

Public Abstract

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Degree:PhD

Title:An Analysis of the Relationships between Servant Leadership, School Culture, and Student Achievement

Purpose of the study. The purpose of the study was to quantitatively explore and analyze the relationships among the factors of servant leadership, school culture, and student achievement in Missouri elementary schools.

Research procedures. Two survey instruments, the Servant Leadership Assessment Instrument and the School Culture Survey, were used to collect quantitative data for analysis. A total of 677 teachers from 62 elementary schools in Missouri participated. Data from the two surveys as well as student achievement data were aggregated at the school level and analyzed using correlation and multiple regression analysis.

Findings. The results of this study explain the influence of principal servant leadership on school culture and student achievement, the influence of school culture on student achievement, and the influence of the combination of servant leadership and school culture on student achievement. The results suggest that principal servant leadership behaviors have a significant influence on the factors of school culture, one of the principal servant leadership behaviors has a significant influence on student achievement, school culture has a significant influence on student achievement, and the combination of principal servant leadership and school culture has a significant influence on student achievement. The study also found that when controlling for enrollment and free and reduced lunch that free and reduced lunch significantly influenced student achievement more so than the factors of servant leadership or the factors of school culture. Explanatory models were designed from the findings to depict the relationships between servant leadership, school culture, and student achievement.