leader could also be a servant while being the leader and determined the combination of servancy and leadership could be the characteristics needed to be a real leader (Dierendock & Patterson, 2010).

Greenleaf (2002) described a servant leader as someone who serves others first. Greenleaf's best known quotation captures the very essence central to the concept of servant leader:

The servant leader is servant first-as Leo was portrayed. It begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is *leader* first,

perhaps because of the need to assuage an unusual power drive or to acquire material possessions. For such, it will be a later choice to serve-after leadership is established. The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature. (p. 27)

The servant leadership model is used regularly in the area of religious leadership; it has also been applied in the areas of business and education. Historical examples of servant leadership include Jesus Christ a model servant leader (Bekker, 2008), Frederick Douglass, an outspoken abolitionist, who fought for slavery freedom (Lichtenwalner, 2011), and Martin Luther King Jr. who was a great servant leader, who radically transformed a nation.

The servant leader is a leader who motivates and empowers their followers (Herzberg, 1987; Ng, Koh, & Goh, 2008) and leads a life of humility through servant leadership, (Ferch & Spears, 2011). Throughout history servant leadership has been associated with religion, (Bekker, 2008). Jesus Christ is viewed by many as the definitive servant leader based on the belief Jesus came to Earth to save humanity by giving his own life, the ultimate sacrifice. The Bible states “Just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.” (Matthew 20:28, New International Version).

Other leaders’ efforts toward equal and civil rights displayed examples of servant leadership. During Frederick Douglass lifetime, he opposed racist’s ideas suggesting African Americans were incapable of making contributions to society. Douglas’ selfless support of causes he believed in, across all arenas of disadvantaged African Americans and the women’s suffrage causes, underscored his servant heart (Lichtenwalner, 2011). Dr. King had a vision, promoted his vision, listened to others, persuaded through reasoning, and attempted to heal divisions and build a community (Lichtenwalner, 2010).

Robert K. Greenleaf (1977) coined the term servant leadership as a legitimate practice of leadership. Greenleaf's (1977) theory was supported by many leadership and management writers such as Larry Spears, J.C. Hunter, Stephen Prosser, Kathleen Patterson, Jim Laub, and others. Servant-leaders accomplish results for their organization by giving precedence to the needs of their colleagues and those they serve. Servant-leaders are often seen as humble stewards giving preference to the needs of others above their own (Greenleaf, 1977).

### *Servant Leadership Characteristics*

Based on the writings of Greenleaf (2002), servant leadership is a philosophy of management which suggested an all-inclusive analysis of the quality of people, the work performed, and the spirit of the community. Blanchard (2011) suggested servant leadership is not a form of soft management; it is management that not only gets great results but also generates great human satisfaction. Servant leadership is difficult; a heart motivated by self-interest is the most persistent barrier to being a servant leader. Leaders who are motivated by self-interest put their own agendas first and their priorities ahead of others (Blanchard, 2011).

Servant leadership requires an understanding of individuality, mission, vision and environment (Chemers, 1997). Greenleaf (2002) defined the first characteristic necessary to become a servant leader; the leader must desire to serve and to serve first. A servant leader is someone who contributes to the positive welfare of the people and community served. The servant leader asks how people can be helped and then assists them to resolve issues and encourage personal growth. The servant leader's primary focus is on people, motivated people are able to reach their targets and to fulfill the set expectations (Chemers, 1997; Wikipedia, 2011). In Robert Greenleaf's (1970) essay he said:

It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions... The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature. (p. 15)

Sendjaya and Andre (2010) recommended a multidimensional nature of servant leadership to include: stewardship, religious undertone, underlying influence, organizational performance, relevancy, and cultural unbiased.

Laub (1999) suggested a servant leader should listen respectfully to followers, building up others through encouragement. Servant leaders should model in the development of people, while creating and promoting a vision and shared leadership. Laub (1999) supported the ideas of leaders being authentic and work toward building strong relationships among people. Through research, Farling et al. (1999) identified four key components for servant leadership: vision, credibility, trust and service and Spears (2004) extracted a set of 10 characteristics of servant leadership from the original writings of Greenleaf being of critical importance. The following characteristics suggested by Spears (2004) are considered central to the development of servant leaders (Dierendock & Patterson, 2010; Spears, 2004): listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. "These ten characteristics of servant leadership are by no means exhaustive, however, they serve to communicate the power and promise that this concept offers to those who are open to its invitation and challenge" (Spears 2004, p. 20).

## *Listening*

A servant leader listens to what is being said by the people they lead and seeks to understand what is being communicated by the followers (Spears, 2004). Steven R. Covey (2004) understood listening as to being one of the seven habits of highly effective people he stated:

“Seek first to understand” involves a very deep shift in paradigm. We typically seek to be understood. Most people do not listen with the intent to reply. They’re either speaking or preparing to speak. They’re filtering everything through their own paradigms, reading their autobiography into other people’s lives. (p. 239)

Greenleaf (2002) suggested only a true servant leader listens first before responding to any situation. Responding to the situation by thinking about what you are hearing is the key to effective listening (Feuerman, 2008). Combining listening with a time of reflection is crucial to the process of growing as a servant leader (Spears, 2004).

## *Empathy*

The servant leader strives to understand the needs of others. Servant leaders recognize and accept individuals for their unique and special gifts (Spears, 2004). An empathetic leader shares and accepts feelings being experienced by another (Wikipedia, 2011). The servant leader accepts the person and requires a tolerance of imperfection, but may refuse to accept a person’s effort or performance as acceptable (Greenleaf, 2002). Servant leader’s display of empathy creates an emotional connection with the other person in developing a mutual relationship. Empathy supports relationships and is the foundation to building trust (Garner, 2008). Hunter (2004) identified empathy as one of the best ways to create a trusting relationship by creating a power experience of interaction allowing people to feel as though they have been truly heard.

### *Healing*

Spears (2004) related healing to servant leadership as recognizing the opportunity to help make people with broken spirits or emotional pain, whole. A great strength of a servant leaders are healing one's self and healing others. Greenleaf (2002) defined healing as making one's self or others whole and while no one ever really makes it, it is something which is always sought. "There is something subtle communicated to one who is being served and led, implicit in the compact between servant-leader and led, is the understanding that the search for wholeness is something they share" (Greenleaf, 2002, p. 50). Covey (1999) presented the human body and corporate body move along parallel lines and the same healing effects can be created by releasing the energy of information and intelligence a spirit of wholeness can be created in the body.

### *Awareness*

Opening the doors of perception allows people to take in more from their environment. Awareness strengthens the effectiveness of the leader by "seeing it as it is" (Greenleaf, 2002, p. 41). "Being authentic is about self-awareness and one of the most impactful leadership skills to learn" (Nesadurai, 2010, p. 28). A servant leader's awareness strengthens the leader and assists in understanding problems involving ethical considerations. Awareness provides a lens to view situation from a more holistic view considering all the factors involved (Spears, 2004). Self-awareness encourages deeper levels of learning and authenticates a leader's action (Nesadurai, 2010).

### *Persuasion*

Servant leaders use persuasion by convincing followers rather than coercing the followers to change (Greenleaf, 2002). The emphasis of persuasion above coercion has historical roots within The Religious Society of Friends (Quakers) a group Greenleaf was

closely allied with (Spears, 2004). Greenleaf referred to John Woolman, an American Quaker, who set a goal of ridding his society of slavery by visiting slave holders over a period of many years. Woolman persuaded people on a one by one basis with non-judgmental arguments in an attempt to persuade the wrong of slavery should be righted by individual voluntary action. As a result no Quakers held slaves nearly 100 years before the Civil War (Greenleaf, 2002). Persuasion is also utilized in moving people to take action on the leader's behalf, even if the leader may not be present (Krakoff, 2011). In addition to persuading individuals to perform some action, the servant leader can employ persuasion to build consensus among the groups (Spears, 2004).

### *Conceptualization*

A servant leader thinks outside the everyday realities. The ability to dream big or to analyze a problem from a conceptualized perspective requires discipline and a great amount practice. Servant leaders balance conceptual thinking and a day-to-day approach to leadership (Spears, 2004). Conceptual talent visualizes the entire perspective from the past and looking toward the future. A servant leader adjusts goals, analyzes and evaluates performance, and foresees contingencies far into the future. Long-range static planning is embraced and relates all parts of the perspective to the whole. Conceptualizers are intensely practical, persuaders, and relationship builders (Greenleaf, 2002).

### *Foresight*

The servant leader understands the lessons gained from past experiences, the realities of the present, and the potential outcomes which may come from future decisions. Foresight might be a servant leader characteristic which may be an attribute an individual is born with (Spears, 2004). Greenleaf (2002) suggested, "the leader need to have a sense for the unknowable and be able to foresee the unforeseeable...this gives



leaders their lead, what puts them out ahead and qualifies them to lead the way” (p.35).

Foresight is considered a behavioral inclination, referring to an individual’s propensity to dedicate a certain amount of time engaging in thought or activities regarding the future (Malgeri, 2010). Foresight in research is a largely unexplored, but deserving attention (Spears, 2004).

### *Stewardship*

Greenleaf’s (2002) viewed stewardship of servant leaders as one in which servant leaders hold their organizations in trust for the greater good (Spears, 2004). Leaders can build the trust within their organizations by governing as ethical stewards (Caldwell, Hayes, Karri, & Bernal, 2008) “Leadership rises to the level of ethical stewardship when leaders earn the trust and followership of those whom they serve by creating integrated organizational systems that demonstrate the leader’s commitment to honoring the steward’s duties”(Caldwell et al., p. 157). Stewardship assumes the commitment to serving others and emphasizes becoming transparent and using persuasion rather than control (Spears, 2004).

### *Commitment to Growth of People*

Servant leaders cultivate and nurture the personal, professional, and spiritual growth of their employees. The commitment to growth included professional development, investing a personal interest people, listening to their ideas and the suggestions from everyone. Servant leaders encourage the involvement of followers in the decision-making process and assists employees who are laid-off or lose their job actively supports employees in finding new employment (Spears, 2004).

### *Building a Community*

Servant-led organizations must be continuously cultivated (McGee-Cooper & Trammel, 2002). The servant leader searches to identify new ways in building a community within an organization. A servant leader can create a community among workers in businesses or any other organization (Spears, 2004). Leaders are not individuals but a member of a community. Community members unite sharing history, values, beliefs, and procedures of doing things (Kirk & Shutte, 2004). Greenleaf (2002) suggested communities become lost in the process of development. To rebuild the communities all that are needed is servant leader's love and unlimited commitment to a specific group.

### *The Patterson Leadership Construct*

Patterson (2003) created a functional theory of servant leadership which helped to bridge the gap and create a base for more specific research. Patterson suggested the servant leader possesses guided virtues within the servant leadership constructs previously identified by researchers. The virtuous constructs bring identity to the servant leaders helping to shape their attitudes and behaviors. Patterson's (2003) theory utilized existing literature to conclude the following constructs for a servant leader (Dennis, Kinzler-Norheim, & Bocarnea, 2010):

- Leads and serves with love
- Acts with humility
- Is altruistic
- Is visionary for followers
- Is trusting
- Is serving

- Empowers followers

### *Apagao Love*

The servant leadership theory according to Patterson (2003) included a servant leader's display of love to their followers as one servant leader characteristic. Servant leaders lead their organization with hired hearts not hired hands (Patterson, 2004; Winston, 2002). Love is power in leadership, this power opens the door to emotional connect to employees and allows for an environment to foster encouragement and promotes employees to take risks, learn, and grow (Patterson, 2003). A servant leader brings out the best in their followers (Winston, 2002) and showing love will create happy fulfilled people (Batten, 1998).

### *Humility*

Humility is not modest or passive leadership characteristics, but can be gallant in the sense of a leaders desire to do the right thing (Waddell, 2006). Hunter (2004) explained humility as leaders realizing they came into this world with nothing and will leave with the same, nothing. Humility involves some level of self-awareness, openness, and transcendence by leaders and would appear to be a servant leader function (Morris et al., 2005). Sendijaya and Andre (2010) suggested the willingness to serve others is driven by humility and the "ends and means in the acts of serving are exercised in accordance with moral and ethical principal" (p. 40). The connection between servant leadership and morality and ethics are an emphasis for the construct of servant leadership. Empowering a spiritual or moral-ethical emphasis, servant leadership becomes unique from other forms of leadership approaches such as transformational or authentic leadership constructs (Sendijaya, 2010).

## *Vision*

One servant characteristic found among various researchers as a crucial part to being a servant leader is having a well-defined vision which is shared among the organization (Dennis, 2004; Dierendonck & Patterson, 2010; Greenleaf, 2002; Laub, 1999; Spears 2004). Laub (1999), found, shared vision builds others up and serves other's needs, and the servant leader builds the organizational vision from personal visions (Dennis et al., 2010). Each person sees their own individual vision and from different points of view, and the servant leader encourages personal vision concerning the individual and the organization as a whole (Senge, 2008). Covey (2004) stated, "Begin with the end in mind" (p.97). To be able to start with a clear understanding of the objective means an improved understanding of where you are now and the processes which will take you in the right direction. Greenleaf was a visionary; he wanted others to appreciate life in the workplace and the broader community (Prosser, 2007). Greenleaf (2002) discussed servant leadership in education, he stated:

This may suggest our place today, to see ourselves as responsible people at the center of an organic process of change that at this time, may be strenuous and confused. But what is done will be more than a saving action. It will begin with the struggle to survive. However, if survival alone is the aim, it is not likely to succeed. It will include a conserving role; there is much that is good in what we now have and it should be saved. More important, it will build anew, build something that may not be dreamed of. It will be voluntary, and it will raise the spirit. (p.187)

In effective leadership, visualization emerges from purposes and principles that become the center of the person's life and the deep commitment and imagination of what could be can be used to achieve success (Covey, 2004).

### *Altruistic*

An altruistic leader behaves unselfishly and is concerned for the welfare of others. The servant leader believes that acting in behalf or for the benefit for others is good. Greenleaf (2002) imagined a world with the possibilities of extensive altruism. Motives and outcomes have been thought to be the basis of altruism (Sosik, Jung, & Dinger, 2009). If the motive is to increase the welfare of others the motivation is altruistic.

The benefits of altruistic behavior and moral character in leadership have recently become a focus of leadership research (Bass, 1999; Greenleaf, 2002). Servant leadership theories are premised on leader's interests ahead of their own, make serving their employees as a priority, go above and beyond in meeting the needs of employees, and are associated with ethical accomplishments (Moss & Barbuto, 2010; Price, 2003). When leaders analyze their own environment they need to be open and sensitive to others. Servant leaders who demonstrate concern for the welfare of the individuals and organization gains the trust among their constituents. Displaying altruistic leadership behaviors by the servant leader among followers builds cultures of citizenship within the organization (Sosik et al., 2009).

### *Trustworthy*

A servant leader who displays trustworthiness is considered to be a virtue to the organization. A trustworthy person is someone who can be trusted and will ensure the trust will not be broken or betrayed. A servant leader does not let down the expectations of their followers and can prove their trustworthiness by fulfilling their assigned responsibilities (Wikipedia, 2011). Servant leaders become not just trusted but entrusted and put ahead what has been entrusted to them before their own ambitions (Abshire, 2007). Dennis et al. (2010) offered servant leaders do what they say and the openness of

the leaders to receive input increases the trustworthiness of the leader among followers. Followers in turn become more likely to follow a trustworthy leader who they can connect their aspiration with (Dennis et al., 2010; Kouzes & Posner, 1997; Melrose, 1998).

### *Serving Others*

The act of serving others is the foundational premise for servant leadership. Greenleaf (2002) believed a servant leader to be a servant first before becoming a leader. The servant leader takes care of other peoples highest priority needs. To build a better society, the servant leader provides greater creative opportunity for the people, creating a society which is just and loving. The leader creates a society that is open to raise both the capacity to serve and enhance the very performance of the servant leader (Greenleaf, 2002). George Bernard Shaw (1905) aptly phrased,

...my life belongs to the whole community and as long as I live it is my privilege to do for it whatever I can. I want to be thoroughly used up before I die. For the harder I work the more I live. (p. 25)

Covey (2004) proposed there is a level of intrinsic security that comes from service and helping people in a meaningful manner, making a real difference in the lives of people while being motivated by influence and not recognition.

### *Empowerment*

Yukl (2002) conceptualized empowerment as a view of power sharing and creates organizational conditions which foster initiative and autonomy Empowerment gives people more influence over work-related decisions. Farling et al. (1999) found servant leaders act on values and empowerment builds and transforms relationships. Servant leaders who empower followers find their own pathway, and inspire others to do the same (Patterson, 2003). A study by Spreitzer (1995) found four defining elements for

empowerment: (a) Meaning consist with the person's own values, (b) self-determination on the work performed, (c) self-efficacy creating higher levels of confidence, and (d) impact on the work environment.

Yukl (2002) suggested many beneficial consequences could be obtained from empowerment by leaders including; higher levels of responsibility, higher job satisfaction, higher levels of commitment, and less turnover of employees. Dennis et al. (2004) found empowerment is entrusting power to others within the organization. The servant leader places emphasis on teamwork and interacts with others by effective listening and the ability to make people feel significant to the organization (Dennis et al., 2004; Yukl, 2002). By empowering people, servant leaders assist others in reaching their own goals, learn and gain experience, and help make their dreams a reality (Dennis et al., 2004; Patterson, 2003).

#### Beginning Teacher Job Satisfaction and Attrition

The secondary conceptual frame leading the literature review is teacher job satisfaction, including teacher attrition and retention. Through a review of recent literature current data of teacher attrition has been collected to establish why teachers leave the teaching profession (Greenlee & Brown, 2009; MetLife, Inc. 2010; NCES, 2004). In 2009, the MetLife Survey of the American Teacher (2010) was conducted as the twenty-sixth collection of views from principals, teachers and students. The research combined quantitative and qualitative methods to gain the clearest picture of perceptions and attitudes toward education. The MetLife Survey (2010) collected a representative sample of 1003 public school teachers ranging in grade-level and certification. From the data collected 17% of teachers responded they were likely or very likely to leave the teaching within the next five years. This number was a reduction from 2006 when 26%

reported the plan to leave teaching. The MetLife Survey (2010) determined twelve factors which notably predicted why beginning teachers may leave the profession, including:

- New teachers are non-satisfied with teaching as a career choice
- New teachers feeling their job is not valued by their supervisor
- The stress and anxiety related to budget and lack of funding
- The stress and anxiety related to unrealistic demands
- The amount of workload and number of responsibilities

According to the National Center for Education Statistics (NCES), the number one reasons cited for leaving the teaching profession are; (a) the males believe in their need and responsibility to support a family and are apprehensive that a career in teaching will not allow this vision to materialize, and (b) the females are either focused on individual needs or they are part of a family whose budget is supplemented by their teaching salary (NCES, 2004). The only option for higher pay is to leave the classroom (Beck-Frazier, 2005). Additional factors affecting teacher's decisions to leave the teaching profession are related to the working conditions and difficulties with classroom management. The most common factors are discipline problems, administrative support, the lack of autonomy, and intense workloads (Greenlee & Brown, 2009; Pytel, 2007). Teachers also face an ever increase demand for performance. Current demands placed on teachers include standards from No Child Left Behind (NCLB), certification requirements, and demands from the State Department of Secondary and Elementary Education (DESE).



### *Job Satisfaction*

Job satisfaction is an attitude which is developed by a person toward their job and the working conditions (Cerit, 2009). The Hay Group, a worldwide management consultancy, found in their study of employee satisfaction, there are 75 key components of employee satisfaction (Lamb & McKee, 2004). They found the trust and confidence of top leadership by the employees was the most consistent predictor of employee satisfaction. The Hay group concluded effective communication by organizational leadership in three critical areas was the key to gaining organizational trust and confidence, (a) assisting employees understand the business strategy or vision of the organization, (b) assisting employees understand the importance of their contribution to achieving key business objectives, and (c) sharing information with employees on how the company is performing and the evaluation of the employee's own division relative to the planned organizational objectives (Lamb & McKee, 2004).

For years theorists have supported the ideas a happy and content worker is a productive worker (Thompson, 2002). Bruce and Blackburn (1992) found job satisfaction and job performance were related and indicated more than 2000 studies demonstrating increased productivity and efficiency of workers. Job satisfaction is influenced by job characteristics, and the degree in which the motivational characteristics equal the employee's values and expectations (Peterson & Byron, 2007). Thompson (2002) suggested achievement, recognition, responsibility, advancement, and salary have a direct relational value to job satisfaction.

### *Teacher Job Satisfaction*

Cerit (2009) concluded several factors affect teacher job satisfaction. Teachers desire to help students achieve and make a difference in society as a whole. Teachers

seek autonomy, adequate pay, and support from their principals. They seek leadership and good working conditions. Weiqi (2007) conducted a study in which secondary teacher' level of job satisfaction was determined in relationship with attrition and work enthusiasm. Weiqi (2007) found the study confirmed the teacher's overall level of job satisfaction was higher in the area of work involvement and organizational commitment. Weiqi (2007) also found the group of secondary teacher participants was dissatisfied with particular portions of the education system including social environments and student quality.

According to Weiqi (2007), in a 1996 survey conducted by Feng Bolin showed teacher satisfaction with self-fulfillment, leadership, and colleagues, but low levels of satisfaction with workload and income. The level of job dissatisfaction factors including salaries and stress was supported by Butt, Lance, Fielding, Gunter, Rayner, and Thomas (2005). Additional research concluded levels of job satisfaction among teachers showed a weak relationship with their salary and benefits while strong leadership and support from administration demonstrated a strong relationship (Brown & Wynn, 2007; Butt et al., 2005).

Sturman (2002) concluded teachers perceived the quality of the working life of the teacher were favorable and included key factor of teacher roles and hours worked. Management of change was described as a persuasive factor in the level of teacher job satisfaction. Management of change involves reflection time for teachers, and implementation of school-wide development planning by the entire staff (Butt et al., 2005). Dinham and Scott (1998) argued internal change from intrinsic motivational factors including student achievement, supportive environments and positive relationships is more likely to influence teacher job satisfaction than extrinsic

motivational factors including changes in education, teacher image, and teacher workload.

### *Motivation*

Teacher motivation through leadership, contributes to teacher job satisfaction (Herzberg, 1987). Intrinsic motivation through the vision of the leader is a major contributor to the teacher's level of job satisfaction and a teacher's intent to stay (Bluedorn, 1982; Richter, 2010). Cerit (2009) provided intrinsic and extrinsic job satisfaction motivators most related to job satisfaction. Intrinsic motivators include activity with children, working with children in the classroom and making a difference in the children's lives. Additional intrinsic factors include strong leadership, high levels of teacher autonomy, and administrative support (Cerit, 2009; Houtte, 2006; Shann, 1998). Cerit (2009) found extrinsic rewards including salary and benefits, or the status associated with teaching, influences the teacher's decisions to enter the field of teaching and remain in the teaching profession (Dinham & Scott, 2000). Additional extrinsic factors influencing teacher job satisfaction includes perceived support of principals, availability of resources, teacher load and expectations, and extra duty assignments (Cerit, 2009; Thompson, McNamara, & Hoyle, 1997)

### *The New Teacher*

Literature of current research must be reviewed to analyze what issues new teachers experience. Administrators lead novices through the stress and hardship of a new career. Their role in the new teacher's career by providing instructional leadership and monitoring is a noteworthy factor in administrators retaining their teachers (Angelle, 2006; Beck-Frazier, 2005). New teachers enter the classroom aware of laws and policies set forth by the Missouri Department of Elementary and Secondary Education (DESE),

federal laws like No Child Left Behind (NCLB), and acquired ideas from textbooks or college classes. Even holding a base knowledge or education, new teachers are inexperienced with extra duties, parent conferences, and daily operations of the school (Esch, 2010). Breaux and Wong (2003) suggested new teachers have similar experiences for the first year in the classroom. New teachers are given an assignment, given a mentor, and become a part of an induction program within the school district.

In order for a new teacher to become certified in the State of Missouri, a new teacher must meet the certification requirements set forth by DESE. Initial certification is the first teaching license a new educator receives. The following requirements were taken from the DESE website (2011):

A minimum of a baccalaureate degree from a college/university having a teacher education program approved by the Missouri Department of Elementary and Secondary Education or from a college/university having a teacher education program approved by the state education agency in states other than Missouri. The applicant must have a recommendation for certification from the designated official for teacher education in the college/university where the program was completed. The applicant must have a grade point average of 2.5 on a 4.0 scale; both overall and in the content area. The applicant must complete the required Praxis test(s). (p. 1)

In addition, new teachers are required to complete a background check to complete the certification to teach (DESE, 2011).

### *Teacher Retention and Attrition*

The most prominent difficulty school districts face with teacher attrition is the actual cost of replacing a teacher (Norton, 1999). The importance of retaining highly qualified teachers to administration, policy-makers, and school districts and has led to substantial literature and research in the field of education (Buckley et al., 2005). Of the 3.3 million teachers employed in the public school sector during the 2008-2009 school year, the U.S. Department of Education National Center for Statistics (Keigher, 2010)

report 8 %, almost 270,000 teachers, left the teaching profession. Job dissatisfaction, low salaries, lack of administrative support, and the amount of student discipline problems are among the most common replies teachers provided for departing the teaching profession (Bradley & Loadman, 2005; Buckley et al., 2005; Keigher, 2010; Zhang, Verstegen, & Kim, 2008 ). Harris, Camp, and Adkinson (2003) suggested teacher preparation and training as a factor in teacher attrition and teachers who attend traditional university programs have higher retention rates when compared those who graduate from non-traditional programs.

Teacher shortage and retention problems have been documented as creating a negative impact on students who are at-risk, and school districts classified as low-performing (Watlington, Shockley, Guglielmino, & Felsher, 2010). New teachers are most susceptible to attrition. Research is alerting educators that teacher shortages are caused by teacher's departure from the profession prematurely, many within the first 5 years (Ingersoll, 2002; Watlington, et al., 2010). Darling-Hammond (2000) reported 20%-50% of beginning teachers leave the teaching profession within the first 3 years, with the highest turnover in rural and suburban areas (Bradley & Loadman, 2005). According to Bradley and Loadman (2005), 29% of those who leave, leave to retire, and 20% leave to pursue a different career.

According to Goldberg and Procter (2000), new teachers are more likely to continue the teaching profession if they have lower class sizes, systematic evaluations, parental support. Experienced teachers reported better pay and administrative support would encourage them to remain in education (Bradley & Loadman, 2005; Goldberg & Procter, 2000; Stinebrickner, 2001). Brown and Wynn (2007) supported ideas based on the leadership provided to teachers did affect the satisfaction of the teacher. The institute

of Educational Sciences (Keigher, 2010) supported Brown and Wynn reporting 49.9% of teachers believed the recognition and support of administration or managers were better in other work environments outside of teaching and affected the teacher's decision to stay. In a research study, Zhang et al. (2008) reported one of the better predictors of retaining teachers was teacher job satisfaction and a good school climate.

### *The Cost of Teacher Turnover*

The cost of teacher turnover has recently become a focus of research. Watlington et al. (2010) found high-quality teachers who left the classroom affected both student performance and district fiscal operations. Barnes, Crow, and Schaffer (2007) found low performing schools were most susceptible to attrition thus incurring the greatest costs to replace teachers. Rarely would student achievement gap close because low performing schools could never close the teaching quality gap; the schools are continually rebuilding their teaching staff. Several previous studies have attempted to estimate the cost. There have been research studies to determine potential costs to districts created by teacher turnover using pre-existing industry based models, however these are non-educational models and only provide an estimate (Barnes et al., 2007; Watlington et al., 2010) The costs related to teacher attrition according to the study performed by Barnes et al. (2007) found the lowest financial cost a district sustained was \$4366, to the highest cost incurred by a district to be \$17,872.

Student performance and the emotional toll placed upon teachers, students, and staff, are affecting districts experiencing teacher turnover. Watlington et al. (2010) found student performance was affected by teacher turnover in schools who serve low income, minority, and special needs students. Milanowski and Odden (2007) suggested one embedded cost school districts occur from teacher turnover is "productivity costs" (p. 4).

Productivity costs are incurred when replacement workers have a lower level of skill than the original worker. In education productivity cost would be related to student achievement, which declines when the students are taught by a stream of new teachers (Hanushek, Kain, & Rivkin, 2004).

### *Intent to Stay*

Angelle (2006) formulated intent is an attitudinal construct, a person's tenacity to act in a specific way. If values are compatible between the organization and the employee the employee will have a more positive attitude toward work. The positive attitude leads to motivation of the employee to continue employment (Angelle, 2006). Morris (1986) referred to this type of motivation as an organization having a holding power. Holding power is defined by Morris (1986) as the total of all the components to attract and hold new teachers, organizations involve teachers, students, and all stakeholders in the educational process. A teacher held to a school district is one who wants to continue in the environment, keep a positive outlook, and be motivated to be more productive. These employees possess stronger intent to stay (Angelle, 2006). Beck-Frazier (2005) adds administrators who want to affect a teacher's decision to stay or not to stay must capitalize on the importance of making a difference in children's lives, while showing support.

Research literature is very limited on intent to stay. Nedd (2006) performed studies on the nursing industry and found investigating factors related with the employee's intent to stay. There was vast potential for administrators and managers to create employee interventions and processes assisting employees. Employees gain intent to continue employment in organizations and consequently prevent the high costs related with staff turnover. The employee's intent to remain in the organization is a good

predictor of turnover, dissatisfied intention will likely be followed by employee turnover behavior (Nedd, 2006). Skaalvik and Skaalvik (2011) researched teacher job satisfaction and a teacher's motivation to leave and found motivation to leave teaching did have a positive relation to emotional exhaustion experienced by the teachers.

### *Building a Servant Leadership Culture in Education*

A servant leader creates a culture in an educational setting by the actions of the leader (Culver, 2009). Beyond the servant leader characteristics suggested by Patterson (2003), Culver (2009) suggested including leader's assisting with parental involvement. Servant leaders assist the teacher's interaction with parents for the common good of the students and to create a better working environment for the teacher. The servant leader should focus on creating community participation to assist teachers in forming a relationship with the community, which bonds the teachers with the community. Creating a servant leadership culture must involve the whole administrative team creating an open-door policy and a supportive team atmosphere.

The servant leader assists the new teacher to fit into the culture already in place (Culver, 2009). Many instances "new teachers who found themselves in integrated professional cultures described their principals as visibly engaged in both the daily life of the school and the professional work of the teachers" (Johnson & Kardos, 2002, p. 16). Culver (2009) recommended our role as leaders is not to sway like grass in the wind but to listen deeply to the ideas new teacher's presents to administration. Brock and Grady (2000) added it is imperative administrators serve as developers to assist and nurture new teachers become a part of and understand school culture.

One strategy servant leaders utilize is assisting the new teacher mentoring program to ensure the new teacher has a quality induction program. Hope (1999) found



orienting new teachers who were lead into the school's culture by principal contact through mentoring assisted in teachers' growth. Teacher mentoring programs were designed to decrease the rate of attrition by novice teachers, and provide new teachers an effectual transition into the teaching culture. The mentoring programs assisted new teachers become a part of the culture and profession of teaching (Wang & Odell, 2002). Tillman (2005) recommend principals take time to convey to every new teacher they are important and a valued member of the school community to improve the teaching culture.

Culver (2009) suggested servant leaders focus on new teacher need satisfaction becoming a resource for the beginning teacher. Leader as a resource is a concept in which the leader provides personal access for creating knowledge and skills to address new teacher's needs. Support of the servant leader to support professional development meets in-class needs of the new teacher which new teachers are in need of to increase the level of success and promotes stability of the environment creating a culture of autonomy, collaborative teams, and run an environment of professional adults (Culver, 2009). Applying servant leadership to education creates stability in teacher leadership, (Culver, 2009), promotes a relationship of servant leadership and teacher job satisfaction (Miears, 2004), creates a culture of teacher participation in decision-making (Hoy & Miskel, 1982), and creates an environment of educational support (Dinham & Scott, 1998).

#### *Correlational Factors between Job Satisfaction and Servant Leadership*

Correlations have been made demonstrating a positive relationship between servant leadership and employee job satisfaction (Laub, 1999; Miears, 2004; Thompson, 2002). Laub (1999) indicated the more an employee perceived servant leadership characteristics were being implemented by the leader in the workplace, the greater the degree of individual job satisfaction. Thompson (2002) concluded from research a

positive correlation among employees at a religious based college supported Laub's findings. Cerit (2009) determined job satisfaction is affected by numerous factors including a teacher's aspiration to assist student be successful and make a difference in society. Cerit (2009) suggested support by principals had an effect on the level of job satisfaction among teachers. Miars (2004) found a similar correlation between teacher job satisfaction and servant leadership in a Texas public school system. Servant leadership characteristics and job satisfaction research has expanded across dissimilar organizations including educational institutions, religious institutions, and health institutions. Research is limited in determining a correlation between servant leadership and the level of job satisfaction. The research studies which have been performed have supported a correlation between servant leadership and the level of job satisfaction (Anderson, 2005; Drury, 2004; Washington, 2007).

### Summary

In the literature review leadership theory was introduced through current literature. Researchers including Yukl (2002), Bush (2008), and Burns (2003) provided different theories of leadership applied within many educational research studies. Greenleaf (2002) introduced the theory of servant leadership in 1970, which became a legitimate theory of leadership and expanded upon by researchers like Patterson (2003), Laub (1999), and Spears (2004). Servant leadership is based on the theory of being a servant first before becoming a leader (Greenleaf, 2002). Literature was examined and claims were described within the conceptual frameworks of servant leadership, job satisfaction, and intent to stay.

The servant leadership characteristic constructs of Patterson (2003) were identified and are utilized to guide this research. Teacher attrition and retention constructs

were detailed as the concepts materialized from the research and literature reviewed. The review of literature determined intrinsic and extrinsic motivators in the retaining or attrition of teachers. Very little research has been performed in the area of teacher intent to stay. The researcher examined organizations and researchers from other areas to gain some understanding. Chapter Three will outline the methodology used for the research guiding this study including data collection instruments and participants.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### Introduction

Research studies have been performed to understand why teachers leave the classroom. Only a diminutive amount of research has been done on understanding the effect leadership characteristics have on teachers' decisions to retain employment. Researchers have learned many teachers face difficult parents, difficult students, a variety of student issues, and a classroom of students with different learning abilities. Researchers understand societal changes, poor salaries, and the continued high expectations for student achievement have contributed to the attrition of many teachers. Of the 3.3 million teachers employed in the public school sector during the 2008-2009 school year, the U.S. Department of Education National Center for Statistics (Keigher, 2010) report 8%, almost 270,000 teachers, left the teaching profession.

Many circumstances for teacher attrition including salary, professional advancement, and benefits are beyond the control of school administration; however the Institute of Educational Sciences (Keigher, 2010) reported 49.9 % of teachers believed the recognition and support of administration or managers were better in their previous work environment outside of teaching. Brown and Wynn (2007) supported leaders who support their teachers does affect the level of job satisfaction of the teachers. One leadership theory developed by Robert Greenleaf, servant leadership, has emerged as a style of leadership which focuses on people (Greenleaf, 2002). Thompson (2002) suggested employees employed in an environment which promoted servant leadership characteristics reported a higher level of job satisfaction.

In the research purpose section, a brief purpose of the research and research questions are provided. In the Design of study section the rationale for the approach to this study is determined by the researcher. A quantitative research approach was selected to collect data for this study. The researcher determined the selected method of research and the appropriateness of the study, to be a casual comparative and correlation research of servant leadership characteristics, beginning teacher job satisfaction, and intent to stay.

In the population and sample section the researcher provides how the population and sample size was determined for the study. Demographic information and the selection of participants are detailed to provide background information on the sample of educators used for the sample. The sample populations were located at different south-central Missouri school districts. The demographic information for each site is provided. The sampling procedures section the researcher outlines the procedure used by the researcher to gain the samples need for the research performed.

The data collection and instrumentation section provides how the data for the study was obtained. The researcher includes information on the Institutional Review Board (IRB) process of informed consent and how the participants were informed of the instrumentation and protocol. The validity and reliability of the survey is provided for the researcher generated for the Servant Leadership Assessment Instrument (SLAI) survey (Dennis, 2004). The SLAI survey instrument is illustrated and the reliability and validity of the survey instrument was determined from prior research. To determine level of satisfaction and teacher intent to stay an additional survey, The Servant Leadership Relational Assessment (SLRA) is illustrated and the reliability and validity was determined prior to research. A readability measure was performed for each instrument to determine the ease of reading the survey questions by establishing the readability level.

The quantitative research data process and statistical treatment is determined in the next section. The researcher employs statistical program SPSS to disaggregate the data collected into usable information and explains the statistical functions performed for the research. The researcher provides the variables of the study and the data analysis utilized to determine the significance of the research data. Strategies to guarantee confidentiality, ethical issues, and the procedure for informed consent are addressed in the issues of quality section. The limitations section outlines the anticipated limitations of the study and research design. The final section summarizes the key points of this study.

### Research Purpose

The proposed topic of study is to determine if servant leadership characteristics are related to job satisfaction of beginning teachers and a beginning teacher's intent to remain employed in a school district. The research seeks to answer if a correlation exists between servant characteristics shown by a school leader and a new teacher's level of job satisfaction and a new teacher's intent to stay. The study's purpose is to gain insight into servant leadership characteristics and the impact on new teacher retention.

### Research Questions

The following research questions were examined for this study:

1. What are beginning teacher's perceptions of servant leadership characteristics displayed by school leaders in south-central Missouri rural schools?
2. What is the relationship between beginning teacher's job satisfaction and the characteristics of servant leadership of beginning teacher leaders in south-central Missouri rural schools?

3. What is the relationship between beginning teacher's intent to stay and the characteristics of servant leadership of beginning teacher leaders in south-central Missouri rural schools?

### Research Design

This researcher used scientific methods and a quantitative research design. Creswell (2009) suggested collecting a numeric measure of observation and studying behaviors become paramount for a post-positivist researcher. In scientific method, the accepted research by post positivists, a researcher begins with a theory, and collects the appropriate data which either supports or refutes the theory. The research design selected for this research was quantitative in nature in the form of a survey. Babbie (1990) discussed attitudes, characteristics, or behaviors of a population can be determined by utilizing a survey. Fink (2002) suggested self-administered questionnaires as one form of data collection; the survey was cross-sectional and collected in the spring of 2012. Quantitative data in the form of a survey provided the researcher with data from a large sample of beginning teachers.

The quantitative research method was aimed at discovering correlation relationships between servant leadership characteristics and teacher job satisfaction. The research design method provided the numeric description of trends or attitudes as suggested by Creswell (2009) between servant leadership and teacher intent to stay. Descriptive studies, which include causal comparative and correctional strategies, were gathered from a sample population of beginning teachers.

### Population and Sampling

The population for this type of research is beginning teachers. Beginning teachers are the teachers most susceptible to leaving the field of education within the first five

years of employment. A beginning teacher was classified for this research as a teacher with five or less years of experience (Greenlee & Brown, 2009). The requirements for a teacher to participate in the survey process was the teacher must hold a current certification and be currently employed at a south-central Missouri school. For the purpose of this research, a cluster sample of beginning teachers from south-central Missouri schools was selected.

To provide the researcher with a qualifying number of participants, several south-central districts were utilized in collecting a sample. South-central Missouri included school districts along the I-44 corridor from Rolla to Springfield, Missouri. The population of participants was selected from the following districts: Laquey R-V, Richland R-VI, Dixon R-I, Stoutland R-II, Crocker R-II, Iberia R-V, Laclede County C-5, and Rolla 31. The student population of the selected rural schools ranges from 450 K-12 students to 900 K-12 students. The selected districts employed a combined 444 certified teachers with an average of 19 beginning teachers with five years or less experience per district for a total participant pool of 133.

The projected sample size was determined to be a minimum number of 123 beginning teachers. In identifying the sampling design for the population needed, a single-stage sampling procedure was utilized for the beginning teacher population. Access to beginning teachers was provided to the researcher from area school superintendents and principals (Creswell, 2009). The respondents were chosen by a convenience sample process. Due to the access of surveying beginning teachers and identification of a limited number of participants at each school, convenience of the sampling process was determined to be the best selection of sampling for this research study.



The descriptive study collected data from teachers ranging in years of experience from one to five years, grade-level of instruction, and area of certification. The Servant Leadership Assessment Instrument (SLAI) survey created by Dennis (2004) measured the servant leadership relationship of leaders as assessed by the leader's followers. The Servant Leadership Relational Assessment (SLRA), a 10-item Likert type survey and rank to order questionnaire was utilized to determine leadership characteristics and the relational value to beginning teacher job satisfaction and intent to stay.

#### Sampling Procedures

The researcher determined the sample size needed to determine a high confidence level or a good estimate margin of error (Niles, 2006). Utilizing the calculations of  $1/\sqrt{N}$  and a sample size of 123 participants the margin of error will be 8.13%. If 60% of the participants reports servant leadership characteristics affecting job satisfaction, or servant leadership characteristics affecting teacher intent to stay, there would be a 95% probability that 51.87-68.13% of beginning teachers report a relationship between the variables exist. The results from surveying 123 participants provided a high level of confidence in the results gathered.

After approval of the researcher's dissertation advisor, local superintendents, dissertation committee, and the Institutional Review Board (IRB) at University of Missouri, permission to survey the teachers at south-central Missouri schools was gained through the district office at each participating district. Teachers were notified in advance and signed a release form for their participation in the survey. Servant leadership, job satisfaction, and teacher intent to stay, were the focuses of the research completed and surveys of teachers who are currently employed as an educator provided the most appropriate data (Creswell, 2009).

## Instrumentation

To measure the research questions, two survey instruments are utilized. The instrumentation selected to measure the teacher's attitudes toward the servant leadership characteristics was the Servant Leadership Assessment (SLAI) created by Dennis (2004). The instrumentation to measure characteristics reflective in determining level of job satisfaction and the teacher's intent to retain employment with the school district was the Servant Leadership Relational Assessment created by the researcher to answer research questions two and three.

### *Servant Leadership Assessment Instrument*

The Servant Leadership Assessment Instrument (SLAI) measures the seven concepts found in Patterson's (2003) theory of servant leadership (Appendix A). According to Patterson (2003), the servant leader concepts include (a) serving with love, (b) acting with humility, (c) is altruistic, (d) provides a vision, (e) trustworthy, (f) is serving, and (g) empowers followers (Dennis, 2005). The leadership assessment created by Dr. Robert S. Dennis covers a variety of attitudes toward servant leadership and is reflective of servant leadership characteristics as seen by the leader or the leader's followers (Dennis, 2004). The SLAI items are on a 0-6 scale; the higher the number the stronger the agreement with the statement.

The four constructs of servant leadership: apago love, empowerment, humility, and vision (Dennis & Bocarnea, 2005) were the constructs selected to guide this research. Dennis (2004) reported research utilizing the SLAI indicated consistent reliability coefficients ranging from .89 to .92 for the four constructs of love, empowerment, vision, and humility. Dennis (2004) reported validity was built into the SLAI assessment process and criterion-related validity and construct-related reliability were empirically established

and reported. Given the high reliability and validity the SLAI is a relevant and established survey instrument utilized to measure assessment of a leader. Additional items appearing from the new copyright version (2007) include service and an additional construct.

Through electronic communication contact was made with Dr. Dennis and permission was granted to utilize the SLAI for this research study (Appendix B). Permission was granted via email on October 4, 2011 to utilize or modify the SLAI to meet the needs of the research study performed. A copy of the updated SLAI survey instrument, factor and items, and the copyright for survey instrument was included with the electronic communication. To gain permission to use the SLAI, the researcher guaranteed the following, (a) a synopsis or abstract of the intended use for the survey, (b) and modifications to the survey instrument, and (c) a copy of the complete research project (R.S. Dennis, personal communication, October 04, 2011). The SLAI was given to 123 beginning teachers in south-central Missouri to determine the perception of their leader's servant leadership characteristics as outline by the servant leadership constructs presented.

#### *Servant Leadership Relational Assessment*

The Servant Leadership Relational Assessment (SLRA) measures the relational values of servant leadership characteristics of leaders to teacher job satisfaction and intent to stay (Appendix C). The SLRA consists of a 10 survey questions. The survey includes eight Likert style survey items; the six possible responses ranged from strongly agree to strongly disagree. Additionally, the SLRA consisted of two rank-to-order measurements of servant leadership. One rank-to-order question analyzed the most important servant leadership characteristics related to the teacher's job satisfaction. The second rank-to-

order question analyzed servant leadership characteristics classified as most important in a beginning teacher's intent-to-stay and the motivating factors to remain employed with the school district.

Servant leadership was broken down into the seven servant leadership subscales according to Patterson (2003): the servant leader concepts include (a) serving with love, (b) acting with humility, (c) is altruistic, (d) provides a vision, (e) trustworthy, (f) is serving, and (g) empowers followers, reflecting the identical constructs as the SLAI (Dennis & Bocarnea, 2005). The descriptive characteristics identified were listed in no particular order. Beginning teacher participants were asked to indicate level of agreement or disagreement on each item. The characteristics were reflective in determining level of job satisfaction and the teacher's intent to retain employment with the school district. A rank to order portion of the survey was utilized to determine servant leadership characteristics ranked as most important in job satisfaction and the teacher's intent to stay.

Fields (2009) suggested a technique for determining reliability was the Cronbach's Alpha,  $\alpha$ , reliability test. The initial reliability test of the SLRA was made available for a sample size of 20 individuals utilizing SPSS statistical software prior to the data collection. Items one, two, five, and six were related to the construct of intent to stay and showed a Cronbach's  $\alpha$ , reliability statistic of .731. Fields (2009) recommended an index of .7 to .8 as appropriate scales of reliability when utilizing a Cronbach's  $\alpha$  reliability test. Items three, four, seven, and eight, asked the participant's their level of job satisfaction and showed a Cronbach's  $\alpha$ , reliability statistic of .729.

The results from the Cronbach's  $\alpha$  reliability test were compared to the 123 participant's responses, to determine the reliability coefficient (Fields, 2009). The

validity of this instrument provided evidence the data targeted for the proposed research of servant leadership characteristics and employee job satisfaction and teacher intent to stay (Mertens 2005). The researcher compared the SLRA to common subscales of the survey instrument to Spector's Job Satisfaction Survey (JSS) and found validity correlations between both instruments (Spector, 1997). The SLRA was given to 123 beginning teachers in south-central Missouri to determine the perception of their leader's servant leadership characteristics, as outline by the servant leadership subscales presented, and the relationship to level of job satisfaction and intent to stay in the teaching field.

#### Data Collection

Data collection was performed in the form of two surveys. Quantitative data was collected utilizing the Servant Leadership Assessment Instrument (SLAI) survey created by Dennis (2004) was given to participants to determine the beginning teacher's perception of their leader's servant leadership characteristics seeking to answer research question one. The Servant Leadership Relational Assessment, created by the researcher, was utilized as the primary data gathering tool for research questions two and three. Additional data was collected from the secondary survey formulated to reflect job satisfaction and teacher intent to stay constructs guiding the research questions. The surveys were given to a random sample of beginning teachers in the south-central Missouri region. Surveys were administered by the researcher in person at scheduled staff meetings held at various districts.

#### *Data Collection Procedures*

The Servant Leadership Relational Assessment (SLRA) survey tool is based on the developed servant leadership concept of Greenleaf (2002) and Patterson (2003). In

addition to the SLAI, the SLRA was developed by the researcher to determine if there was a relationship between these four constructs and the beginning teacher's level of job satisfaction and intent to stay employed with the district. The SLRA survey was developed from a review of literature on job satisfaction dimensions and the ideology of principal leadership mattering in teachers' decisions to work in schools (Hirsch & Emerick, 2007). The SLRA survey consisted of eight Likert scale type questions and two rank-to-order questions to determine leadership characteristic as deemed most important qualities of a leader ranked by the beginning teachers as compared to job satisfaction and intent to stay. Four survey items were related to beginning teacher's job satisfaction and four items were related to the beginning teacher's intent to stay.

The results from the SLRA were used to with the SLAI. The job satisfaction portion and the intent-to-stay portions of the SLRA was correlated with the SLAI and Patterson's (2003) theory on servant leadership to include love, humility, trust, and vision. Teacher's responses for satisfaction with teaching were correlated with their responses on the SLAI of their leader's servant leadership characteristics. Teacher's responses for intent to stay in teaching were correlated with their responses on the SLAI of their leader's servant leadership characteristics. The job satisfaction construct and intent-to-stay construct were individually correlated with the subscales of servant leadership including serving with love, humility, trust, and vision. The SLRA asked beginning teachers to rank-to-order leadership factors in the teacher's intent to stay with the district and how leadership characteristics rank among teacher priorities. Previous research has shown administrative support as a contributing and important factor of why teachers leave the teaching profession (Bluedorn, 1982; Brown & Wynn, 2007; Goldberg & Proctor, 2000; Kent et al., 2009; MetLife, Inc., 2010; NCES, 2004;).

Each survey provided to participants was identical. The surveys were written to ensure questions were easily read and understandable. Surveys were provided to 123 teachers of various grade levels, genders, and certification. All teacher participants were employed with the participating school districts, and had five years of teaching experience or less. Included with the leadership surveys were letters of introduction and letters of consent (Appendix D), each detailed the purpose of the study and the participant's rights. An invitation to participate in the study was provided to the teachers at participating districts after the research collection procedure and request to perform research requirements had been fulfilled. In order to assure confidentiality, this researcher provided a self-addressed stamped envelope for any teacher who wanted to fill out the survey in their own privacy. All participants were ensured disclosure of the survey results would be in aggregate and all surveys would be analyzed with no distinguishing acknowledgment of which district the survey had been taken from.

Prior to the administration of the survey instruments, survey content was discussed with the south-central School superintendents and was approved by the IRB process at University of Missouri. When the surveys were received they were set aside and separated from the consent form to ensure confidentiality. Demographic data was collected from the Missouri Department of Secondary and Elementary Education (MODESE) website for each participating district for general demographic information including population size of students.

Permission was granted from participating school districts and the research collection date was established. Each survey was provided to the participants in a group setting. Teachers were asked to meet together in a designated area in their particular school buildings at the various locations selected. The researcher detailed the purpose of

the survey, the rights of the participants, the consent forms, and the process in which the data would be handled. Upon completion of the survey, the participants placed the survey in one large envelope and the consent form in a secondary envelope to ensure confidentiality.

To ensure privacy, a self-addressed stamp envelop was provided to any participant who wanted privacy in taking the survey, or preferred to complete the survey at a later time. Participants were asked to complete and mail the survey and consent form within the week. Upon receiving the on-site surveys and consent forms, each was placed in separate envelopes, sealed, and remained unopened until all the data was collected and the process of entering the data began. Any mailed surveys and consent forms were placed in an envelope and opened when the process of organizing data began. Surveys were separated from consent forms to ensure confidentiality.

### Data Analysis

Organizing the survey data was an essential part of the data analysis to obtain the results in usable form (Fink, 2009). All surveys were reviewed for missing data, and were clearly marked before entering the data. Fink (2009) suggested running frequencies on the data when about 10% of the responses have been entered. The researcher ran a frequency report after data from 10 surveys had been entered to check for errors and confirm the data was entered correctly. The data was used to create four scores per person for the four constructs of servant leadership. Each line item was assigned a score reflecting the answers of each question (Fields, 2009). For the SLAI, the number zero represented strongly disagree; through the number six, which represented strongly agree. The survey results taken from the SLRA collected data used to create a score for job



satisfaction and teacher intent to stay. The number one represented strongly disagree; through the number six, which represented strongly agree.

For research question one, the researcher began exploring the data collected from the SLAI to determine a significance factor between beginning teacher perceptions of servant leadership characteristics displayed by their school leaders. The data was utilized to determine the varying servant leadership characteristics shown by leaders in the south-central area. The data was aggregated by corresponding items, each based on the four selected servant leadership characteristic guiding the research. Dennis (2004) commented the SLAI could be used for self-assessment by a leader and for group assessment of a leader.

The SLAI was used for group assessment purposes. The four areas of focus were: apagao love, empowerment, humility, and vision (Dennis & Bocarnea, 2005). The data from the SLAI survey was analyzed using the Statistical Package for the Social Sciences Software (SPSS) program. The data was organized by subscales, calculated and used for the four constructs the survey intended to measure. The means for the four subscales were used to create a profile of the leaders as perceived by the beginning teachers.

The data sample collected from the SLRA to answer research questions two and three, were placed in the SPSS data analysis program to determine the correlation between the data collected from the SLRA to the servant leadership constructs of the SLAI. For research question two, teacher attitudes were explored using the SLRA survey instrument to determine a correlation between servant leadership characteristics reported from the SLAI and the level of job satisfaction of the teacher collected from the SLRA. The SLRA provided data from four Likert style questions on beginning teacher job satisfaction.

A rank-to-order portion of the survey was utilized to determine servant leadership characteristics teachers' rank as most important in level of teacher job satisfaction. The rank-to-order portion of the survey included two questions asking teachers to rank in matter of importance reflecting a teacher's intent to stay employed with their current school district. The first rank-to-order question determined which servant leadership characteristics teachers' rank as most important in the teacher's intent to stay with the employing school district. The characteristics were averaged and presented in order to create a profile of teacher priorities for the leader.

For research question three, the researcher began exploring the data to determine the correlation between servant leadership characteristics and teacher's intent to stay employed with the district. The data was utilized to establish the total teacher attitudes toward leadership characteristics and the affects the administration's leadership has on the decision-making process related to a teacher's decision remain employed with a school district. The second rank -to-order question of the SLRA was utilized to establish which motivators beginning teachers' considered as most important in determining intent to stay with the district. These characteristics were averaged and presented in order to create a profile of teacher's intent to stay priorities from four beginning teacher intent to stay questions to the servant leadership characteristics reported by the SLAI.

Data analysis was performed in the SPSS software from data collected from the SLAI and the SLRA to determine if a correlation existed between the following:

- Job satisfaction and intent to stay
- Job satisfaction and each subscale of servant leadership according to Patterson (2003) and Dennis (2004)

- Intent to stay and each subscale of servant leadership according to Patterson (2003) and Dennis (2004)

The data was organized to determine frequency distribution among answers for each survey item of the SLAI and SLRA assessment tools. The servant leadership subscales of the SLAI included: apagao love, empowerment, trust, humility, and vision. The SLRA asked beginning teachers their intent to stay and level of job satisfaction. Descriptive statistics were produced in table form: means, standard deviations, standard errors, ranges, percentage, and confidence intervals of means and is reported in Chapter Four.

#### Issues of Quality

The researcher considered issues of quality during the research and data collection process. Informed consent forms were utilized to inform the participants of the research topic and individual rights as a participant. Participants were ensured data would be collected and used with confidentiality and anonymity. Participation was considered voluntary and participants were informed of the voluntary participation.

#### *Informed Consent Procedures*

Written consent forms were included with every survey to inform participants of their rights and acknowledge the participants protection during the data collection (Creswell, 2009). The informed consent form was collected separately in order to allow for anonymity. As teachers returned the survey, the teachers were asked to place consent forms in a separate envelope from the survey.

#### *Confidentiality and Anonymity*

Confidentiality was of high consideration in this research study. Even though the survey is not directed toward a particular administrator in any school district, teachers were able to answer with anonymity and provide realistic unbiased answers. As surveys

are returned, the surveys were placed together in one collection pool. All surveys collected from each district were combined so no one particular district could be identified by the participant's assessment. All mailed surveys were separated from consent forms and placed in a separate envelope before analyzing. Teachers and districts were unknown to the researcher when data was entered into the SPSS program for analyzing. All participants were informed of the intended confidentiality procedure to protect the teacher's anonymity.

#### *Other Ethical Issues*

One issue which could be of ethical concern would be surveying the staff and requesting staff members to critique leaders in my own district. Staff members employed at the researcher's site was informed the survey was not a requirement. The researcher did not want the staff to feel "required" to complete the survey or answer the survey questions. When asking for voluntary participation, the teachers were informed to answer the questions honestly, and confidentiality would be prioritized.

#### Summary

The American education system is affected an ongoing flow of teachers entering and leaving the teaching profession. This study's purpose was to determine if there was a correlation between administrative servant leadership characteristics and teacher job satisfaction. This study additionally explored the relationship between administrative servant leadership characteristics and a teacher's intent to stay employed with a district. Chapter 3 detailed the methodology used in conducting this research study. The Quantitative research methods in the form of surveys were guided by the research questions and used to determine if any correlation existed between the perceptions of beginning teachers and servant leadership characteristics. The chapter included research

designs, review of research questions, the population and sampling procedures, data collection and instrumentation, and data analysis procedures.

The SLAI and SLRA were identified as the instruments used for the study. Participants were given the SLAI to determine servant leadership factors as examined by servant leadership research and to determine the perceptions of beginning teachers on the servant leadership characteristics displayed by their school leaders. The SLRA was used to determine the relationship between servant leadership and beginning teacher job satisfaction. The SLRA was also utilized to determine relational factors between servant leadership characteristics and teacher intent to stay. The SLRA used rank-to-order listings to determine which leadership characteristics teacher determined most important in job satisfaction and intent to stay. The data collected from the survey instrument were entered into SPSS for analysis. Data was analyzed and disaggregated into table and graph form for reporting the findings. The following chapters will present an analysis and the findings gained from the collected data. Interpretation and recommendations presented in chapters 4 and 5 are based on the results from the collected data.

## CHAPTER FOUR

### RESULTS

#### Introduction

The proposed topic of study was to determine if servant leadership characteristics are related to job satisfaction of beginning teachers and a beginning teacher's intent to remain employed in a school district. The focus of the research was to answer if a relationship exists between servant characteristics shown by a school leader and a new teacher's level of job satisfaction and a new teacher's intent to stay. The study's purpose was to gain insight into servant leadership characteristics and the impact on new teacher retention. The study utilized the conceptual frameworks of servant leadership (Greenleaf, 2002), job satisfaction (Brown & Wynn, 2007; Herzberg, 1987, Richter, 2010), and intent to stay (Bluedorn, 1982).

The study explored if a significant relationship existed between beginning teacher job satisfaction and intent to stay and teacher perception of the servant leadership characteristics displayed by their building principals. The primary method of analysis was quantitative. Survey data was used to determine (a) the perceptions of beginning teachers of the servant leadership characteristics displayed by their leader, (b) the relationship between servant leadership characteristics and beginning teacher job satisfaction, and (c) the relationship between servant leadership characteristics and beginning teachers' intent to stay.

This chapter presents the data analysis results of the researcher's study from the data collected from the SLAI and SLRA surveys. The study additionally adds to the research conducted by Dennis (2004) on characteristics of servant leadership by

providing the results from the data collected to the author of the SLAI survey instrument. This chapter consists of three main sections. The first section outlines the respondent's demographic information and will offer a profile of the beginning teachers surveyed for this study. The second section introduces the data analysis process and addresses each research question. The final section summarizes Chapter Four.

Data analysis was provided for each research question. The first research question is regarding the perceptions of beginning teachers of the servant leadership characteristics displayed by their leader. The SLAI survey was the data collection tool used to measure the four constructs of servant leadership guiding the research: agapao love, empowerment, vision, and humility (Dennis & Bocarnea, 2005).

The second research question analyzes the relationship between beginning teachers' job satisfaction and the characteristics of servant leadership of beginning teacher leaders in south-central Missouri rural schools. The SLRA survey was the data collection tool used to measure teacher job satisfaction and was correlated with the participant's responses of the SLAI to determine if a relationship existed. The third research question is pertaining to the relationship between beginning teachers' intent to stay and the characteristics of servant leadership of beginning teacher leaders in south-central Missouri rural schools. The SLRA survey was the data collection tool used to measure beginning teacher intent to stay and was correlated with the participant's responses of the SLAI to determine if a relationship existed.

### Demographics

The research study focused on beginning teachers in south-central Missouri rural schools. Participants were selected according to the level of experience in the field of teaching. Each teacher selected to participate was currently employed and teaching within

their first five years. All teachers selected were currently employed and held a current teaching certification. Participants included teachers in various grade-levels, subject-levels, and varied in personal attributes such as age and gender.

Of the 170 surveys sent to participating school districts, 123 participants returned the survey producing a return rate of 72.3%. The collection period for the surveys to be returned was two weeks from the receipt of the surveys. Assistance was provided by participating school district administration in providing access to the participants for survey purposes. As an optional question, participants were asked to select the years of total teaching experience. Of the 123 participants surveyed, 103 participants responded with the number of years in the field of teaching. The years of experience ranged from one to five years (Table 1).

Table 1

*Participant's Years of Experience in the Field of Teaching*

	Frequency	Percent	Cumulative Percent
Teachers with one year	26	21.14	21.14
Teachers with two years	20	16.26	37.40
Teachers with three years	12	9.76	47.16
Teachers with four years	13	10.57	57.73
Teachers with five years	32	26.01	83.74
Teachers with no response	20	16.26	100
Total	123	100	

*Note.* Voluntary responses were taken from the SLRA survey.



## Data Analysis

The research questions focused on the relationship between servant leadership characteristics of principals and the relation to beginning teachers' job satisfaction and intent to stay. The results from two surveys were utilized to answer the research questions of the study. The SLAI (Appendix A) was used to determine the perceptions of beginning teachers of their principal's servant leadership characteristics. The SLAI is a survey created by Dennis (2004) consisting of 42 Likert response questions. The response choices ranged from zero through six. The level of agreement was based on a continuum along which "0" equals zero amount of agreement and the highest number "6" represents the highest level of agreement.

The SLRA (Appendix C) was used in accordance with the SLAI to determine if a relationship existed between beginning teachers' job satisfaction and intent to stay to the perceptions of the beginning teachers' relating to the servant characteristics displayed by their principals. The SLRA consisted of eight Likert-type items, the response category ranged from "1" strongly disagree to "6" strongly agree. In addition, the SLAI asked participants to rank in matter of importance seven servant leadership characteristics in determining the beginning teachers' level of job satisfaction and the teachers' intent to stay.

Based on the writings of Greenleaf (2002), servant leadership is a philosophy of management which suggested an all-inclusive analysis of the quality of people, the work performed, and the spirit of the community. Subscales were created from the SLAI for the four constructs of servant leadership: apago love, empowerment, vision, and humility. Subscales were additional created from the SLRA to group responses into two

categories, intent to stay and job satisfaction. The subscales of each survey were correlated to determine if a significant correlation existed between the variables.

For research question one, survey results were analyzed by the frequency of means to determine beginning teachers perceptions of servant leadership characteristics shown by their principals. For research questions two, subscales from the two surveys were correlated to determine the relationship between the four constructs of servant leadership utilized for this study and teacher job satisfaction, including a report of which servant leadership characteristics beginning teachers' value as most important in their job satisfaction. For research question three, subscales from the two surveys were correlated to determine the relationship between the four constructs of servant leadership utilized for this study and teacher intent to stay, including a report of which servant leadership characteristics beginning teachers' value as most important in their intent to stay.

#### *Research Question One*

What are beginning teacher's perceptions of servant leadership characteristics displayed by school leaders in south-central Missouri rural schools? The SLAI survey data was categorized into subscales. The subscales consisted of the four constructs guiding the research: agapao love, empowerment, vision, and humility. Each subscale was constructed from the SLAI survey items.

#### *Agapao Love*

Agapao love survey items included SLAI questions 2, 7, 17, 19, 21, and 27. According to Dennis (2004), the agapao love survey items have a reliability coefficient (Cronbach's alpha) of .94. These items measured the degree the participant's principal demonstrates to the beginning teacher concern for others, a leader's integrity, and the level a leader shows forgiveness. These items measure the leader's ability to create a

calming environment, and the leader’s attempt to do what is right for the organization (Dennis, 2004).

The valid number of responses for agapao love was 120 respondents out of the 123 participants, three participants chose to decline answering at least one of the subscale questions. Table 2 reflected the mean for agapao love between a four and five representing a level of slightly agree to agree on a scale ranging from “0” least agreement to “6” highest level of agreement. The responses reflected a mean of 4.373, a relatively high standard deviation of 1.444, and a median of 4.750.

Table 2

*Teacher Perception of Servant Leadership Characteristics – Agapao Love*

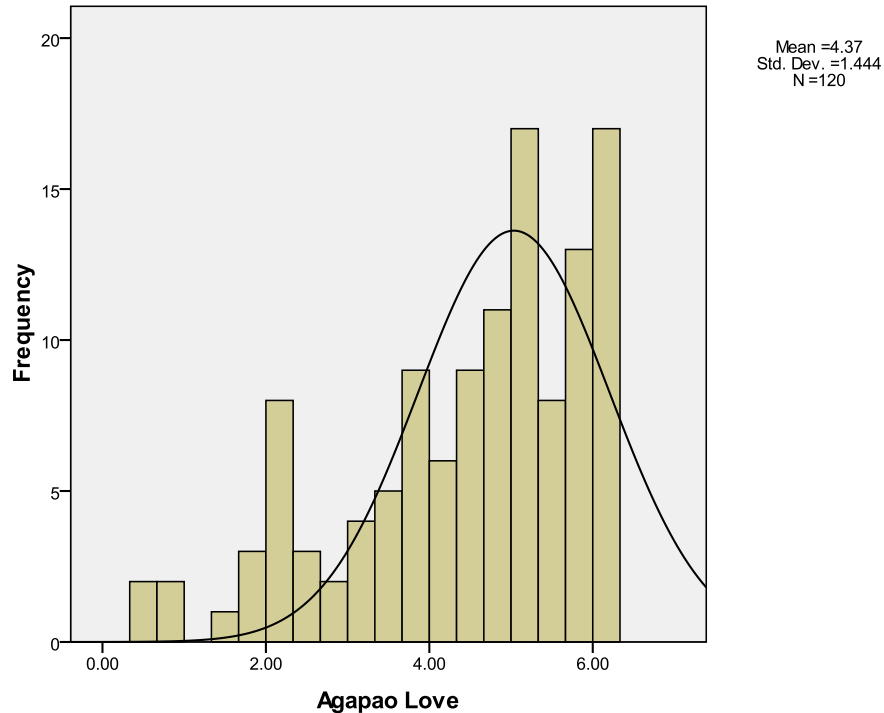
	<i>N</i>	Mean	Median	Mode	Standard Deviation
Agapao Love	120	4.373	4.750	6.000	1.444
Missing	3				

*Note.* Level of responses based on a Likert-type scale (0-zero level of agreement, 6-level of highest agreement).

The perception of beginning teacher’s principals and the frequency of responses for the subscale of agapao love are shown in Figure 1. The mean score of 4.373 represents participants responded at a level which falls between a four and a five representing a level of slightly agree to agree on a scale ranging from “0” least agreement to “6” most agreement. The frequency of answers shows a trend toward the right side of the graph.

There were a small number of beginning teachers who responded with an answer of zero to two, representing for those teachers a zero to low level of agreement. The

frequency of responses reflected a mean score of 4.750. The standard deviation is relatively high at 1.444.



*Figure 1.* Frequency of Participant Response – Agapao Love

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### *Empowerment*

Empowerment survey items included SLAI questions 6, 11, 24, 25, 28, and 33. According to Dennis (2004), the empowerment survey items have a reliability coefficient (Cronbach's alpha) of .94. These items measured the degree the participant's principal demonstrates empowers models of success, provide positive emotional support of teachers, implements authentic task mastery, and provide words of encouragement. A principal who empowers teachers allows for the teacher's self-direction and encourages the principal's own professional growth.

These empowerment items measured if the building principal allowed teachers to do their jobs (Dennis, 2004). The valid number of responses for empowerment was 119 respondents out of the 123 participants, four participants chose to decline answering at least one of the subscale questions. Table 3 reflected the mean for empowerment was between a four and a five representing a level of slightly agree to agree on a scale ranging from “0” least agreement to “6” most agreement. The responses reflected a mean of 4.402, a standard deviation of 1.397, and a median of 4.830.

Table 3

*Teacher Perception of Servant Leadership Characteristics – Empowerment*

	<i>N</i>	Mean	Median	Mode	Standard Deviation
Empowerment	119	4.402	4.830	4.830	1.397
Missing	4				

*Note.* Level of responses based on a Likert-type scale (0-zero level of agreement, 6-level of highest agreement).

The perception of beginning teacher’s principals and the frequency of responses for the subscale of empowerment are shown in Figure 2. The mean score of 4.40 represents participants responded at a level which falls between a four and a five representing a level of slightly agree to agree on a scale ranging from “0” least agreement to “6” most agreement. The frequency of answers shows a trend toward the right side of the graph.

There were a small number of beginning teachers who responded with an answer of zero to three, representing for those teachers a zero level to a low level of agreement.

The frequency of responses reflected a mean score of 4.402. The standard deviation is relatively high at 1.397.

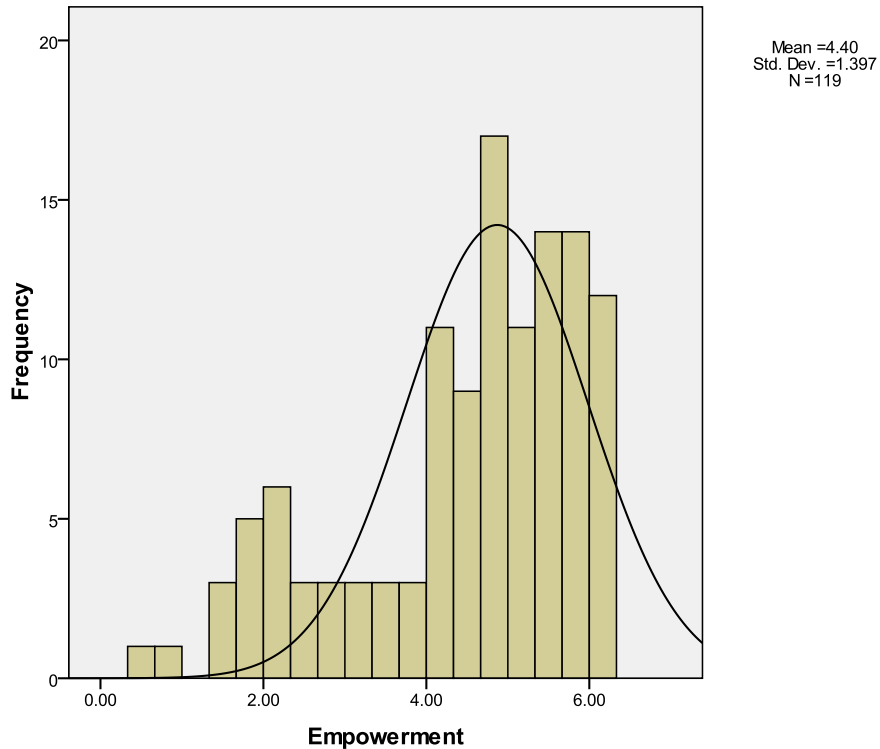


Figure 2. Frequency of Participant Response – Empowerment

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### *Vision*

Vision survey items included SLAI questions 14, 32, 34, 36, 40, and 42. Dennis (2004) found the vision survey items have a reliability coefficient (Cronbach's alpha) of .89. These items measured the degree principals demonstrate creating a shared vision among the school district, inclusion of vision into the building's goals and objectives, and principal's commitment of shared vision (Dennis, 2004).

The valid number of responses for vision was 114 respondents out of the 123 participants, nine participants chose to decline answering at least one of the subscale questions. Table 4 reflected the mean for vision between a three and a four representing a

low level of agreement to slightly agree on a scale ranging from “0” least agreement to “6” most agreement. The responses reflected a mean score of 3.757, a standard deviation of 1.329, and a median of 3.833.

Table 4

*Teacher Perception of Servant Leadership Characteristics – Vision*

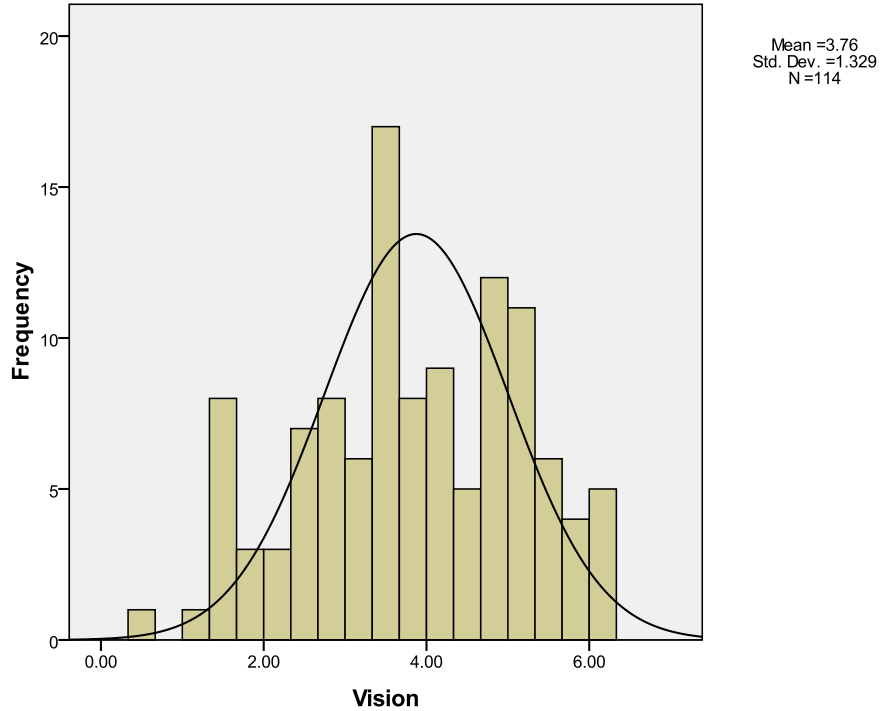
	<i>N</i>	Mean	Median	Mode	Standard Deviation
Vision	114	3.757	3.833	3.333	1.329
Missing	9				

*Note.* Level of responses based on a Likert-type scale (0-zero level of agreement, 6-level of highest agreement).

The perception of beginning teacher’s principals and the frequency of responses for the subscale of vision are shown in Figure 3. The mean score of 3.757 represents participants responded at a level which falls between a three and a four representing a low level of agreement to slightly agree on a scale ranging from “0” least agreement to “6” most agreement. The frequency of answers shows a trend toward the center of the graph reflecting an above average level of agreement in aggregate.

A majority of responses from beginning teachers were in the range from two to four, with three considered a low level of agreement. The teachers responding with zero to four represented a no level of agreement to a slight level of agreement. A low number of beginning teachers responded in agreement with the concept of their principal demonstrating and creating a shared vision among the school district, inclusion of vision into the building’s goals and objectives, and principal’s commitment of shared vision as a

servant leadership characteristic (Dennis, 2004). The frequency of responses reflected a mean score of 3.757. The standard deviation is relatively high at 1.329.



*Figure 3. Frequency of Participant Response – Vision*

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### *Humility*

Survey items measuring the principal's humility included SLAI questions 8, 12, 20, 22, 37, and 39. Dennis (2004) found humility survey items have a reliability coefficient (Cronbach's alpha) of .92. These items measured the degree a principal demonstrates keeping his or her own accomplishments in perspective. The items measure the principal's ability to remain focused on others, placing attention on other's accomplishments and less attention on themselves (Dennis, 2004).

The valid number of responses for humility was 110 respondents out of the 123 participants, 13 participants chose to decline answering at least one of the subscale



questions. Table 5 reflected the mean for humility between a four and a five representing a level of slightly agree to agree on a scale ranging from “0” least agreement to “6” most agreement. The responses reflected a mean of 4.239, a standard deviation of 1.546, and a median of 4.667.

Table 5

*Teacher Perception of Servant Leadership Characteristics – Humility*

	<i>N</i>	Mean	Median	Mode	Standard Deviation
Humility	110	4.239	4.667	6.000	1.546
Missing	13				

*Note.* Level of responses based on a Likert-type scale (0-zero level of agreement, 6-level of highest agreement).

The perception of beginning teacher’s principals and the frequency of responses for the subscale of humility are shown in Figure 4. The mean score of 4.42 represents participants responded at a level which falls between a four and a five representing a level of slightly agree to agree on a scale ranging from “0” least agreement to “6” most agreement. The frequency of answers shows a trend toward the right side of the graph.

There were a small number of beginning teachers who responded with an answer of zero to three, representing for those teachers a no level of agreement to a low level of agreement. A high number of participants responded in agreement with the degree principals demonstrated keeping his or her own accomplishments in perspective and the principal’s ability to remain focused on others, placing attention on other’s accomplishments and less attention on themselves (Dennis, 2004).The frequency of

responses reflected a mean score of 4.239. The standard deviation is relatively high at 1.546.

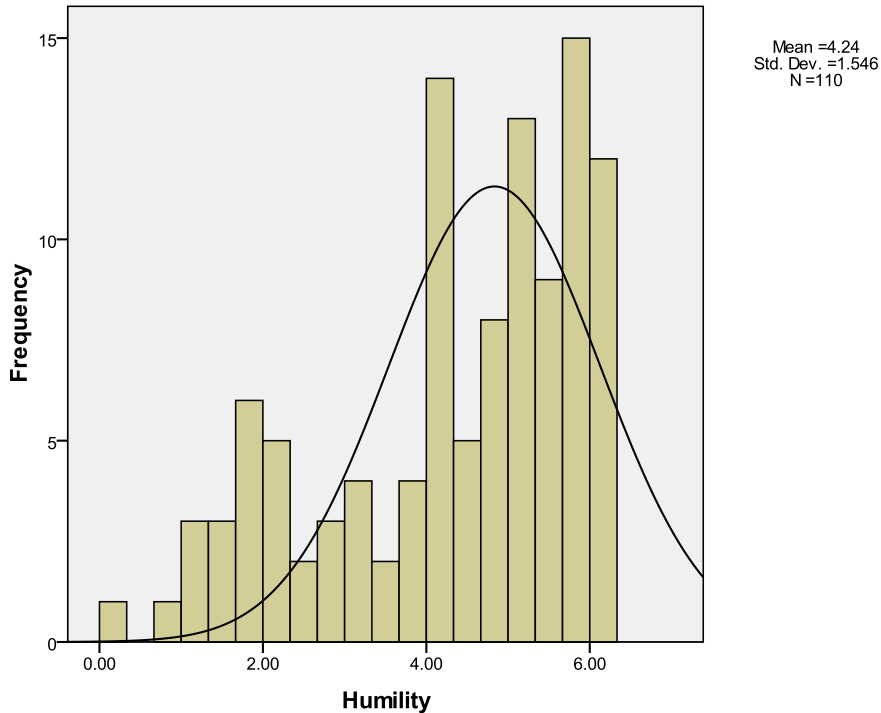


Figure 4. Frequency of Participant Response – Humility

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### Research Question Two

What is the relationship between beginning teacher’s job satisfaction and the characteristics of servant leadership of beginning teacher leaders in south-central Missouri rural schools? Subscales from the SLAI and SLRA surveys were correlated to determine the relationship between the four constructs of servant leadership utilized for this study and teacher job satisfaction. Each servant leadership subscale was correlated with the job satisfaction subscale to determine if a significant correlation existed. For research question two, job satisfaction survey items were taken from the SLRA survey and consisted of items 2, 3, 4, and 7.

Beginning teacher job satisfaction items included SLRA questions 3, 4, 7, and 8. The initial reliability test of the SLRA was made available for a sample size of 20 individuals utilizing SPSS statistical software prior to the data collection. The survey items analyzed showed a Cronbach’s  $\alpha$ , reliability statistic of .729. These items measured the degree the participant’s affective reaction to one’s work; and an attitude towards one’s work. Job satisfaction is an outlook towards one’s career. Job satisfaction takes into account our individual feelings, our individual beliefs, and our individual behaviors (Weiss, 2002). The SLRA survey measured the beginning teacher’s level of job satisfaction requesting responses of self-reflecting attitudes toward their work as a teacher and their level of job satisfaction.

The valid number of responses for job satisfaction was 121 respondents out of the 123 participants, two participants chose to decline answering at least one of the subscale questions. Table 6 reflects the mean for job satisfaction between a four and five representing a level of slightly agree to agree on a scale ranging from “1” strongly disagree to “6” strongly agree. The responses reflected a mean of 4.814, a standard deviation of .783, and a median of 4.750.

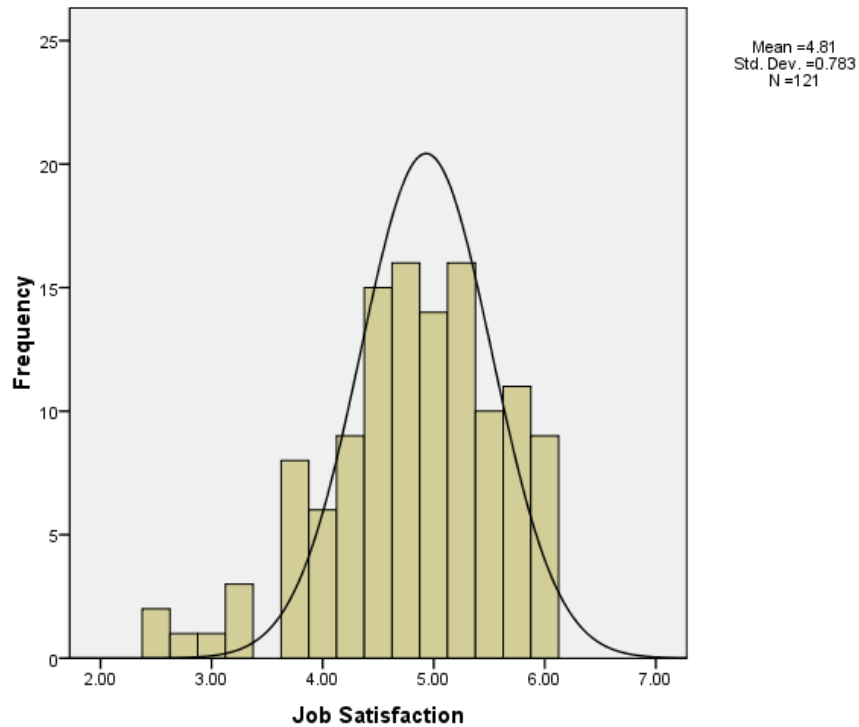
Table 6

*Beginning Teacher Level of Job Satisfaction*

	<i>N</i>	Mean	Median	Mode	Standard Deviation
Job Satisfaction	121	4.814	4.750	6.000	.783
Missing	2				

*Note.* Level of responses based on a Likert-type scale (1-strongly disagree, 6-strongly agree).

The frequencies of responses for the subscale of job satisfaction are shown in Figure 5. The beginning teachers' responses were analyzed producing a mean score of 4.814 for the subscale of job satisfaction. The mean score of 4.814 falls between a four and a five representing a level of slightly agree to agree on a scale ranging from "1" strongly disagree to "6" strongly. The frequency of answers shows a large of respondents near the mean score of 4.814 indicating a low standard deviation of .783. A small group of beginning teachers indicated a low level of satisfaction with an answer in the two to three range indicating disagreement with current job satisfaction.

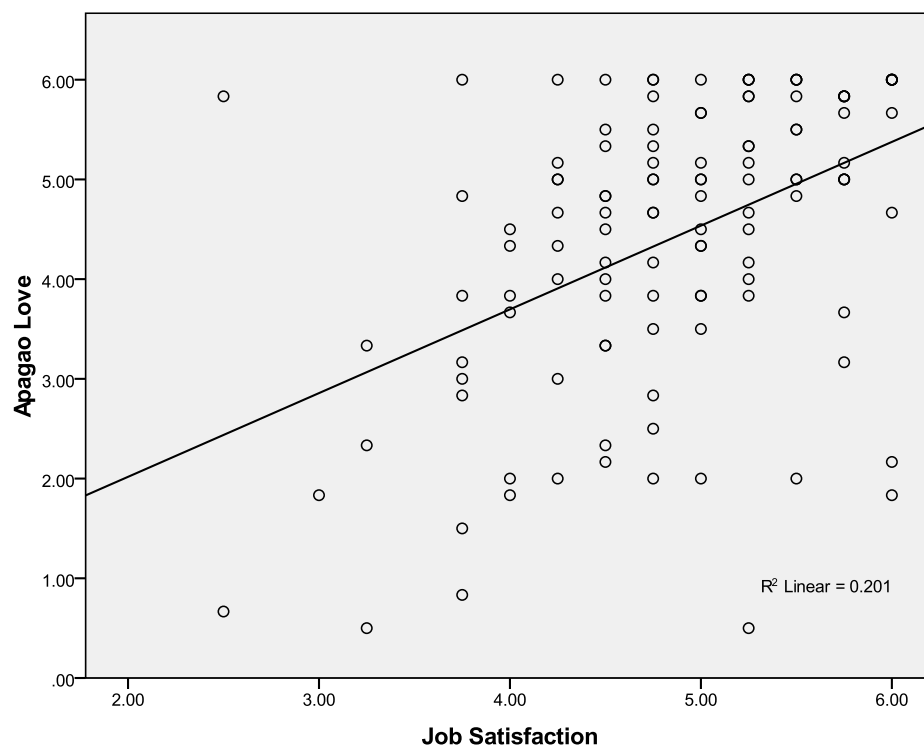


*Figure 5.* Frequency of Participant Response – Job Satisfaction

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### *Relationship Agapao Love and Job Satisfaction*

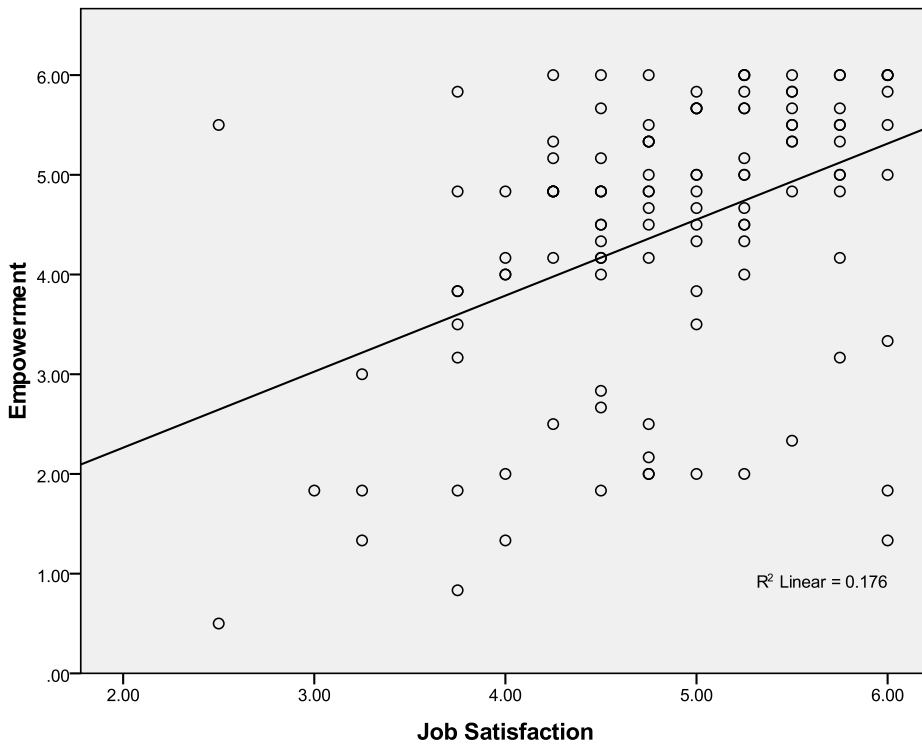
Agapao love survey items included SLAI questions 2, 7, 17, 19, 21, and 27 creating the agapao love subscale. The number of responses for the agapao love subscale was 118 of 123 participants. The number of responses for the job satisfaction subscale was 121 of 123 participants. When the subscale data was correlated, results from the data analysis yielded a significant relationship between agapao love and job satisfaction,  $r=.448$ ,  $p<.001$ . Variance of the two variables,  $(.448)^2$  determined a 20.07% shared variance of responses existed among the two variables. Figure 6 charts the participant's responses showing as the level of beginning teacher job satisfaction increases the level of the agapao love servant leadership characteristic displayed by principals also trended upward.



*Figure 6. Relationship Agapao Love and Job Satisfaction – Participant Responses*

*Relationship Empowerment and Job Satisfaction*

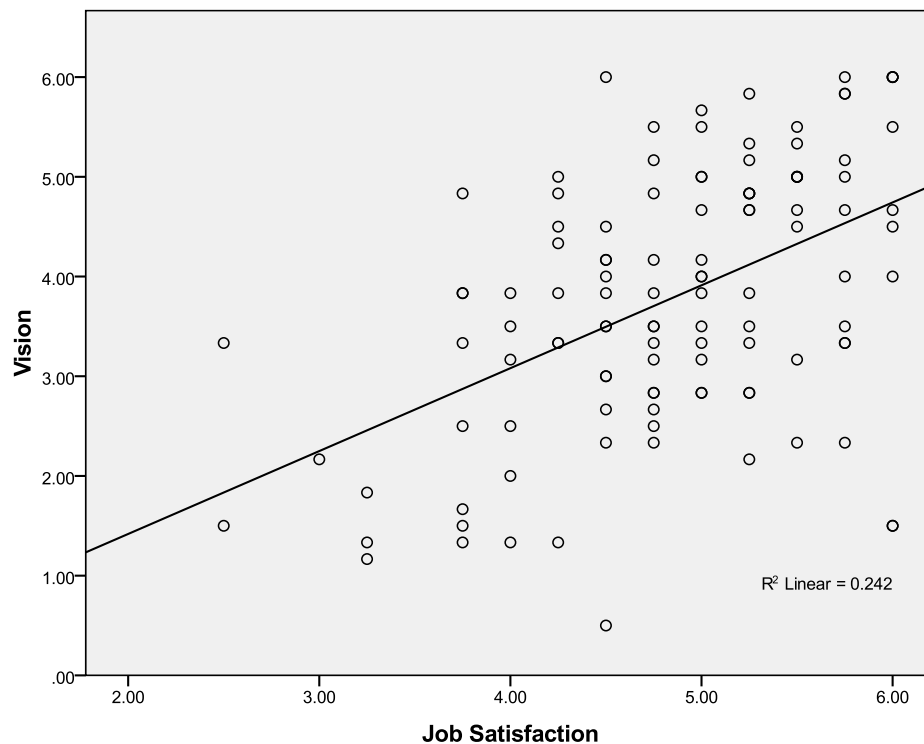
SLAI survey items for the subscale of empowerment included questions 6, 11, 24, 25, 28, and 33. The number of responses for the empowerment subscale was 117 of 123 participants. The number of responses for the job satisfaction subscale was 121 of 123 participants. When the subscale data was correlated, results from the data analysis yielded a significant relationship between empowerment and job satisfaction,  $r=.420$ ,  $p<.001$ . Variance of the two variables,  $(.420)^2$  determined a 17.64% shared variance of responses existed among the two variables. Figure 7 charts the participant's responses, showing as the level of beginning teacher job satisfaction increases the level of the servant leadership empowerment displayed by principals also trended upward.



*Figure 7. Relationship Empowerment and Job Satisfaction – Participant Responses*

### *Relationship Vision and Job Satisfaction*

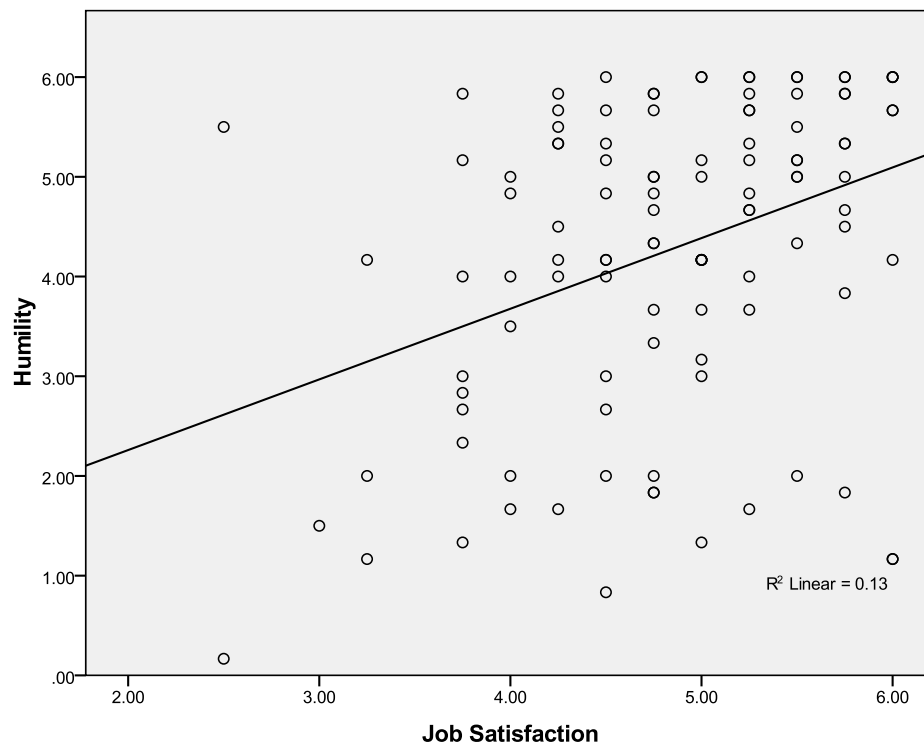
SLAI survey items for the subscale of vision included questions 14, 32, 34, 36, 40, and 42. The number of responses for the vision subscale was 113 of 123 participants. The number of responses for the job satisfaction subscale was 121 of 123 participants. When the subscale data was correlated, results from the data analysis yielded a significant relationship between vision and job satisfaction,  $r=.492$ ,  $p<.001$ . Variance of the two variables,  $(.492)^2$  determined a 24.21% shared variance of responses existed among the two variables. Figure 8 charts the participant's responses, showing as the level of beginning teacher job satisfaction increases the level of the servant leadership vision displayed by principals also trended upward.



*Figure 8. Relationship Vision and Job Satisfaction – Participant Responses*

### *Relationship Humility and Job Satisfaction*

SLAI survey items for the subscale of humility included questions 8, 12, 20, 22, 37, and 39. The number of responses for the vision subscale was 109 of 123 participants. The number of responses for the job satisfaction subscale was 121 of 123 participants. When the subscale data was correlated, results from the data analysis yielded a significant relationship between humility and job satisfaction,  $r=.361$ ,  $p<.001$ . Variance of the two variables,  $(.361)^2$  determined a 13.03% shared variance of responses existed among the two variables. Figure 9 charts the participant's responses, showing as the level of beginning teacher job satisfaction increases the level of the servant leadership vision displayed by principals also trended upward.



*Figure 9. Relationship Humility and Job Satisfaction – Participant Responses*



### *Servant Leadership Characteristics Important to Level of Job Satisfaction*

Participants were asked to rank in matter of importance seven servant leadership characteristics. The servant leadership characteristics included trust, support, empowerment, morality, caring, serving, and vision. This section of the SLRA forced participants to put seven servant leadership characteristics up against each other and determine which characteristic was most important to the teachers in determining their level of job satisfaction in the field of teaching. The number of valid respondents was 118 out of the 123 participants. The survey rank to order section ranged from “1” most important to “7” least important.

The survey results yielded trust as the highest servant leadership characteristic with a mean of 2.492 and standard deviation of 1.449. The cumulative response percentage of participants ranking trust as one of the top three servant leadership characteristics as most important in determining level of job satisfaction was 76.3%. Support followed with a mean score of 2.664 and standard deviation of 1.410. The cumulative response percentage of participants ranking support as one of the top three servant leadership characteristics as most important in determining level of job satisfaction was 73.1%. Third was a moral leader with a mean score of 3.067 and standard deviation of 1.862. The cumulative response percentage of participants ranking having a moral leader as one of the top three servant leadership characteristics as most important in determining level of job satisfaction was 62.7%.

The lowest ranked servant leadership characteristic was having a visionary leader with a mean score of 5.588 and standard deviation of 1.487. The cumulative response percentage of participants ranking vision as one of the bottom three servant leadership characteristics and as least important in determining level of job satisfaction was 79.8%.

The complete report of the mean and standard deviation for each servant leadership characteristic classified by respondents as most important is shown in Table 7.

Table 7

*Teacher Response Most Important Servant Leadership Characteristics- Job Satisfaction*

	<i>N</i>	Minimum	Maximum	Mean	Standard Deviation
Trustworthy Leader	118	1	7	2.492	1.449
Supportive Leader	119	1	6	2.664	1.410
Moral Leader	118	1	7	3.067	1.862
Empowering Leader	118	1	7	4.100	1.570
Caring Leader	118	1	7	4.593	1.741
Serving Leader	118	1	7	5.432	1.656
Visionary Leader	119	1	7	5.588	1.586
Valid <i>N</i> (listwise)	118				

*Note.* Level of responses based on a rank in order scale (1-most important, 7- least important).

*Research Question Three*

What is the relationship between beginning teacher’s intent to stay and the characteristics of servant leadership of beginning teacher leaders in south-central Missouri rural schools? Subscales from the SLAI and SLRA surveys were correlated to determine the relationship between the four constructs of servant leadership utilized for this study and beginning teacher intent to stay. Each servant leadership subscale was correlated with the intent to stay subscale to determine if a significant correlation existed. For research question two, intent to stay survey items were taken from the SLRA survey and consisted of items 1, 5, 6, and 8.

Beginning teacher intent to stay items included SLRA questions 1, 2, 5, and 6. The initial reliability test of the SLRA was made available for a sample size of 20 individuals utilizing SPSS statistical software prior to the data collection. The survey items analyzed showed a Cronbach's  $\alpha$ , reliability statistic of .731. These items measured the perception of the "estimated likelihood of continued membership in an organization" (Price & Mueller, 1981, p. 546). Morris (1986) referred to this type of motivation as an organization having a holding power. Holding power is defined by Morris (1986) as the total of all the components to attract and hold new teachers, organizations involve teachers, students, and all stakeholders in the educational process. A teacher held to a school district is one who wants to continue in the environment, keep a positive outlook, and be motivated to be more productive.

The valid number of responses for beginning teacher intent to stay was 122 respondents out of the 123 participants, one participant chose to decline answering at least one of the subscale questions. Table 8 reflects the mean for job satisfaction between a four and five representing a level of slightly agree to agree on a scale ranging from "1" strongly disagree to "6" strongly agree. The responses reflected a mean of 4.881, a standard deviation of 1.056, and a median of 5.250.

Table 8

*Beginning Teacher Intent to Stay*

	<i>N</i>	Mean	Median	Mode	Standard Deviation
Intent to Stay	122	4.881	5.250	6.000	1.056
Missing	1				

*Note.* Level of responses based on a Likert-type scale (1-strongly disagree, 6-strongly agree).

The frequencies of responses for the subscale of intent to stay are shown in Figure 10. The mean score of 4.881 represents participants responded at a slightly agree to agree for the subscale of intent to stay. The mean falls between a four and a five on a scale ranging from “1” strongly disagree to “6” strongly. The frequency of answers shows a large of respondents near the mean score of 4.24 indicating a standard deviation of 1.057. A small group of beginning teachers indicated a low level of intent to stay with an answer in the two to three ranges representing a low level of agreement to remain employed with their current school district.

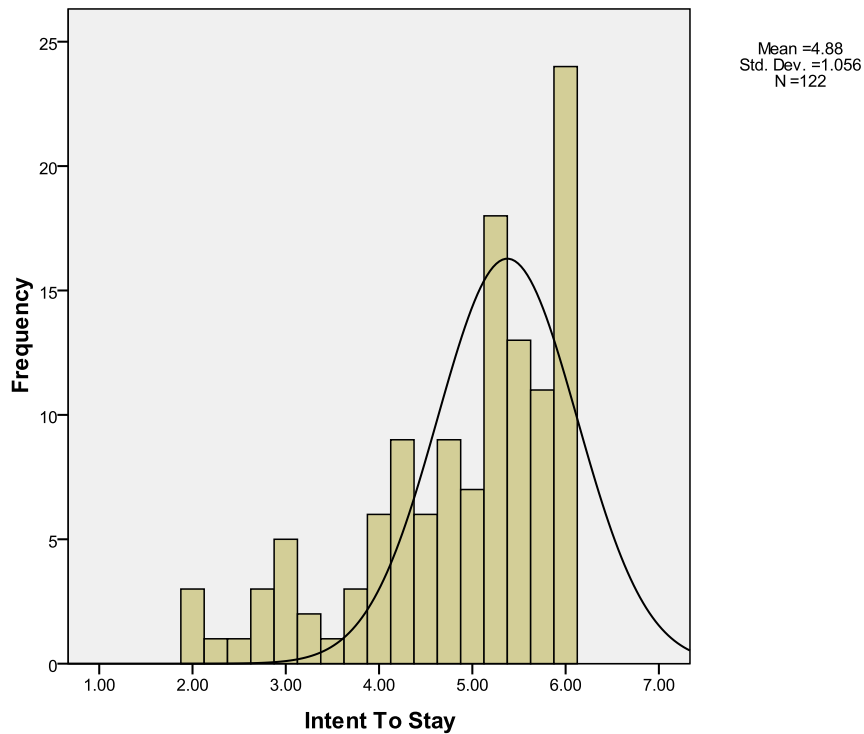
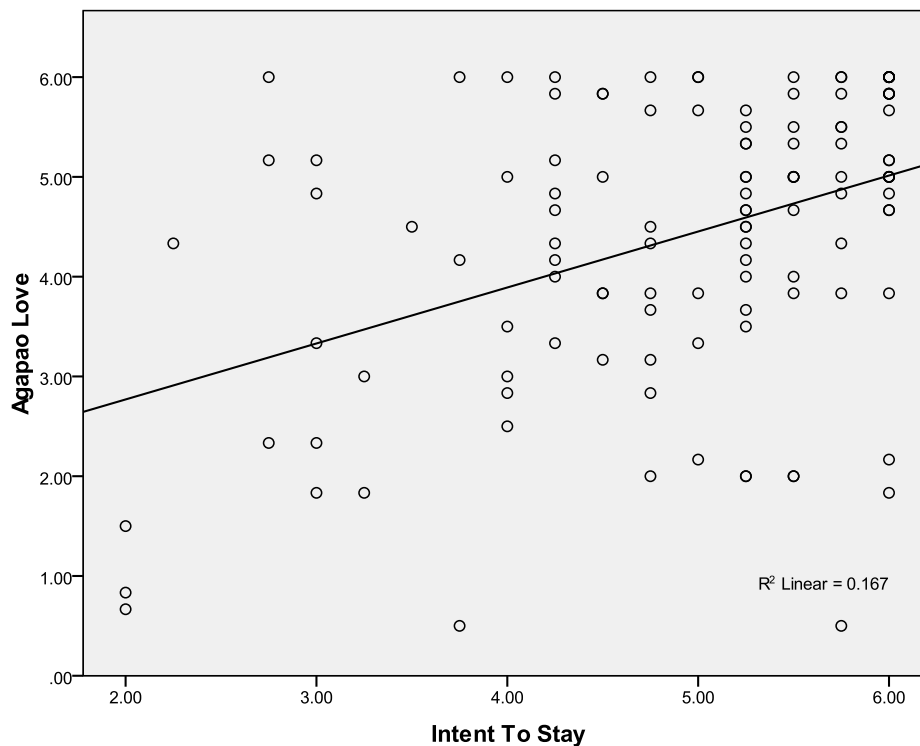


Figure 10. Frequency of Participant Response – Intent to Stay

*Relationship Agapao Love and Intent to Stay*

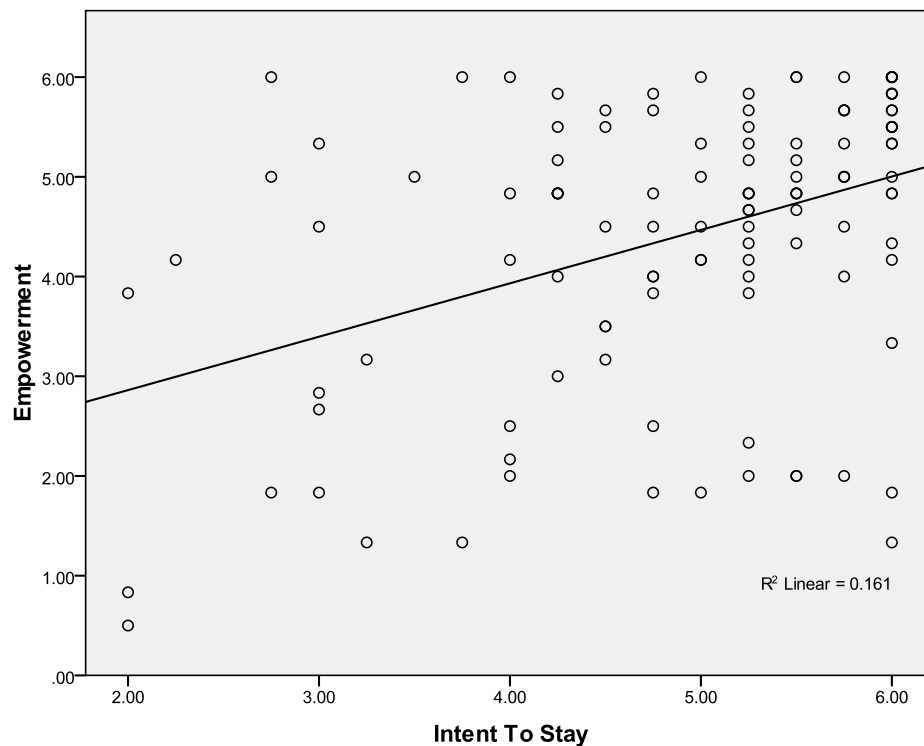
Agapao love survey items included SLAI questions 2, 7, 17, 19, 21, and 27 creating the agapao love subscale. The number of responses for the agapao love subscale was 120 of 123 participants. The number of responses for the intent to stay subscale was 119 of 123 participants. When the subscale data was correlated, results from the data analysis yielded a significant relationship between agapao love and intent to stay,  $r=.420$ ,  $p<.001$ . Variance of the two variables,  $(.409)^2$  determined a 16.23% shared variance of responses existed among the two variables. Figure 11 charts the participant's responses showing as the level of beginning teacher intent to stay increases the level of the agapao love servant leadership characteristic displayed by principals also trended upward.



*Figure 11. Relationship Agapao Love and Intent to Stay – Participant Responses*

*Relationship Empowerment and Intent to Stay*

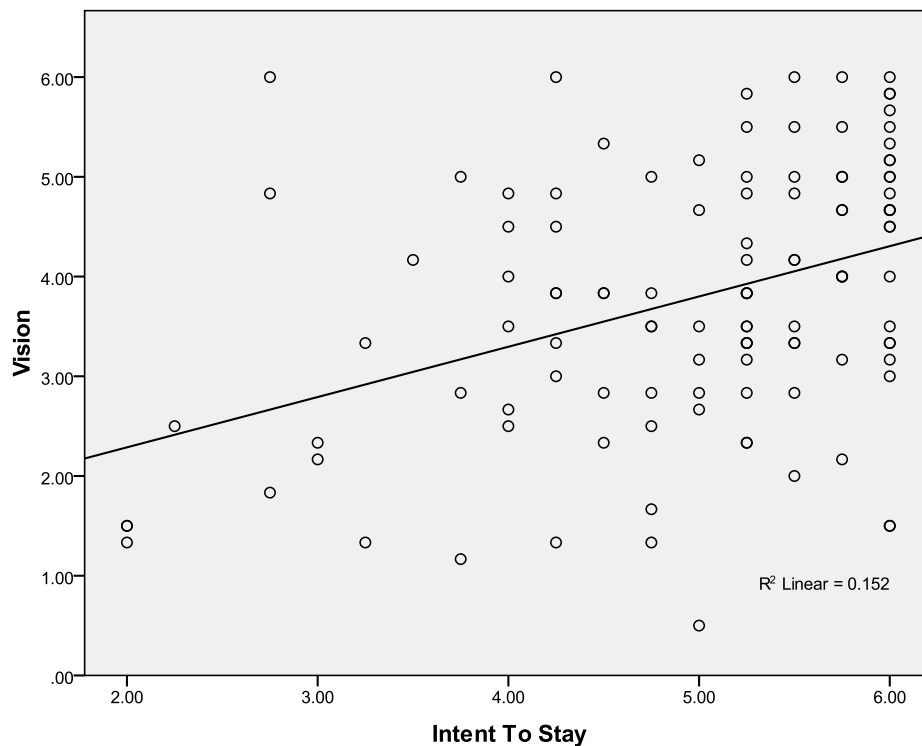
SLAI survey items for the subscale of empowerment included questions 6, 11, 24, 25, 28, and 33. The number of responses for the empowerment subscale was 119 of 123 participants. The number of responses for the intent to stay subscale was 118 of 123 participants. When the subscale data was correlated, results from the data analysis yielded a significant relationship between empowerment and intent to stay,  $r=.401$ ,  $p<.001$ . Variance of the two variables,  $(.401)^2$  determined a 16.08% shared variance of responses existed among the two variables. Figure 12 charts the participant's responses, showing as the level of beginning teacher intent to stay increases the level of the servant leadership empowerment displayed by principals also trended upward.



*Figure 12. Relationship Empowerment and Intent to Stay – Participant Responses*

*Relationship Vision and Intent to Stay*

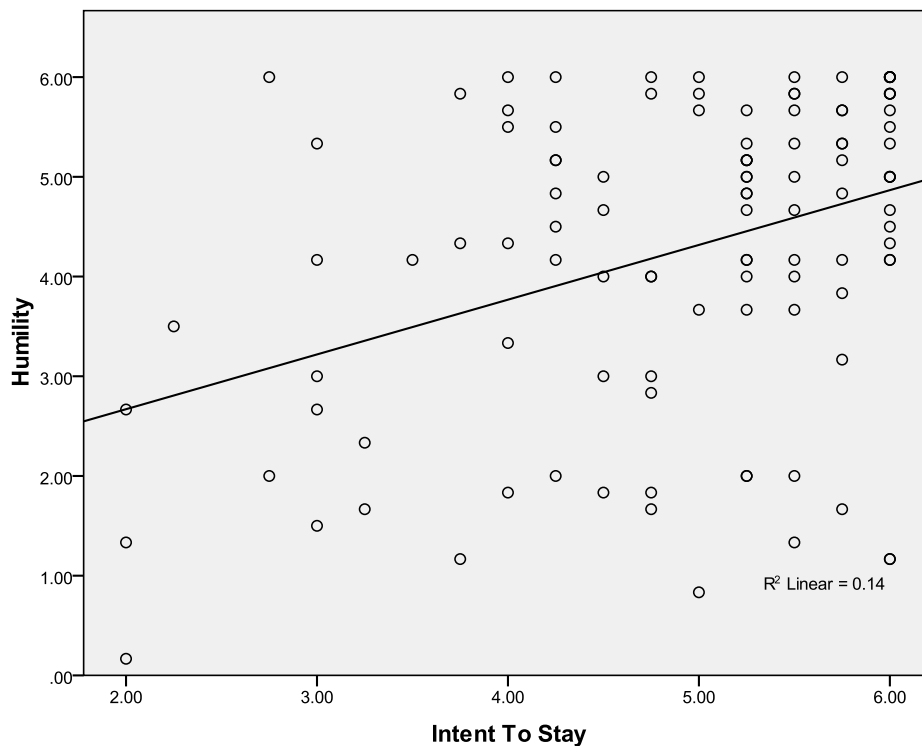
SLAI survey items for the subscale of vision included questions 14, 32, 34, 36, 40, and 42. The number of responses for the vision subscale was 113 of 123 participants. The number of responses for the intent to stay subscale was 122 of 123 participants. When the subscale data was correlated, results from the data analysis yielded a significant relationship between vision and intent to stay,  $r=.390$ ,  $p<.001$ . Variance of the two variables,  $(.390)^2$  determined a 15.21% shared variance of responses existed among the two variables. Figure 13 charts the participant's responses, showing as the level of beginning teacher job intent to stay increases the level of the servant leadership vision displayed by principals also trended upward.



*Figure 13. Relationship Vision and Intent to Stay – Participant Responses*

*Relationship Humility and Intent to Stay*

SLAI survey items for the subscale of humility included questions 8, 12, 20, 22, 37, and 39. The number of responses for the vision subscale was 109 of 123 participants. The number of responses for the intent to stay subscale was 122 of 123 participants. When the subscale data was correlated, results from the data analysis yielded a significant relationship between humility and intent to stay,  $r=.375$ ,  $p<.001$ . Variance of the two variables,  $(.375)^2$  determined a 14.06% shared variance of responses existed among the two variables. Figure 14 charts the participant's responses, showing as the level of beginning teacher intent to stay increases the level of the servant leadership vision displayed by principals also trended upward.



*Figure 14. Relationship Humility and Intent to Stay – Participant Responses*



### *Servant Leadership Characteristics Important for Beginning Teacher's Intent to Stay*

Participants were asked to rank in matter of importance seven servant leadership characteristics. The servant leadership characteristics included trust, support, empowerment, morality, caring, serving, and vision. This section of the SLRA forced participants to put seven servant leadership characteristics up against each other and determine which characteristic was most important to the teachers in determining their intent to stay. The number of valid respondents was 116 out of the 123 participants. The survey rank to order section ranged from “1” most important to “7” least important.

The survey results yielded trust as the highest servant leadership characteristic with a mean of 2.448 and standard deviation of 1.482. The cumulative response percentage of participants ranking trust as one of the top three servant leadership characteristics as most important in determining intent to stay was 79.3%. Support followed with a mean score of 2.735 and standard deviation of 1.511. The cumulative response percentage of participants ranking support as one of the top three servant leadership characteristics as most important in determining intent to stay was 74.4%. Third was a moral leader with a mean score of 3.379 and standard deviation of 1.981. The cumulative response percentage of participants ranking having a moral leader as one of the top three servant leadership characteristics as most important in determining level of job satisfaction was 62.7%.

The lowest ranked servant leadership characteristic was having a visionary leader with a mean score of 5.701 and standard deviation of 1.487. The cumulative response percentage of participants ranking vision as one of the bottom three servant leadership characteristics and as least important in determining level of job satisfaction was 78.6%.

The complete report of the mean and standard deviation for each servant leadership characteristic classified by respondents as most important is shown in Table 9.

Table 9

*Teacher Response Most Important Servant Leadership Characteristics - Intent to Stay*

	<i>N</i>	Minimum	Maximum	Mean	Standard Deviation
Trustworthy Leader	116	1	7	2.448	1.482
Supportive Leader	117	1	7	2.735	1.511
Moral Leader	116	1	7	3.379	1.981
Empowering Leader	116	1	7	4.241	1.671
Caring Leader	117	1	7	4.358	1.759
Serving Leader	118	1	7	5.127	1.707
Visionary Leader	117	1	7	5.701	1.487
Valid <i>N</i> (listwise)	116				

*Note. Level of responses based on a rank in order scale (1-most important, 7- least important).*

### Summary

The purpose of this study was to gain insight into servant leadership characteristics and the impact on new teacher retention. Research was performed to determine beginning teachers' perceptions of their principals in south-central Missouri rural schools. Research was also performed to determine if a relationship existed between servant leadership characteristics and beginning teacher job satisfaction and intent to stay. To achieve this, the research utilized a quantitative approach and gathered information in the form of surveys from 123 beginning teachers employed in south-central Missouri.

The population of beginning teachers had five years of experience or less, was certified, and was currently employed in the field of teaching. Beginning teacher were given two survey instruments, the SLAI created by Dennis (2004) and the SLRA created by the researcher for the purpose of gathering information related to job satisfaction and teacher intent to stay. Descriptive analyses were performed to support the research questions. Findings of this study displayed as the level of job satisfaction and teacher intent to stay increased, the levels of servant leadership characteristics displayed by principals also increased.

Significant correlations were apparent from the statically analysis between the four constructs of servant leadership when correlated with both subscales of teacher job satisfaction and teacher intent to stay. When beginning teachers were forced to rank servant leadership characteristics against each other in matter of importance the servant leadership characteristics receiving the highest ranking was trust, support, and morality. The teacher characteristic ranked as least important for both teacher job satisfaction and intent to stay was having a visionary leader.

In Chapter Five, the purpose of the study is revisited, the assumptions first identified at the beginning of the study were reviewed, discussed, and determined to be validated or not. Limitations of the study were addressed and a discussion of specific findings presented. Implications and contributions to the related field and recommendations for future research are made.

## CHAPTER FIVE

### DISCUSSION

#### Introduction

This study analyzed the relationship of servant leadership characteristics displayed by principals and beginning teacher's job satisfaction and intent to stay. This was accomplished by studying the perceptions of beginning teachers currently working in several south-central Missouri rural schools. The teachers were chosen based on their years of teaching experience and similarities in demographics.

Chapter Five includes a review of the purpose of the study. This chapter identifies the assumptions and limitations of the study, and includes a discussion of the specific findings. Included are implications and contributions which are made to the field of education from the results of this research and future studies. Recommendations are made for further research and improving future studies similar in nature. The final section includes a summary of the entire study.

#### Purpose of the Study

The leadership of a principal is instrumental in daily operations of the local school district. The principal depends upon teachers within the district to lead the instruction in the classroom. Many of these teachers are new to teaching, teaching in their first year, while many other teachers are in the classroom having only a few years of experience. It is irrelevant the district, the subject, or where the new teacher received their training, at some point all educators have been a new teacher.

The topic of study was to determine if servant leadership characteristics were related to job satisfaction of beginning teachers and a beginning teacher's intent to

remain employed in a school district. The focus of the research was to answer if a relationship exists between servant characteristics shown by a school leader and a new teacher's level of job satisfaction and a new teacher's intent to stay. The study's purpose was to gain insight into servant leadership characteristics and the impact on new teacher retention.

Research questions were designed to answer if a relationship exists between beginning teacher job satisfaction and administrators who exhibit servant leadership characteristics. The focus of the research questions was to answer if a relationship exists between servant leader characteristics and a new teacher's intent to stay employed with a school district. Survey data was used to determine (a) the perceptions of beginning teachers of the servant leadership characteristics displayed by their leader, (b) the relationship between servant leadership characteristics and beginning teacher job satisfaction, and (c) the relationship between servant leadership characteristics and beginning teacher's intent to stay.

#### Assumptions

Servant leadership is created from a desire and heartfelt conviction to transform people into what they are capable of becoming (Sendjaya & Andre, 2010). Many leaders exhibit different leadership styles and characteristics. One assumption of leadership theory is leaders maintain a responsibility to followers and promoted success for their followers (Bush, 2008). The researcher assumed beginning teachers surveyed had experiences with school leaders assisting them as new educators, had experienced an intrinsic motivation to become a teacher, and were given teaching job responsibilities by an administrator. For this study, the researcher assumed teachers have experienced or can relate to leadership characteristics associated with servant leadership, however not

specifically labeling their own administrators as servant leaders. The researcher assumed teacher's experiences with the characteristics of servant leadership provided a framework to develop a perception of the teacher's own principal's servant leadership characteristics utilized by this study.

### Limitations

Numerous studies have shown schools who have a greater quantity of low-achieving, low-income, and minority students have the higher number of teacher attrition rates (Greenlee & Brown, 2009). One limitation to this research study was location and school districts. All south-central Missouri school districts surveyed were rural in nature; a school district supporting an urban population was not utilized in this study. The sample population was located within a specific geographical area, limiting the demographic characteristics to rural Missouri teachers.

An additional limitation was focusing on only one particular area, servant leadership characteristics, affecting teacher job satisfaction and intent to stay. Buckley et al. (2005) reported major components of current attrition problems to include: personal or family issues, health problems, salary, student and parent issues, governmental policies, teacher portrayal in media, community attitudes, and general self-esteem as challenges beyond the leadership characteristics shown by administration. The assessment surveys were only given to beginning teachers and focused only on the leader's impact on job satisfaction and intent to stay. Other variables were not considered such as mentoring, facilities, job duties, class schedules, and areas of certification.

The study was limited to the time period the study was performed. The economic recession from 2008 to 2011 has limited the number of teachers who have been hired due to budgetary cutbacks of school districts. Many teachers who have retired within the last

three years have not been replaced and the position absorbed within the schools current staff. This created a limitation of available beginning teacher within the studied area.

The limited number of openings has contributed to a smaller amount of attrition, teachers are unable to transfer districts and the completion for open jobs is fierce. At the time of this study it would not be uncommon for an instructional opening to have a plethora of interested candidates all highly qualified. Another limitation was willingness to participate in the survey process; the survey was given at the time teachers are preparing to receive a summative evaluation from their principals. Even though security and confidentiality was a high consideration in this study, the researcher believes some beginning teachers may have been apprehensive to participating due to lack of experience and confidence as a non-tenured teacher. One final limitation was only currently employed teachers were surveyed. Teachers who have left the profession were not considered in this study.

### Summary of Specific Findings

Three research questions were the focus of this study. The research was performed in an attempt to determine the perceptions of beginning teachers of the servant leadership characteristics shown by their principals. The research determined the relationship between four constructs of servant leadership: agapao love, humility, vision, and empowerment. In addition research was performed to determine if a relationship existed between the servant leadership characteristics displayed by principals and beginning teacher job satisfaction and intent to stay.

#### *Teacher Perceptions of Servant Leadership*

When analyzing data from the SLAI teacher perception the data analysis reflected consistency in mean scores of agapao love, humility, and empowerment. There were

similarities of mean scores for the three constructs indicating teacher's slightly agreed to agree for the constructs of humility, agapao love, and empowerment. A mean score falling within a range of four and five represented participants' responses were in slight agreement to agreement in determining perception of their principal's servant leadership characteristics. The SLAI survey utilizes a scale ranging from "0" least agreement to "6" most agreement. The mean score for vision was the lowest level of servant leadership characteristics displayed by the beginning teacher's principal. The teacher's perceptions for vision represented a lower level of agreement than the other three constructs. This created an interesting statistic when a vital part of leadership in education is based on vision. This may imply many of the principals do share a vision or lack in displaying vision as a servant leadership characteristic.

#### *Relationship of Servant Leadership Characteristics and Teacher Job Satisfaction*

When analyzing the data from the SLRA survey, the data indicated most participants were satisfied with their job as a teacher. The level of job satisfaction determined from the SLRA statistical analysis revealed a mean score falling between a four and a five representing a level of slightly agree to agree on the teacher's level of job satisfaction. There were similarities among the subgroups of servant leadership and beginning teacher job satisfaction. The data indicated as the level of job satisfaction increased so did the perception of the beginning teachers of the servant leadership characteristics of their principals.

There were outliers apparent in the collected data indicating a minimal number of teachers were not satisfied and did not perceive their leader as displaying servant leadership characteristics. This may imply low levels of job satisfaction or dissatisfaction with the teacher's administrator. When the subscale data was correlated, results from the



data analysis yielded a significant relationship between all four constructs of servant leadership and job satisfaction. Variance of the servant leadership subgroup variables were analyzed with the subgroup of job satisfaction. The data determined a shared variance of responses existed.

#### *Relationship of Servant Leadership Characteristics and Intent to Stay*

When analyzing the data from the SLRA survey, the data indicated most participants intended to remain employed as a teacher. The teacher's intent to stay was determined from the SLRA statistical analysis revealed a mean score falling between a four and a five representing a level of slight agreement to agreement of the teacher's intent to stay employed with their current district. There were similarities among the subgroups of servant leadership and beginning teacher intent to stay. The data indicated as the level of intent to stay increased so did the perception of the beginning teachers of the servant leadership characteristics of their principals.

There were outliers apparent in the collected data indicating a minimal number of teachers did not intend to stay with the district and did not perceive their leader as displaying servant leadership characteristics. This may imply low levels of job satisfaction or dissatisfaction with the teacher's administrator. When the subscale data was correlated, results from the data analysis yielded a significant relationship between all four constructs of servant leadership and teacher intent to stay. Variance of the servant leadership subgroup variables were analyzed with the subgroup of intent to stay. The data determined a small shared variance of responses existed.

#### *Servant Leadership Characteristics Deemed Most Important*

A rank to order portion of the SLRA survey was utilized to ask participants to rank servant leadership characteristics as most important for them in determining teacher

job satisfaction and intent to stay. This forced participants to make choices as which servant leadership characteristic was most important to them. When analyzing the data from the SLRA, the data revealed similarities among teacher satisfaction and teacher intent to stay. In both instances, trust was ranked as the most important servant leadership characteristic a leader can possess for teacher job satisfaction and intent to stay, followed by support and morality. Visionary leaders were ranked as the lowest servant leadership characteristic when determining teacher job satisfaction and intent to stay. This is similar to the data analyzed for the perception of teachers taken from the data of the SLAI where vision was determined to have the lowest level of agreement among respondents in determining if their leaders displayed vision as a servant leadership characteristic.

#### Discussion of Specific Findings

The Hay Group, a worldwide management consultancy, found in their study of employee satisfaction, there are 75 key components of employee satisfaction (Lamb & McKee, 2004). They found the trust and confidence of top leadership by the employees was the most consistent predictor of employee satisfaction. From the data analysis of this study, beginning teachers ranked trust as the most important servant leadership characteristics in determining their level of job satisfaction and intent to stay.

Dennis (2004) developed the SLAI to determine if Patterson's (2003) servant leadership concepts could be assessed through the use of a written instrument. Dennis (2004) proved through his study servant leadership characteristics could be proven for the constructs of agapao love, empowerment, humility, and vision. The SLAI survey is based a numerical scale from "0" least amount of agreement to "6" the highest level of agreement. The average mean reported for the SLAI assessment for the study by Dennis, was slightly lower than the results from this study. From the research presented by

Dennis (2004) the results reflected mean scores for the four constructs between a three and a four, representing a low to slight agreement. The beginning teacher's perception of servant leadership characteristics displayed by their leaders averaged a mean score for three of the characteristics between a four and a five, reflecting a slight level of agreement to agreement. The data collected for the construct of vision from this research was comparable to the results of the Dennis (2004) stud. In both research studies the mean score fell between a three and a four representing the lowest level of agreement from participants when determining if their leaders displayed the servant leadership characteristic of vision, as compared to the other three servant leadership constructs.

### *Job Satisfaction*

Correlations have been made demonstrating a positive relationship between servant leadership and employee job satisfaction (Laub, 1999; Miears, 2004; Thompson, 2002). Laub (1999) indicated the more an employee perceived servant leadership characteristics were being implemented by the leader in the workplace, the greater the degree of individual job satisfaction. The data analysis of this research showed as beginning teachers' level of agreement with principals' display of servant leadership characteristics increased so did the teachers' level of job satisfaction and intent to stay.

The most common factors in determining job satisfaction are discipline problems, administrative support, the lack of autonomy, and intense workloads (Greenlee & Brown, 2009; Pytel, 2007). Cerit (2009) concluded several factors affect teacher job satisfaction. Teachers desire to help students achieve and make a difference in society as a whole. Teachers seek autonomy, adequate pay, and support from their principals (Cerit, 2009). The results from this research indicated a significant correlation between empowerment and job satisfaction. Teachers reported support and empowerment as two of the top four

characteristics most important in determining job satisfaction, supporting the previous research.

Intrinsic motivation through the vision of the leader is a major contributor to the teacher's level of job satisfaction and a teacher's intent to stay (Bluedorn, 1982; Richter, 2010). Participants were asked to rank from most important to least important servant leadership characteristics of principals in determining teacher job satisfaction. Vision of leaders was reported as least important in determining level of job satisfaction among beginning teachers. From the research data analyzed the strongest correlation between the four servant leadership characteristics, vision had the strongest correlation. The correlation for vision and job satisfaction was higher than the other three servant leadership constructs. The strongest correlation between vision and job satisfaction was followed by agapao love, empowerment, and the weakest correlation of humility. Beyond financial implications and training time, deeper affects are apparent. Educational leaders form relationships and build trust between themselves and their teachers. From the data analysis of this study, beginning teachers ranked trust, support, and morality of their leader as the most important servant leadership characteristics in determining their level of job satisfaction.

#### *Intent to Stay*

Beck-Frazier (2005) suggested administrators who want to affect a teacher's decision to stay or not to stay must capitalize on the importance of making a difference in children's lives, while showing support. Participants were asked to rank from most important to least important servant leadership characteristics of principals in determining intent to stay. Support of principals was the second highest ranked servant characteristic, following trust labeled as most important. Vision of leaders was reported as least

important in determining beginning teachers' intent to remain employed with the district. From the research data analyzed the strongest correlation between the four servant leadership characteristics and intent to stay, agapao love had the strongest correlation. The correlation for agapao love and intent to stay was higher than the other three servant leadership constructs. The strongest correlation between agapao love and intent to stay were followed by, empowerment, vision, and the weakest correlation of humility.

Angelle (2006) reported there are several factors which influence a beginning teacher's decision to remain employed with the district including a system of support and the leadership of principals. From the data analysis of this study, beginning teachers ranked trust, support, and morality of their leader as the most important servant leadership characteristics in determining intent to stay. The results from the data showed a majority of teachers intended to remain employed with their current district. This research supported Goldberg and Proctor (2000) who suggested a majority of teachers (83%) reported school administrator support would encourage them to continue to teach and remain employed with the school district.

#### Implications and Contributions for Practice

The significance of the study was to understand the relationship between servant leadership and the retention of new teachers based on the levels of job satisfaction. This study makes contributions for school leaders in the area of teacher job satisfaction and intent stay of the beginning teacher. If the school leader understands how important servant leadership is to beginning teachers, the new found understanding can provide school leaders with new tools to combat new teacher attrition and to improve student achievement. If new teachers can be retained and if school leadership can employ these types of servant leadership characteristics the financial and educational implications can

be significant. Districts will reduce financial costs, and gain a greater number of experienced teachers.

Teachers who retain employment with a district for several years have great impacts on the relationship built among students and fellow staff members.

Administrators build a relationship with teachers just as teachers build relationships with students and other staff members. The high level of influence an administrator has on a beginning teacher created a substantial case for the professional significance of this study. This study informs the practice of a school leader. The relational factors assist school leadership capabilities to focus on areas which could change a direction of a new teacher leaving the district. New teachers could become a more satisfied teacher, resulting in a higher level of job satisfaction and performance. Supporting new teachers could eliminate frustration which leads to low levels of job satisfaction and attrition (Kent et al. 2009) and build a high performing classroom instructor.

Leadership is only a small part of keeping teachers in the business of education, and the research from this study was considerable in determining the level of significant influence the leader has on new teachers. The extra time for an administrator to show a beginning teacher support, relay trustworthiness, and be a moral example will add to the job satisfaction of the teachers and their intent to remain employed with the school district. Being supportive, trustworthy, and moral has no financial obligation, only time and effort.

#### Recommendations for Future Research

One of the most important items revealed from this research was the participants who were not satisfied with their job as a teacher and intended to leave their current school district. In most cases these teachers also disagreed with the principal's display of

servant leadership characteristics which supported much of the literature and previous studies indicating teachers do leave the teaching profession and servant leadership characteristics might make a difference. The data has been collected to support a correlation does exist between servant leadership characteristics and beginning teacher job satisfaction and intent to stay.

The first recommendation for future research would be to break the demographic information into more specific categories to include: male/female, age, area of certification, grade-level taught, and to analyze the data comparing a first year teacher with a five year teacher. Questions could be asked how each of the demographic subgroups compared and a more detailed focus could be created to assist school administrators at a greater level. Schools were only analyzed in south-central Missouri rural schools, data could be collected nation-wide.

The second recommendation, is adding a qualitative research piece to the study. Many teachers have left the profession of teaching. These surveys along with a qualitative data source could provide a deeper understanding of the implication of the principal's display of servant leadership characteristics and why the teacher left the profession. This may answer if a principal who did show agapao love, was empowering, displayed humility, and had a vision would have affected the decisions of teachers no longer employed in the field of education.

Finally, an additional study should be performed in the same general area after improvements have been made to the economy, when more beginning teachers are employed, and state finances have stabilized. Research only creates more questions to be answered and in the area of education any ideas and research to improve instruction,

improve teacher satisfaction, and retention of teachers will have an impact on current school leaders and add to the area of this type of research.

### Summary

The purpose of this study was to gain insight on the servant leadership theory and the impact on new teacher retention. Research was performed to determine beginning teacher perceptions of their principals in south-central Missouri rural school. The study also examined if a relationship existed between four servant leadership constructs and beginning teacher job satisfaction and intent to stay. The study had practical and theoretical implications in determining if a school leader's demonstration of agapao love, empowerment, vision, and humility was related to job satisfaction and intent to stay. The study determined a relationship did exist. From the data collected, as teachers rated their principal's display of servant leadership at a higher level of agreement, the level of job satisfaction and teacher's intent to stay also increased.

Educational reform has placed new standards, increasing levels of state assessments, and educational laws designed and implemented to make schools more accountable. Public school administrators and teachers are bearing the unfunded extra responsibilities adding to the pressures an administrator and teacher confronts on a daily basis. If school administration can implement new strategies which would contribute to improving job satisfaction of new teachers, maybe some of the high attrition rates of new teachers would decrease and likely improve the instruction of our children, which should be the ultimate priority.



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## Appendix A – Servant Leadership Assessment Instrument

This anonymous and confidential survey asks you to evaluate your leader.

The 42 items in this survey cover a variety of attitudes and behaviors. By circling each item below, you are giving your consent to participate in this survey. The benefit of this survey is that you will be helping us to understand what factors make up servant leadership.

Please use the following 0-6 scale to indicate your agreement or disagreement with each of the items. Please provide your response to each statement by selecting one of the seven boxes, the higher the number the stronger the agreement with that statement. The selection is a continuum along which "0" equals zero amount or zero agreement and the highest number equals the maximum amount possible.

In this section, please respond to each statement, as you believe your leader would think, act, or behave.

1. My leader sees serving as a mission of responsibility to others.

0       1       2       3       4       5       6

2. My leader is genuinely interested in me as a person.

0       1       2       3       4       5       6

3. My leader trusts me to keep a secret.

0       1       2       3       4       5       6

4. My leader models service to inspire others.

0       1       2       3       4       5       6

5 My leader has shown unselfish regard for my well-being.

0       1       2       3       4       5       6

6 My leader desires to develop my leadership potential.

0       1       2       3       4       5       6

7 My leader creates a culture that fosters high standards of ethics.

0       1       2       3       4       5       6

8 My leader talks more about employees' accomplishments than his or her own.

0       1       2       3       4       5       6

9 My leader has endured hardships, e.g., political, “turf wars,” etc. to defend me.

0       1       2       3       4       5       6

10 My leader shows trustworthiness in me by being open to receive input from me.

0       1       2       3       4       5       6



11 My leader lets me make decisions with increasing responsibility.

0       1       2       3       4       5       6

12 My leader does not overestimate her or his merits.

0       1       2       3       4       5       6

13 The level of trust my leader places in me increases my commitment to the organization.

0       1       2       3       4       5       6

14 My leader has sought my vision regarding the organization's vision.

0       1       2       3       4       5       6

15 My leader understands that serving others is most important.

0       1       2       3       4       5       6

16 My leader voluntary gives of him or her self, expecting nothing in return.

0       1       2       3       4       5       6

17 My leader has shown his or her care for me by encouraging me.

0       1       2       3       4       5       6

18 My leader gives of his or her self with no ulterior motives.

0       1       2       3       4       5       6

19 My leader has shown compassion in his or her actions toward me.

0       1       2       3       4       5       6

20 My leader is not interested in self-glorification.

0       1       2       3       4       5       6

21 My leader makes me feel important.

0       1       2       3       4       5       6

22 My leader is humble enough to consult others in the organization when he or she may not have all the answers.

0       1       2       3       4       5       6

23 My leader has made personal sacrifice(s) for me.

0       1       2       3       4       5       6

24 My leader gives me the authority I need to do my job.

0       1       2       3       4       5       6

25 My leader turns over some control to me so that I may accept more responsibility.

0       1       2       3       4       5       6

26 My leader has made sacrifices in helping others.

0       1       2       3       4       5       6

27 My leader shows concern for me.

0       1       2       3       4       5       6

28 My leader empowers me with opportunities so that I develop my skills.

0       1       2       3       4       5       6

29 My leader understands that service is the core of leadership.

0       1       2       3       4       5       6

30 My leader communicates trust to me.

0       1       2       3       4       5       6

31 My leader seeks to instill trust rather than fear or insecurity.

0       1       2       3       4       5       6

32 My leader has encouraged me to participate in determining and developing a shared vision.

0       1       2       3       4       5       6

33 My leader entrusts me to make decisions.

0       1       2       3       4       5       6

34 My leader and I have written a clear and concise vision statement for our company.

0       1       2       3       4       5       6

35 My leader aspires not to be served but to serve others.

0       1       2       3       4       5       6

36 My leader has asked me what I think the future direction of our company should be.

0       1       2       3       4       5       6

37 My leader does not center attention on his or her own accomplishments.

0       1       2       3       4       5       6

38 My leader models service in his or her behaviors, attitudes, or values.

0       1       2       3       4       5       6

39 My leader's demeanor is one of humility.

0       1       2       3       4       5       6

40 My leader has shown that he or she wants to include employees' vision into the firm's goals and objectives.

0       1       2       3       4       5       6

41 My leader knows I am above corruption.

0       1       2       3       4       5       6

42 My leader seeks my commitment concerning the shared vision of our company.

0       1       2       3       4       5       6

Return survey to:

Randy Caffey  
Laquey R-V School  
27600 Hwy AA  
Laquey, MO 65534

“Copyright [2005] by [Rob Dennis]”

APPENDIX B- Permission to use the Servant Leadership Assessment Instrument

**From:** Rob Dennis  
**Sent:** Tuesday, October 04, 2011 6:26 PM  
**To:** Randy Caffey  
**Subject:** Servant Leadership Assessment Instrument

Dear Randy Caffey

I received your message for using the SLAI instrument. You may use it for your research, and slightly modify it for your use (i.e., change organization & company to group) if needed.

Send an abstract/synopsis of expected use of instrument (once completed), in addition to the modified instrument you plan to use (if applicable).

Please send me copy of finished work (or article publication/draft).

Enclosed are:

Updated Instrument – SLAI; URL address, if applicable (most requests use paper forms), and factor breakdown for coding.

I will send follow-up request every three months or so to check on progress. You may only see my name in the email address (“To:”), but in the “blind copy” will be about 15-18 other researchers using the instrument.

Blessings,

Rob Dennis, Ph.D.

Dear Randy,

I am forwarding your request to Dr. Dennis who is the principal author of the SLAI.

Good luck with your dissertation!

Mihai C. Bocarnea, Ph.D.

Associate Professor

Regent University, School of Global Leadership and Entrepreneurship

1333 Regent University Drive, Suite 102; Virginia Beach, VA 23464

**From:** Randy Caffey  
**Sent:** Tuesday, October 04, 2011 10:35 AM  
**To:** Mihai Bocarnea  
**Subject:** SLAI permission

Dr. Bocarnea,

My name is Randy Caffey. I am a doctoral student at the University of Missouri. I am working on a dissertation on the relationship of servant leadership characteristics and job satisfaction of beginning teachers. I am trying to gain permission to utilize the SLAI survey for a portion of my work. Please let me know the process to gain the permission. I was able to find your email, and I attempted to call Dr. Dennis, I do not have his email. Any help would be much appreciated.

Thank you,

Randy Caffey

APPENDIX C – Servant Leadership Relational Assessment

The following survey is meant to help understand the opinions of teachers on the relational factors between servant leadership characteristics shown by a school administrator and a teacher's level of job satisfaction and intent to stay. Please fill in the circle above your answers from strongly disagree to strongly agree.

Please fill the circle corresponding to your opinion to the statement

1. I have intentions to remain employed with the district as long as possible.

Strongly Disagree    Disagree    Slightly Disagree    Slightly Agree    Agree    Strongly Agree

2. If given the opportunity, I would teach in a different subject, grade-level, or building within the district.

Strongly Disagree    Disagree    Slightly Disagree    Slightly Agree    Agree    Strongly Agree

3. I am satisfied with my decision to become a teacher.

Strongly Disagree    Disagree    Slightly Disagree    Slightly Agree    Agree    Strongly Agree

4. I am satisfied with the leadership of my administration.

Strongly Disagree    Disagree    Slightly Disagree    Slightly Agree    Agree    Strongly Agree

5. I am considering leaving the district and finding employment in a field outside of teaching.

Strongly Disagree    Disagree    Slightly Disagree    Slightly Agree    Agree    Strongly Agree



6. I am considering leaving the district and finding employment as a teacher in another school system.

Strongly Disagree    Disagree    Slightly Disagree    Slightly Agree    Agree    Strongly Agree

7. I am satisfied with my job as a teacher.

Strongly Disagree    Disagree    Slightly Disagree    Slightly Agree    Agree    Strongly Agree

8. If given the opportunity I would choose a different career path.

Strongly Disagree    Disagree    Slightly Disagree    Slightly Agree    Agree    Strongly Agree

9. Please rank the following principal characteristics in order of importance for your job satisfaction as a teacher. (1 as most important through 7 as least important)

- \_\_\_\_\_ Trustworthy as a leader
- \_\_\_\_\_ Empowerment to the teacher
- \_\_\_\_\_ Being a visionary leader
- \_\_\_\_\_ Is serving, placing my needs above his/her own
- \_\_\_\_\_ Cares for me as an individual
- \_\_\_\_\_ Is supportive
- \_\_\_\_\_ Is moral and ethical personally and professionally

10. Please rank the leadership characteristics of your principal in order of importance you value in deciding to remain employed with the district. (1 as most important through 7 as least important)

- \_\_\_\_\_ Trustworthy as a leader
- \_\_\_\_\_ Empowerment to the teacher
- \_\_\_\_\_ Being a visionary leader
- \_\_\_\_\_ Is serving, placing my needs above his/her own
- \_\_\_\_\_ Cares for me as an individual
- \_\_\_\_\_ Is supportive
- \_\_\_\_\_ Is moral and ethical personally and professionally

## APPENDIX D – Informed Consent Form

Dear Research Participant:

Thank you for considering participation in the study “The Relationship between Servant Leadership of Principals and Beginning Teacher Job Satisfaction and Intent to Stay”. This study is being conducted in partial fulfillment of the requirements for the Doctor of Education degree in Educational Leadership and Policy Analysis at the University of Missouri-Columbia.

The purpose of this study is to analyze what programs and resources local school districts and administration provides to teachers that impacts the beginning teachers decision to retain employment with the district. This information will be useful to understand for local school district leaders to assist in reducing new teacher attrition rates and increase employment satisfaction and retention of quality teachers.

Before you make a final decision about participation, please read the following about how your input will be used and how your rights as a participant will be protected:

- Participation in the study is completely voluntary. You may stop participating at any point without penalty.
- You need not answer all of the questions.
- Your answers will be kept confidential. Results will be presented to others in summary form only, without names or other identifying information.
- Your participation will take approximately 20 minutes. During this time you will be provided 2 different surveys. The first 42 question survey is the Servant Leadership Assessment Instrument (SLAI) which measures the servant leadership characteristics of a leader and secondly the Servant Leadership Relational Assessment (SLRA), a 10 question survey on the relationship of servant leadership characteristics, beginning teacher job satisfaction, and intent to stay.
- Survey data will be compiled after all sampling is complete. The data collected will be held in a locked file cabinet in the researcher’s office and disposed of at the conclusion of the study.

If you have any questions regarding your rights as a participant in this research and/or concerns about the study, or if you feel under any pressure to enroll or to continue to participate in this study, you may contact the University of Missouri Campus Institutional Review Board (which is a group of people who review the research studies to protect participants' rights) at (573) 882-9585 or [umcresearchcirb@missouri.edu](mailto:umcresearchcirb@missouri.edu). The project is being supervised by Dr. Robert Watson, Professor, CLSE, Missouri State University (417.836.6046).

If at this point you are still interested in participating and assisting with this important research project please continue with the surveys provided. Keep this letter for future reference. You can contact me at 417-718-0778 if you have questions or concerns about your participation. Thank you very much for your time and consideration.

Sincerely,

Randy Caffey, Ed.S., Doctoral Candidate  
University of Missouri-Columbia

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## VITA

Randy D. Caffey was born July 17, 1966 in Lebanon, Missouri to Johnnie D. and Laurretta P. (Holiday) Caffey. Randy has lived most of his life in Conway, Missouri graduating in 1984 from the Conway High School. After graduation, he continued his studies at Southwest Missouri State University in Springfield, Missouri, graduating in December, 1988 with a Bachelors of Science Degree in Industrial Technology Education. In 2004, Randy completed his Master's Degree in Secondary Administration from William Woods University in Fulton, Missouri. Randy continued his education completing his Specialist in Education with emphasis on School Superintendency from Missouri State University in Springfield, Missouri in the spring of 2009. In May, 2012, Randy completed requirements for a Doctorate degree in Educational Leadership and Policy Analysis from the University of Missouri-Columbia.

Randy began his education career teaching Industrial Arts in 1996 in Marshfield, Missouri. In 1997, Randy began his extended educational career with the Laquey R-V School District in Laquey, Missouri. During his first eight years at the Laquey District, Randy has held the role of Industrial Arts Teacher. In 2005, Randy was promoted to Assistant Principal. He left Laquey for one year in 2008-2009 to work for the Stoutland R-II School District as High School Principal. Randy returned in 2009 to assume the role as Assistant Superintendent. In 2010, Randy was employed and began the duties of Superintendent for the Laquey School District. He has just completed his 16<sup>th</sup> year in education.

Randy is happily married to Lori Ann (Denney) Caffey for the past twenty years. Lori currently works for the Emerson Corporation as a Financial Analysis. The Caffey's have two children Nate (22) who is currently attending Drury University, and Brandi (17) who attends Conway High School and is currently in her Junior year.