ABSTRACT

The purpose of this research is to examine the relationship of professional learning communities (PLC) to servant leadership in schools. While there has been research on servant leadership in educational organizations in general, no research has been conducted to examine the relationship of servant leadership to the development of professional learning communities. Therefore, the purpose of this study was to examine not only servant leadership in Missouri schools as perceived by teachers and administrators, but also to examine the relationship of servant leadership characteristics to characteristics of professional learning communities. A central issue in the study was to determine to what extent schools in Missouri are perceived as servant-led organizations. From this examination of servant leadership in schools, the study seeks to examine what characteristics of servant leadership are most predictive of PLC characteristics; and conversely, what characteristics of PLC are most predictive of servant leadership characteristics.