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Exploring the Influence of Servant Leadership on Teacher Satisfaction and Retention

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Concordia University–Portland

College of Education

Doctorate of Education Program

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Exploring the Influence of Servant Leadership on Teacher Satisfaction and Retention

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Concordia University–Portland

College of Education

Dissertation submitted to the Faculty of the College of Education

in partial fulfillment of the requirements for the degree of

Doctor of Education in

Transformational Leadership

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Abstract

Given the importance of qualified teachers, research has explored teacher retention. One of the most influential ways to retain qualified teachers is through teacher satisfaction. Research has consistently indicated that leadership can influence teacher satisfaction positively or negatively. This qualitative case study explored the influence of one leadership style: servant leadership. Among the many leadership styles, servant leadership is well-suited for the education setting, which naturally focuses on serving and growing people. Therefore, this study used 10 principles of servant leadership (Greenleaf 1970, 1996, 2002) as the conceptual framework, exploring the influence of servant leadership on teacher satisfaction and longevity. Six teachers with longevity at their school were individually interviewed to gather their perceptions and experiences of school leaders that influenced the teachers' satisfaction and longevity. Then the participants were presented with information on servant leadership and asked to use a rubric to assess their leaders' servant leadership. This was followed by a final individual interview focusing on each participant's perceptions of his or her leader's servant leadership, incorporating the participant's assessment. Results of this study supported previous research indicating that servant leadership does influence teacher satisfaction, which in turn influences retention. This may have implications that school leadership might want to consider the importance of servant leadership to better support teachers.

Keywords: servant leadership, teacher satisfaction, teacher retention, listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growth, community

Dedication

This dissertation is dedicated to my loving husband, Gordon, and my beautiful daughters, Breann and Annika. This is also dedicated to the Lord Jesus Christ, through whom I can do all things.

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First, I would like to thank my husband, Gordon, who supported me through my professional journey and graduate pursuits. Without his love and support, I could not have accomplished this lofty goal. I would also like to thank my daughters, Breann and Annika. They remained patient and understanding while I worked and were the sweetest cheerleaders through it all. In addition, I would like to thank my faculty chair, Dr. Barbara Weschke, for her continuous support while challenging me and holding my work to such a high standard. I am also grateful for the input and help from the rest of my dissertation committee, Dr. Jill Bonds, my content specialist, and Dr. Dana Barbarick, my content reader. This stellar committee has graciously offered their wisdom, insight, and support, allowing me to present a better form of this dissertation than what I could have imagined. Last but not least, I would like to thank my Lord and Savior Jesus Christ, the ultimate servant leader, who provided the strength and wisdom all along the way. In my pursuit of becoming a servant leader, Jesus is the ultimate example I strive to follow.

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Chapter 1: Introduction

Introduction

Educational quality is dependent on teachers and school leadership (Iyer, 2016). With this in mind, finding ways to recruit and retain quality teachers has continued to be a priority for educational research, as suggested in the seminal article by Darling-Hammond (2003). Quality teachers are a school's greatest resource affecting student achievement (Darling-Hammond, 2003; Ronfeldt, Loeb, & Wyckoff, 2013; Shaw & Newton, 2014). Yet, across the nation, school districts have been reporting a significant shortage of teachers (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Sutcher et al. (2016) reported that if trends continue, there will be a 20% increase in the demand for teachers annually, reaching a shortage of about 316,000 teachers per year by 2025.

There are several reasons for the growing teacher shortage in the United States. Higher birth rates and immigration are contributing to increased student enrollment (Sutcher et al., 2016). The number of candidates graduating from teacher-preparation programs has decreased by 23% between 2009 to 2014 (Sutcher et al., 2016). There has also been a decrease in the number of former teachers willing to reenter the profession (Sutcher et al., 2016). Out of all the reasons for the teacher shortage, attrition has been reported to account for more than 95% of the demand (Sutcher et al., 2016). In fact, as of 2016, teachers were leaving schools at a rate of 8% per year. Even more staggering is the fact that over two thirds of all teachers leaving the profession did so before the age of retirement. The majority of those teachers reported leaving because of their dissatisfaction with working conditions (Sutcher et al., 2016). As large numbers of teachers continue to leave the teaching profession, teacher retention has become a matter of concern.

Teacher turnover is caused by teachers either transferring to another school or quitting teaching altogether. No matter the reason, when teachers leave a school, it often disrupts the progress of a school (Ronfeldt et al., 2013). Research has suggested that teacher turnover negatively impacts student learning (Ronfeldt et al., 2013; Wood, 2017). With that in mind, renewed focus has been placed on finding ways to keep teachers. Evidence suggests maintaining a strong, stable force of quality teachers is imperative to our future (Sutcher et al., 2016).

Among the many ways to retain quality teachers is improving job satisfaction (Darling-Hammond, 2003; Harris, Hinds, Manansingh, Rubino, & Morote, 2016; Ross & Cozzens, 2016). Job satisfaction is an attitude held by an employee about a job and its conditions (Cerit, 2009). Teacher satisfaction has significantly dropped in the past few decades, with national survey results showing teachers who were “very satisfied” dropped from 62% in the late 1980’s to only 39% in 2013 (Von Fischer, 2017). Along with this statistic, teachers were reportedly more stressed about their jobs (Von Fischer, 2017). This increase in stress and dissatisfaction further contributes to teacher attrition.

There are many factors that influence teacher job satisfaction, such as the motivation to see students succeed, the desire to make a meaningful difference in society, autonomy, pay, work conditions, and perceived support from leadership (Cerit, 2009). Literature concerning teacher job satisfaction has revealed common reasons for teachers leaving the profession early. These factors were a lack of involvement in decisions and decreased leadership among teachers, the stress of increased accountability, lack of time to complete work and collaborate with colleagues, a decrease in school morale, and a lack of support from administration (Von Fischer, 2017). Most of these factors are within the control of school leadership (Von Fischer, 2017).

Shaw and Newton (2014) concluded, “One can pour all the money in the world into training new crops of teachers and pass mandates to assure high quality, but if schools do not have leaders who can cultivate and retain great teachers, the effort is amiss” (p. 106). Effective school management is a predictor of teacher turnover. As a matter of fact, the quality of a principal’s leadership may be the greatest determining factor in a teacher’s decision to remain at a particular school (Grissom, Viano, & Selin, 2016). Since leadership has proved to be an important contributor to job satisfaction and retention (Carter & Baghurst, 2014; Cerit, 2009; Rath & Conchie, 2008; Shaw & Newton, 2014), the purpose of this qualitative case study was to explore how one particular positive leadership style, servant leadership (Greenleaf, 1970, 1996, 2002), might influence teacher satisfaction and longevity. This introductory chapter is organized into the background of the significance of leadership and the relevance of servant leadership, the statement of the problem, statement of purpose, research questions, rationale for the study, definitions of terms, assumptions, delimitations, limitations, and summary.

Background of the Study

A significant part of education is the teacher. In fact, research has supported the claim that the teacher is the most important factor in a student’s academic success (Darling-Hammond, 2003; McKinney, Labat, & Labat, 2015; Shaw & Newton, 2014). It is also widely believed that happy teachers are effective teachers (Harris et al., 2016). Not only is promoting quality teaching a reason for increasing teacher satisfaction, research has also proved there is a direct correlation between job satisfaction and intent to remain at an organization (Harris et al., 2016). Job satisfaction is defined by Hulpia, Devos, and Rossell (2009) as the “pleasurable or positive emotional state resulting from the appraisal of one’s job and job experience” (p. 294). Research has suggested that employee job satisfaction positively influences employee performance,

longevity, and the health of an organization (Friedman, 2014; Harris et al., 2016; Lambersky, 2016; Peterson, Galvin, & Lange, 2012).

Dissatisfied teachers tend to leave schools (Lambersky, 2016). For schools to retain quality teachers, there needs to be a focus on improving the environment and support of the teachers (Brown & Wynn, 2009; Louis, Murphy, & Smylie, 2016; Taliadorou & Pashiardis, 2015). Principals play a significant role in creating the best work environment to promote satisfaction and retention (Lambersky, 2016). It is reasonable to believe that happy, satisfied teachers perform better and remain at their schools. According to Rhodes, “Teacher morale influences all aspects of the teaching and learning environment within the school setting” (as cited in Lambersky, 2016, p. 383). One of Lambersky’s participants reasoned, “A motivated staff is an effective staff. A beleaguered, bored, and bludgeoned staff is a less effective staff” (2016, p. 387). Therefore, increasing teacher job satisfaction should be a priority for all schools (Brown & Wynn, 2009).

Many factors influence teacher job satisfaction. Among the most influential is school leadership (Epling, 2016; Harris et al., 2016; Ross & Cozzens, 2016). It has been suggested that the school principal may be the single greatest predictor of whether a teacher decides to remain at a school (Grissom et al., 2016; Lambersky, 2016). Darling-Hammond asserted that effective teachers are a valued resource that should be protected (as cited in Epling, 2016). Studies have shown that principals influence teacher job satisfaction by affecting the school environment, which affects teacher morale, burnout, stress, self-efficacy and organizational commitment (Lambersky, 2016).

Darling-Hammond, LaPointe, Meyerson, and Orr (2010) emphasized the importance of protecting education’s most valuable resource, the teacher, by working to recruit and retain

quality teachers. Schleicher (2011) argued that the best way to build a high-quality teaching profession is through improving teacher job satisfaction. Research on American teachers found that teacher perceptions of their working conditions were a significant predictor of their intent to remain at their schools. Of the conditions contributing to their retention, school leadership ranked the highest (Boyd et al., 2011; Ladd, 2009).

Another reason for schools to value positive leadership is its effect on student achievement. Since leadership directly affects teacher satisfaction and retention, and these factors directly affect student achievement, it can be reasoned that leadership indirectly affects student achievement (Leithwood, Seashore-Louis, & Seashore-Louis, 2011; Ronfeldt et al., 2013; Seashore-Louis, Dretzke, & Wahlstrom, 2010). Considering that student achievement is the goal of every school, and that student achievement is affected by teacher satisfaction and retention, it is important to focus on improving the satisfaction and retention of teachers. If school leadership influences teacher satisfaction and retention, as well as student achievement, it is advantageous for educational systems to focus on positive school leadership (Ronfeldt et al., 2013). When principals demonstrate positive leadership, the entire school benefits. Darling-Hammond made the point, “Great school leaders create nurturing school environments in which accomplished teaching can flourish and grow” (as cited in Brown & Wynn, 2009, p. 44).

Servant leadership has proved to be an effective leadership style (Greenleaf, 1970, 1996, 2002). It is considered to benefit organizations by “awaking, engaging, and developing employees” (van Dierendonck, 2011). Studies have shown that servant leaders helped create a positive work environment where employees had higher morale and wanted to remain working with the organization (Carter & Baghurst, 2014; Cerit, 2009; Shaw & Newton, 2014; Jaramillo, Grisaffe, Chonko, & Roberts, 2009b; Lambersky, 2016). Soon after its emergence as an effective

leadership theory, servant leadership was recognized as useful in educational settings by foundational servant leadership scholars (Greenleaf, 1977; Laub, 1999; Patterson, 2003; Spears, 1998). Servant leadership has been identified as an appropriate leadership style for public service roles, nonprofit organizations, and educational settings (Laub, 1999). The servant leadership nature of developing people and sharing control with followers makes it a likely leadership paradigm for principals (Greenleaf, 1977; Patterson, 2003).

Statement of the Problem

Statistically, one third of teachers will leave the profession within the first five years (Brown & Wynn, 2009; Morales, 2017; Ronfeldt et al., 2013; Von Fischer, 2017). Moreover, the teacher turnover rate is 50% higher in lower-income schools than in more affluent ones (Rondfeldt et al., 2013). Given these dismal teacher-attrition rates, leadership should be concerned with encouraging teacher longevity, as it saves school resources and influences student achievement (Epling, 2016; Grissom et al., 2016; Leithwood & Seashore-Louis, 2011; Morales, 2017; Ronfeldt et al., 2013). Rondfeldt et al. (2013) asserted several ways teacher turnover negatively affected student achievement. According to research, teacher turnover affected the staff cohesion and school community. Since trust among teachers and between teachers and students has proved to predict student achievement, a positive, unified school community is essential to school success (Rondfeldt et al., 2013).

Teacher turnover also affects instructional continuity. Instructional programs take several years to implement and many more to produce tangible results (Ronfeldt et al., 2013). When teachers leave, they take program and organizational knowledge with them. Newly hired teachers often lack the knowledge of the teachers they are replacing. It may take several years for a new teacher to recoup the knowledge lost from a former teacher's departure. Thus, teacher turnover

could cause schools to have to repeatedly start over, never seeing the progress that could be achieved with teacher continuity (Ronfeldt et al., 2013).

School resources are also impacted by teacher turnover. Recruiting, hiring, and training new teachers puts a financial strain on school budgets. A Texas study estimated that teacher attrition cost the state \$329,000,000 a year, or around \$8,000 per teacher who left within the first five years (Darling-Hammond, 2003). A more recent report puts the nation's cost of teacher attrition in the United States at \$2.2 billion per year (Alliance for Excellent Education, 2014). This process also consumes time and human resources. These financial and human resources could be better spent investing in improving student learning and school culture. Not only is turnover a strain on resources, it is also a burden on the teachers who remain. Often, those who remain are required to take on more responsibility with program implementation or the mentoring of new teachers. This added responsibility could in turn negatively affect student learning (Harris et al., 2016; Ronfeldt et al., 2013).

Since job satisfaction has a direct correlation with the intent to remain with an organization, school leadership should be focused on improving teacher satisfaction (Darling-Hammond, 2013; Darling-Hammond et al., 2010). Teachers who found satisfaction in their jobs were more likely to remain in their schools. This in turn had a positive effect on the overall health of the school (Ronfeldt et al., 2013). School leaders who practiced effective leadership strategies experienced healthy, productive schools (Harris et al., 2016, Ladd, 2009; Lambersky, 2016). Among the many recognized leadership strategies, servant leadership is a style proved to encourage employee satisfaction and retention (Carter & Baghurst, 2014; Cerit, 2009; Jaramillo et al., 2009; Shaw & Newton, 2014).

Statement of Purpose

There have been studies suggesting that servant leadership affects employee satisfaction and retention in fields such as food service, healthcare, and business (Borchers, 2016; Carter & Baghurst, 2014; Jaramillo et al., 2009; Peterson et al., 2012; Sendjaya, Sarros, & Santora, 2008). While servant leadership has proved to be an effective leadership approach, there is limited research proving its success in the educational setting (Black, 2010; Caffey, 2012; Cerit, 2009; Shaw & Newton, 2014; Von Fischer, 2017; Wood, 2017). Even fewer are the studies focused on how servant leadership influences the job satisfaction and retention of teachers (Caffey, 2012; Cerit, 2009; Shaw & Newton, 2014; Von Fischer, 2017; Wood, 2017). Therefore, this case study focused on the school setting, exploring how servant leadership of the school leader influences teacher satisfaction and longevity. The qualitative nature of this case study allows me to examine more deeply teachers' perspectives about their leaders' leadership and any perceived servant leadership qualities therein.

Research Question

This was an instrumental case study, a study in which I investigated a certain problem and selected a bounded case in which to conduct the study (Creswell, 2013). Stake described this type of study as “a research question, a puzzlement, a need for general understanding, and feel that we may get insight into the question by studying a particular case” (as cited in Creswell, 2013). This instrumental case study focused on teachers who had longevity in their schools. Participants were interviewed to gather each of their perceptions of the servant leadership of their leader. This study emphasized the 10 servant leadership characteristics of listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community (Berger, 2014; Greenleaf, 1970, 1996, 2002; Spears, 1998; Spears &

Lawrence, 2002; van Dierendonck, 2011). Teachers were asked specifically about experiences and qualities in their leader that influenced their satisfaction and intent to remain at their current schools. This study sought to answer the following question: How does a school leader's use of Greenleaf's (1970, 1996, 2002) servant leadership principles—listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community—influence teacher job satisfaction and longevity?

Rationale, Relevance, and Significance of the Study

Since the few studies exploring how the servant leadership of school leaders influenced job satisfaction and retention were quantitative (Al-Mahdy, Al-Harthi, & Salah El-Din, 2016; Alonderiene & Majauskaite, 2016; Cerit, 2009; Harris et al., 2016; Shaw & Newton, 2014), this study sought to provide a qualitative approach. This case study used teacher interviews to deeply explore teachers' experiences of their school leader's servant leadership (Creswell, 2014). Previous studies have used surveys to elicit quantitative data about servant leadership's effects on teacher satisfaction and retention (Al-Mahdy et al., 2016; Borchers, 2016; Cerit, 2009; Shaw & Newton, 2014). While these studies provided evidence that servant leadership was helpful in increasing teacher satisfaction and retention, this qualitative approach allowed me to probe deeper into teacher perceptions and experiences.

This case study gathered the perceptions of six teachers who have taught at their current schools for 10 or more consecutive years. Participants were from public elementary schools from two school districts. Two semistructured individual interviews were conducted with each participant. In the interviews, the teachers were asked to think about one school leader they felt had positively influenced them. Participants were asked about the qualities they saw in those

leaders and how they felt those qualities influenced their decisions to stay at their current schools.

After the first interview, I presented to each participant a training on servant leadership. Then they received a rubric with which to assess their school leader's servant leadership. The rubric was used in the second interview, focusing specifically on their leaders' servant leadership qualities. Participants were asked to share specific ways these qualities, if any, might have influenced their job satisfaction and intent to remain at their schools. The semistructured interviews allowed me to ask follow-up questions to elicit more thorough responses about teacher perceptions and experiences.

The case-study approach allowed me the opportunity to learn from a group about a phenomenon (Yin, 2014). In this study, the phenomenon was teacher longevity of 10 or more consecutive years. There has been a pressing problem of teachers leaving schools and the education profession altogether (Brown & Wynn, 2009; Darling-Hammond, 2003; Ronfeldt et al., 2013). Yet, all the while, there have been teachers who remain in their schools. I sought to learn from some of the teachers who chose to continue teaching in their schools. The goal of interviewing these teachers was to ascertain the reason for their longevity and any influence servant leadership might have had on their intent to stay.

Definition of Terms

Awareness: This characteristic of servant leadership is a general knowledge of what is going on, with an emphasis on self-awareness (Berger, 2014). Greenleaf (1970) proposed that awareness gives one the ability to detach and see oneself in perspective, in light of one's own experiences and pressures, providing the ability to distinguish the urgent from the important.

Building community: The goal of a servant leader is to foster a sense of community within the organization (Berger, 2014). This is founded on the understanding that people are social beings, with the need to be a part of local communities (van Dierendonck, 2011).

Conceptualization: This is the ability to face a problem with the future in mind. It is the forward thinking that sees beyond the realities of today and imagines the possibilities of the future (van Dierendonck, 2011). This skill of a visionary brings optimism to an organization.

Empathy: Servant leaders strive to empathize with others. This is the ability to understand others, seeing them as people rather than mere employees (Berger, 2014; van Dierendonck, 2011). According to Greenleaf (1977) servant leaders tolerate imperfection while refusing to accept a person's performance as good enough.

Foresight: In the words of Berger (2014), foresight is the ability of servant leaders to “understand the lessons from the past, the realities of the present, and the likely consequence of a decision in the future” (p. 151). Foresight is a faith that brings calm in the midst of uncertainty (Greenleaf, 1977). Greenleaf (1977) claimed that foresight was the “central ethic of leadership.” Without the ability to foresee, one is only a leader by title (Greenleaf, 1977).

Growth of people: Servant leaders are committed to the personal, professional, and spiritual growth of their teams (van Dierendonck, 2011). They believe that team members have a value within the organization beyond the tasks they accomplish (Berger, 2014).

Healing: One of the powerful strengths of the servant leader is the desire “to make whole” (Greenleaf, 1977). There is a motivation to heal one's self and others.

Job satisfaction: Job satisfaction is a positive attitude, feelings, emotions, and engagement in one's work (Alonderiene & Majauskaite, 2016; Lambersky, 2004).

Leadership: Leadership is the ability to motivate others to achieve a common goal (Von Fischer, 2017). Maxwell emphasized the importance of effective leadership, stating that “everything rises and falls on leadership” (as cited in Jones & Watson, 2017).

Listening: This characteristic of servant leadership refers to listening to self (reflection) and others, being attuned to what others say and do, as well as what they do not say (Berger, 2014; Greenleaf, 1970; Spears, 2002).

Longevity: Longevity is the length of time an employee chooses to work with a certain employer (Chong, 2017). In this study, longevity is defined as 10 or more consecutive years at the same school.

Persuasion: It is the desire of the servant leader to persuade others with argument rather than positional power (van Dierendonck, 2011). Servant leaders seek to convince others rather than force compliance (Berger, 2014). Servant leadership is not controlling, coercive, or manipulative. Rather, as Greenleaf (1977) proposed, the servant uses power of persuasion “to create opportunity and alternatives so that individuals may choose and build autonomy” (p. 55).

Retention: Retention is the ability of an organization to keep employees. This means that employees choose to remain working with the organization from one year to the next (Giles, 2018).

School leader: A school leader is an individual in a position whose decisions can influence school climate, teacher working conditions, and curriculum and instruction (Marzano, Waters, & McNulty, 2005). In most schools, the primary leader is the principal. To protect their confidentiality, there is no distinction made regarding the school leaders referenced in this study.

Servant leadership: Servant leadership is the leadership theory started by Robert Greenleaf (1970, 1996, 2002) according to which the leader seeks to serve and support the

growth of the leader's team. The 10 attributes of servant leadership used in this study are: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community.

Stewardship: Stewardship comes from the belief that the organization exists for the greater good of society. Therefore, servant leaders see themselves as trustees of the organization. They take this title seriously, believing they are people in whom much trust is placed (Greenleaf, 1977).

Teacher turnover: This term refers to teachers leaving a school to either transfer to another school or quit the teaching profession altogether (Jones & Watson, 2017).

Assumptions, Delimitations, and Limitations

There were assumptions, delimitations, and limitations to this study. First, I approached this study with some assumptions. One assumption was that participants would share openly and honestly about their experiences of their school leader. Another assumption was that the school leaders of the participants would have demonstrated at least a few of the characteristics of servant leadership. Since the 10 characteristics of Greenleaf's (1970, 1996, 2002) servant leadership theory were common positive leadership traits, this seemed a safe assumption (Northouse, 2016).

This study had set boundaries to limit the scope of data. The number of interview questions I chose to ask was the first such delimitation. Each interview consisted of five to six questions to ensure the interviews lasted no more than 45 minutes. Second, the criteria for participants was a delimitation. All participants had taught at their current schools consecutively for 10 or more years. Third, the sample size of this study was a delimitation. There were six

participants in this study. This allowed me the opportunity to deeply probe each teacher's perceptions and experiences.

I recognized there were limitations to this study. The primary limitation was my bias. These are explained in depth in the methodology section of this study. There was a concerted effort to record and interpret the data without bias. To help achieve this, I shared the transcripts with the participants to ensure accuracy and authenticity.

Summary

For schools to be effective, they need to retain quality teachers. One significant way to improve teacher retention is to increase teacher satisfaction (Brown & Wynn, 2009; Louis, Murphy, & Smylie, 2016; Taliadorou & Pashiardis, 2015). School leaders play a significant role in teacher satisfaction and retention. This chapter introduced the problem of teacher attrition. It outlined the background for the need for teacher satisfaction and retention, and introduced the conceptual framework of servant leadership. The case was made for more research about servant leadership in the school setting, especially pertaining to teacher satisfaction and retention.

This qualitative case study explored how servant leadership in school leaders influenced teacher satisfaction and longevity. By interviewing teachers with longevity of 10 or more consecutive years at their current schools, this study sought to deeply understand teacher perceptions about servant leadership. Participants shared their experiences and how those experiences influenced their satisfaction and intent to remain at their schools. This chapter concluded with definitions of terms used in this study, followed by an account of assumptions, delimitations, and limitations to this study.

This dissertation is organized into five chapters. Chapter 1 included the introduction, background, statement of the problem of teacher attrition, purpose of this study, the research

question, rationale and significance, definition of terms, and delimitations and limitations of this study. In Chapter 2, literature is discussed, presenting the conceptual framework of this study. Chapter 3 presents the methodology and rationale for the qualitative case study. The results of the research are discussed in Chapter 4, with an emphasis placed on the interview responses. Finally, the study concludes with Chapter 5, a summary of the study, its findings, and conclusions drawn from the results. This leads to the final aspect of this study, recommendations for further research.

Chapter 2: Literature Review

Introduction

Leadership has the potential to influence the success and health of an organization. It has been studied extensively, resulting in numerous leadership theories and countless literature (Northouse, 2016). Nonetheless, it remains a source of intrigue. Leadership is commonly referred to as influence (Maxwell, 2007; Northouse, 2016; van Dierendonck, 2011). In fact, Maxwell stated if there is no influence, there is no leadership (2007). Therefore, leaders who wish to influence their followers learn skills and adopt leadership practices that will enhance their leadership ability. This chapter presents a review of literature about servant leadership, the conceptual focus of this study, followed by a review of literature concerning employee job satisfaction and retention, and one of literature studying the influence of school leadership on teacher satisfaction and retention. The chapter concludes with a review of literature examining the effect of servant leadership on teachers.

Among the many organizations in need of effective leadership are schools (Ross & Cozzens, 2016). Most people value the importance of educating children, as evidenced by the funding and resources allocated to our education systems (Ross & Cozzens, 2016). In addition to providing resources and quality teachers, schools may benefit from positive leadership. The seminal study of Marzano et al. (2005) conducted an extensive meta-analysis of studies to answer the question, “What does research tell us about school leadership?” (p. 9). A meta-analysis is defined by the authors as “synthesizing vast amounts of research quantitatively” (p. 7). Marzano et al. (2005) included research from 1970 to 2005 that fit specific criteria. The studies needed to: (a) involve K - 12 students in U.S. schools, (b) examine relationships between the school principal and student achievement, (c) include academic achievement determined by

standardized testing or state testing, (d) use effect sizes in correlation form, and (e) examine specific leadership behaviors.

Marzano et al.'s (2005) analysis examined 69 studies involving 2,802 schools, 1.4 million students, and 14,000 teachers across the United States. Most of the studies used a teacher questionnaire about the principal's leadership from which average leadership scores were computed. Each school had one summary score for the average student achievement, one or more score for the average of the general leadership of the school, and one or more score for the average perceived principal leadership. The average correlation between leadership behavior and student achievement was found to be 0.25. The authors went beyond simply identifying a relationship between leadership and student achievement. They used theories and the meta-analysis to identify 21 responsibilities of school principals based on the significant average correlation of each individual responsibility with student achievement. The principal responsibilities with the highest scores were: situational awareness, flexibility, discipline, monitoring/evaluating, outreach, change agent, culture, input, knowledge of curriculum, instruction, and assessment, order, and resources.

Leithwood et al. (2011) conducted a 5-year study of leadership and its influence on student achievement. This mixed-method study involved 180 elementary, middle, and secondary schools across nine states, each of which included seven or more participants. The comprehensive quantitative data of Leithwood et al.'s (2011) study came from surveys conducted during the first and fourth years of the study from a total of 8,391 teachers and 471 school administrators. Student achievement data were also collected from all participating schools, consisting of three years of school-wide state test results for math and English scores.

The qualitative data consisted of interviews of 581 teachers and administrators, 304 district leaders, and 124 state personnel, as well as classroom observation of 312 classrooms.

The leadership examined in Leithwood et al.'s (2011) study went beyond school administrators to include teacher leaders, such as department and grade-level heads, parent advisory groups, and district leadership. The relationship between leadership and student achievement was examined while considering its relationship with three teacher variables: work setting, motivation, and knowledge and skills. Results of this extensive study showed this collective leadership was related to all three teacher variables, with the strongest relationship noted between leadership and teachers' work setting, followed by teacher motivation. Both these variables were also related to student achievement. However, the knowledge and skills of teachers were not significantly related to student achievement. When examining the influence on school decisions among the group of leaders comprising collective leadership, the principal was considered the most significant influence.

Student achievement seemed to be affected indirectly by leadership (Leithwood et al., 2011). Leadership proved to influence teachers' motivation and their work setting. This, in turn, affected student achievement. School leaders may not be directly involved in student learning; however, they create the environment that allows teachers to teach effectively (Leithwood et al., 2011). Based on the evidence of Leithwood et al.'s (2011) study, the authors concluded that a significant influencer of student achievement was leadership, second only to the influence of classroom instruction (Leithwood et al., 2011).

Not only does leadership influence student achievement, it also affects the culture of the entire school (Black, 2010; Friedman, 2014; McKinney et al., 2015). McKinney et al.'s (2015) study examined the leadership of principals of Blue-Ribbon schools in a Southern state. The

participants were approximately 500 teachers and counselors and 20 principals and assistant principals from a nonrandom sampling of 11 Blue-Ribbon schools. Participants were from a mixture of elementary, middle, and high schools representing diverse demographics across Mississippi.

The Leadership Practices Inventory (LPI) was administered to all participants, and teachers were additionally asked to complete the Purdue Teacher Opinionnaire. Both surveys inquired of the perceptions of school culture as well as the personal and professional practices of the principals. Survey questions focused on leadership practices of “modeling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart” (McKinney et al., 2015, p. 152). These were compared with the subscales of “teacher rapport with the principal, rapport among teachers, and instructional issues” (p. 152). A Pearson correlation and multiple regression were used to identify any correlation among the variables.

Data analysis revealed a significant correlation between all five leadership behavior—“modeling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart”—and teacher rapport with the principal, rapport among teachers, and instructional issues (McKinney et al., 2015, p. 152). This provided strong evidence that principals who led by example cast a vision, examined the process, enabled others, and encouraged their team were more likely to have a positive rapport with their teachers. There was a positive rapport with teachers and an evident emphasis on instructional issues in these schools. The study results suggested that effective principal leadership influenced the culture of these Blue-Ribbon schools. Participants indicated these leadership behaviors encouraged teacher rapport and morale as well as positive relationships between teachers and their principals. This culture of rapport positively influenced student learning (McKinney et al., 2015).

Given the effect school leadership has on school culture and student learning, it is important to encourage effective leadership in schools. One leadership theory that has yielded promising results is servant leadership (Greenleaf, 1970, 1996, 2002; Savage-Austin & Honeycutt, 2011; Shaw & Newton, 2014; Trompenaars & Voerman, 2009; van Dierendonck, 2011). This leadership style, attributed to Robert Greenleaf (1970, 1996, 2002), has significant similarities with other leadership styles such as transformational, authentic, and Level 5 leadership (van Dierendonck, 2011). Transformational leaders seek to empower their teams, equipping members to be leaders themselves (Tichy, 2002). Authentic leadership is an awareness of strengths and limitations, relational transparency, and an emphasis on the utmost moral integrity (Bird, Wang, Watson, & Murray, 2012). Level 5 leadership is a balance of humility and dedication to do whatever it takes to make the organization succeed (Collins, 2001). While these other leadership theories have proved to be effective, many organizations and businesses have experienced improved success and an increase in employee satisfaction and performance since incorporating servant leadership (Lichtenwalner, 2018; Savage-Austin & Honeycutt, 2011; van Dierendonck, 2011). Thus, servant leadership is a leadership style to be considered for schools as well.

Conceptual Framework

Leadership can have a profound effect on an organization (Hallinger, 2011; Hauserman, Ivankova, & Stick, 2013; Jones & Watson, 2017; Lambersky, 2016; McKinney et al., 2015). Negative, ineffective leadership could spell the demise of an organization, while positive, effective leadership could stimulate the growth, health, productivity, and success of the organization and its members (McKinney et al., 2015; Peterson et al., 2012). As in any organization, this is true of schools. The leader in most schools is the principal. The principal is

instrumental in setting the climate and direction of the school. Research suggests that if school principals demonstrate positive leadership, their teams of teachers are more likely to work collaboratively toward meeting school-wide goals (Hallinger, 2011; McKinney et al., 2015).

When considering positive leadership, a few theories emerged. One such leadership theory is servant leadership (Greenleaf, 1970, 1996, 2002). Servant leadership is a theory attributed to Robert Greenleaf. One of the most widely quoted definitions of servant leadership came from Greenleaf's first essay, "The Servant as Leader":

The Servant-leader is servant first. . . . It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. . . . The best test, and difficult to administer, is this: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, and more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit or, at least, not be further deprived? (1996, pp. 1–2)

Servant leadership is based on the leader's love and humility. It often seems contradictory to the concept of a leader demonstrating strength and power, such as military or revolutionary leaders (Borchers, 2016). The servant leader leads not from the top of a hierarchy, but from the center of the organization (Von Fischer, 2017). However, the servant leader recognizes the power of leading with purpose and resolve, but with a "light hand" (Greenleaf, 1996).

A key to the servant leader's effectiveness is the moral conscience by which the leader operates (Greenleaf, 2002). Servant leaders have values and beliefs by which they live. There is a consistency and an ethical foundation to their behavior that builds trust and encourages team members to follow. Servant leadership is a "strange attractor—a sense of vision that people are drawn to, and united in, that enables them to be driven by motivation inside them toward

achieving a common purpose” (Greenleaf, 2002, p. 3). Servant leadership does not seek to control by imposing authority or regulations from the outside; rather, it motivates and inspires followers to develop what is within them. (Sousa & van Dierendonck, 2017)

The people-oriented nature of servant leadership encourages relationships (van Dierendonck, 2011). Servant leaders build strong relationships and work closely with their team members (van Dierendonck, 2011). It is this relationship building that encourages community within the organization. Servant leaders work alongside their team members, listening and seeking to understand (Greenleaf, 1996). In this way, they are aware of what is happening. Their proximity to their followers keeps them alert to the present needs of the organization. Yet, they have a perspective that allows them to focus on what is important—the mission of the team (Greenleaf, 1996). This type of vision is what keeps the team moving forward. Research conducted by Gallup (Friedman, 2014), in which over 10,000 people were interviewed about leadership, suggested that the strength of the relationship between employee and manager had the greatest impact on employee retention. Effective managers encouraged engagement by listening actively to their employees (Friedman, 2014). This practice fulfilled a basic human need for being heard and feeling connected to one another. In addition, a prominent quality of servant leaders is their stewardship. Van Dierendonck (2011) shared Spear’s definition of stewardship as holding something in trust for another. Servant leaders are committed to serve the needs of their teams, with a sense of responsibility, knowing they are entrusted with the success of the organization.

The servant leader values and develops people through listening, empowering team members, and a commitment to the growth of each follower (van Dierendonck & Nuijten, 2011). A servant leader builds community by building strong relationships, working alongside team

members, and accepting team diversity (van Dierendonck & Nuijten, 2011). Because of this, servant leaders are respected for their humility, authenticity, and self-awareness (van Dierendonck & Nuijten, 2011). Furthermore, servant leaders provide strong leadership through their vision, direction, and foresight (van Dierendonck & Nuijten, 2011). Over the years, Greenleaf's servant leadership theory (1970, 1996, 2002) has been reviewed, analyzed, and summarized by many (Barbuto & Wheeler, 2006; Dennis & Bocarnea, 2005; Laub, 1999; Paris & Peachey, 2013; Sendijaya et al., 2008; Spears, 1998; Spears & Lawrence, 2002; Trompenaars & Voerman, 2009; van Dierendonck, 2011; van Dierendonck & Nuijten, 2011). One of the more common overviews of Greenleaf's writings was that of Spears (1998), who synthesized the many servant leader characteristics into 10 servant leadership principles: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community.

The first characteristic of servant leadership is listening. The servant leader is an active listener who is attentive to others while being able to self-reflect. The second characteristic is empathy. Servant leaders seek to understand others, seeing their team members as human beings, not merely employees. Thirdly, servant leaders are committed to healing. They lead others and themselves to wholeness.

Awareness is the fourth characteristic of servant leadership. This refers to having a general knowledge of what is going on around oneself, as well as possessing self-awareness. The fifth characteristic of servant leadership is persuasion, implying that servant leaders seek to convince others rather than coerce, relying on earned authority rather than positional authority. The sixth characteristic is conceptualization. Servant leaders have vision, resulting in strategic planning. The seventh characteristic of the servant leader is foresight. Servant leaders have the

intuition necessary to predict what lies ahead and to see the potential consequences of decisions. Servant leaders value stewardship, evidenced by taking responsibility for their actions and those of the entire team. This is the understanding that the organization and its resources belong to each team member and the belief that everyone has a responsibility to contribute to the greater good of the organization and society. Servant leaders are also committed to the growth of people. They seek to develop their team members to reach their potential. Finally, servant leaders actively build community within the organization (Greenleaf, 1970, 1996, 2002; Spears, 2010).

Review of Research Literature and Methodological Literature

To further understand leadership, Rath and Conchie (2008) conducted an extensive, 30-year study involving more than 1,000,000 work teams, 20,000 in-depth interviews of leaders, and a random sampling of over 10,000 employees around the world, inquiring about positive, influential leadership. In the employee interviews, participants were asked to identify an effective leader in their lives. Each person was then asked to list three words describing the contributions the identified leader made to the interviewee's life. The researchers compiled the interview responses, coded them, and organized them into themes. Out of the several thousands of open-ended responses, this formative study revealed a clear picture of what people wanted and needed from their leaders (Rath & Conchie, 2008).

Research demonstrated that trust in leadership was linked with engagement in the organization. In the previously mentioned Gallup study, of the employees who did not trust their leaders, only one in 12 was engaged at work. Of those employees who trusted their leaders, one in two was engaged in work. Compassion was another basic need expressed by employees. There was evidence that people are greatly impacted by a caring manager. In a survey of over 10,000,000 people, asking if they could relate to the statement, "My supervisor, or someone at

work, seems to care about me as a person,” responders who agreed indicated they were significantly more likely to continue working with the organization (p. 85–86).

Stability was another need met by positive leaders. Leaders provided this stability by remaining true to their core values. Another way leaders provided stability was in being transparent. The final need from leaders, as revealed in the Gallup study, was hope. In a Gallup study asking whether leadership made people “feel enthusiastic about the future,” 69% of responders who agreed with this statement reported being engaged in their jobs (p. 89). The extensive research of Gallup supported the effectiveness of positive leaders. The basic needs of trust, compassion, stability, and hope that were revealed in the Gallup study can be met through servant leadership.

To create and test a form of measurement for servant leadership, Laub (1999) developed a system for measuring the six groups of servant leadership characteristics. Van Dierendonck (2011, pp. 1232–1234) described those characteristics as (a) valuing people by listening respectively, serving the needs of others first, and believing in people; (b) developing people by providing opportunities for learning, modelling appropriate behavior, and building up others through encouragement; (c) building community by building strong relationships, working collaboratively, and valuing individual differences; (d) displaying authenticity with integrity and trust, openness and accountability, and a willingness to learn from others; (e) providing leadership by envisioning the future, taking the initiative, and clarifying goals; and (f) sharing leadership by creating a shared vision, sharing decision making, and sharing status and privilege with all levels of the organization.

The Gallup study of Rath and Conchie (2008) revealed a need for trust, which was met through the characteristic of authenticity, found in servant leaders (Borchers, 2016). The

characteristics of valuing people, developing people, and building community met the need of compassion (Borchers, 2016; Rath & Conchie, 2008; van Dierendonck, 2011). The needs of stability and hope were filled by the servant leader who displayed authenticity while providing and sharing leadership (Rath & Conchie, 2008; van Dierendonck, 2011). Based on these studies, servant leadership appeared to have met employee needs and therefore increased employee engagement (Carter & Baghurst, 2014; Rath & Conchie, 2008; van Dierendonck, 2011).

Another qualitative study set out to discover the emotional needs of teachers. Lambersky (2016) used interviews to better understand the impact principals had on teacher emotions. Lambersky (2016) interviewed 20 secondary teachers in Ontario, Canada. These participants consisted of 13 females and seven males with varying teaching experience, from schools ranging in socioeconomic levels. The interviewer conducted 45- to 60-minute semistructured interviews, asking the teachers questions about their experiences of their principals and the impact of those experiences on their emotions. The questions were centered around commitment to the organization, burnout, stress, self-efficacy, and morale. Interviews were recorded, coded, and organized in themes that revealed six dominant needs teachers believed principals could and should meet. These were needs for (a) professional respect; (b) encouragement and acknowledgement; (c) protection (by providing school order and guarding teachers from unnecessary demands or expectations); (d) visibility of the principal; (e) being allowed a voice; and (f) an articulated vision of the school.

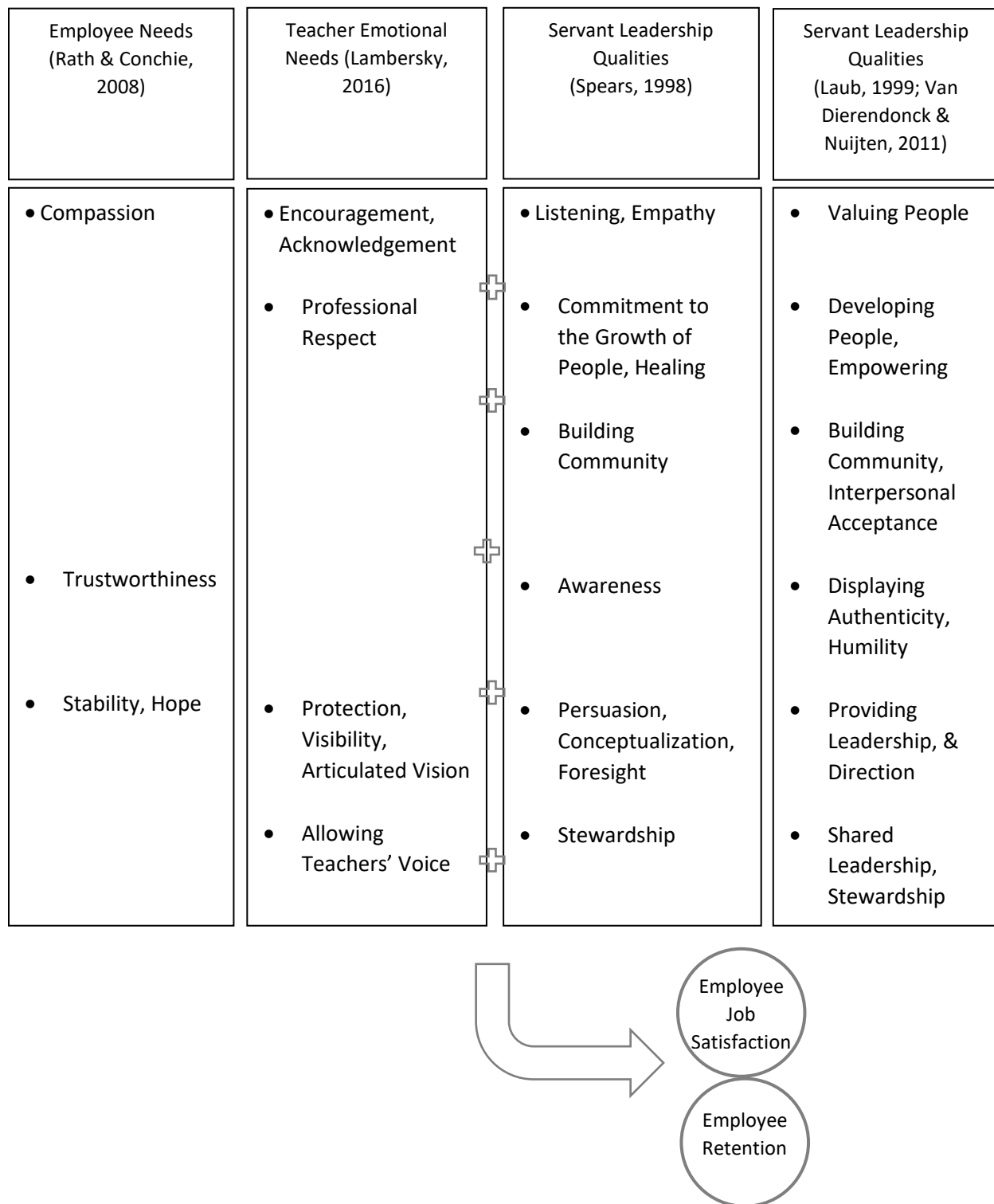


Figure 1. Employee needs compared with servant leader qualities (Compiled from Rath & Conchie, 2008; Lambersky, 2016; Laub, 1999; Spears, 1998).

The expectations or needs employees expressed of or for their employers (Rath & Conchie, 2008; Lambersky, 2016) can be fulfilled by servant leadership (Spears, 1998; Laub, 1999). Figure 1 illustrates that the expectations employees had of their employers (Rath & Conchie, 2008) can be addressed by the servant-leader qualities outlined by Spears (1998) and Laub (1999). Likewise, servant leadership would address the employee needs uncovered in Lambersky's study (2016; Laub, 1999; Spears, 1998).

A study by Jaramillo, Grisaffe, Chonko, and Roberts (2009a) of 501 full-time salespeople across a variety of industries used online surveys to address several hypotheses, among which were: (a) servant leadership influences how ethical employees view their organization to be; (b) this perception of the organization's ethical level affects how well the employees feel they fit in the organization; (c) servant leadership positively affects how well employees perceive they fit and how committed they are to the organization; and (d) commitment to the organization affects employee's intent to remain with the organization. The authors analyzed the results of the surveys to determine how well the variables represent the number of constructs.

Results of the study showed servant leadership had a direct and positive relationship on the salesperson's perception of the ethical level of the organization. This positive view of the organization came from participants perceiving the leader to be one who did the right thing, despite the profit for the organization. Servant leadership also influenced the degree to which the individual perceived to belong to the organization. Because servant leadership places value on the individual team member, salespeople in this study perceived they were able to use their individual talents and skills to better the organization. This led to a higher level of commitment to the organization. Servant leadership also had an indirect impact on the individual's sense of belonging to the organization and commitment to the organization through the level to which the

individual perceived the organization to be ethical. The positive feelings about the good of the organization and its leader helped foster a pride in the organization and a desire to remain committed to the organization's mission (Jaramillo et al., 2009b).

Schools may also benefit from servant leadership. Most people would agree that schools need great teachers. Usually, teachers begin their careers excited and eager to grow as professionals. Unfortunately, over the years, many teachers have lost their passion for teaching, with an alarming number having left the profession altogether (Shaw & Newton, 2014). In fact, 2016 U.S. statistics revealed that two thirds of teachers leaving the profession do so before retirement age, creating an annual teacher attrition rate of 8% (Sutcher et al., 2016).

Servant leadership could make the difference in improving teacher attrition by providing support and a positive work climate for teachers. Jaramillo et al., (2009b) in their study of servant leadership in businesses, concluded, "Servant leaders help create a positive work climate in which salespeople feel a stronger sense of shared organizational values, become more committed to the firm, and thus express a deeper desire to stay" (p. 358). Although the research of Jaramillo et al. (2009) studied employees in sales organizations, this could also be true of teachers. Several studies have sought to explore the effect positive leadership has had on teacher job satisfaction and the intent to remain in teaching. Some of these studies researched the effect transformational leadership has had on teachers. Transformational leadership is defined as leadership that inspires followers to value the mission of the organization above individual concerns (Northouse, 2016).

A correlative descriptive study by Haj and Jubran (2016) explored the perceptions of public-school teachers in Galilee regarding their principals' transformational leadership and its correlation with teacher job satisfaction. The study analyzed the results of two Likert-scaled

surveys administered to teachers: one was a 34-question survey about their principals' level of transformational leadership, and the other was a 37-question survey about the teachers' degree of job satisfaction. The researchers used the Pearson correlation coefficient to determine any correlation between the degree of transformational leadership perceived to be exhibited by principals and the degree of teacher job satisfaction. Five domains of transformational leadership (inspirational motivation, ideal effect, intellectual motivation, building organizational culture, and individualized consideration) were correlated with the domains of job satisfaction (motivation, transparency, work environment, and personal satisfaction). The correlation revealed a positive relationship among the levels of transformational leadership perceived by teachers and the level of job satisfaction. Results of this study indicated teachers who felt their principals possessed qualities of transformational leadership expressed higher satisfaction in their jobs than those who did not feel their principals were transformational leaders (Haj & Jubran, 2016).

A study by Hauserman et al. (2013) explored that same relationship but incorporated a more mixed-method approach with open-ended questions that led to interviews. Using the Multifactor Leadership Questionnaire (MLQ; Bass & Avolio, 1997), the researchers studied 135 schools in Alberta, Canada, by administering surveys to 10 teachers in each school. The survey was the MLQ (Bass & Avolio, 1997) followed by three open-ended questions, asking which actions the teachers wanted their principals to start, stop, and continue. The researchers scored the 744 returned surveys, grouping the principals by their degree of transformational leadership, as perceived by their teachers: low, medium, and high. The open-ended questions were then reviewed of the low- and high-scoring principals. Of these, five schools from the high category

and five from the low category were selected. One participant from each of these 10 schools was contacted for a phone interview.

The four themes from the open-ended question and interview analysis were the same as the variables in the MLQ: idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation. In regard to idealized influence, highly transformational principals were considered to be fair and consistent with staff and students (Hauserman et al., 2013). The consensus of participants expressed the need for clear communication. Under the category of individualized consideration, there were trust and mutual respect between teachers and high-scoring principals. There was emphasis placed on the importance of principals listening to their staff. Inspirational motivation was identified as leading with a clearly articulated goal. Principals with high scores were considered to encourage a friendly professional climate while motivating staff through expressed appreciation and a commitment to excellence. Among the traits teachers highly valued in principals were encouraged intellectual stimulation, honesty, and trust (Hauserman et al., 2013).

Overall, principals exhibiting high levels of transformational leadership were considered professional, approachable, and effective communicators (Hauserman et al., 2013). Teachers at these schools appreciated their principals' commitment to excellence, which motivated and influenced the staff to grow as professionals. The response of teachers indicated that transformational leadership was valued and considered an important contributor to a healthy school climate and teacher efficacy (Hauserman et al., 2013).

The studies of Haj and Jubron (2016) and Hauserman et al. (2013) revealed that teachers with principals who demonstrated transformational leadership were more engaged in teaching and enthusiastic about their jobs. Since there is much overlap between transformational

leadership and servant leadership (Barbuto & Wheeler, 2006; van Dierendonck, 2011), the results of the Haj and Jubran (2016) and Hauserman et al. (2013) studies might also be true of principals who demonstrate servant leadership. One of the largest differences between transformational leadership and servant leadership is that transformational leadership emphasizes the growth of the organization, while servant leadership focuses on team members (van Dierendonck, 2011). According to van Dierendonck (2011), servant leadership focuses on “humility, authenticity, and interpersonal acceptance, none of which are explicit elements of transformational leadership” (p. 1235).

Parolini, Patterson, and Winston (2009) attempted to find empirical evidence for any possible preference of a particular leadership style. Parolini et al. (2009) argued that transformational leaders differed from servant leaders in five areas. First was their moral nature. Transformational leaders could be moral or immoral, depending on their values and the focus of the organization. On the contrary, servant leaders appeared more noble, with the motive of serving others. Second was in their focus. Transformational leaders were perceived to be more committed to the organization, while servant leaders were viewed as more concerned with the needs of their workers, all the while giving their employees more freedom (Parolini et al., 2009). Third was in the motive and mission of the leaders. Transformational leaders were driven by the mission of transformational change and growth within the organization. Servant leaders, on the other hand, were concerned with the growth of individuals, leading to a healthier organization. Fourth was in development, where transformational leaders were concerned with turning followers into leaders, and servant leaders were concerned with developing “autonomous moral servants” who develop other “autonomous moral servants” (Parolini et al., 2009, p. 278). Last was in influence. Stone, Russel, and Patterson (as cited in Parolini et al., 2009) claimed “that

transformational leaders rely more on their charismatic attributes to influence followers, whereas servant leaders significantly influence followers through service itself” (p. 279).

Parolini et al. (2009) expanded on the empirical study of the first author in 2007, which investigated the differences between transformational and servant leadership. The 2007 study used one article describing transformational leadership and one describing servant leadership. Based on the descriptions of each, participants were asked to select the one that best described the style of their leader. Those who could not identify either as a description of their leader were not used in the study. The 514 remaining participants from numerous types of organizations, namely, corporations, nonprofit organizations, academic institutions, and religious organizations, were then asked to describe their attitudes toward their leaders using 19 questions offering semantic differentials, based on literature, that pertain to either transformational or servant leadership.

Discriminant analysis uncovered five significantly different items or differential scales that attributed to a discriminant function. The unique differences between transformational and servant leadership were recognized as the following distinctions: moral, focus, motive and mission, development, and influence. Both studies (Parolini, 2007; Parolini et al., 2009) concluded there was a need for transformational and servant leadership alike, as both leadership styles could complement each other in a leadership team. While servant leadership tends to be more common in nonprofit and religious organizations, this leadership style is gaining attention in the for-profit sector as well (Carter & Baghurst, 2014). Not only is servant leadership recognized as an effective leadership style, its emphasis on moral principles makes it well-suited for a moral enterprise such as the educational setting (Cerit, 2009).

There have been a few studies focusing on the effect of servant leadership on schools. Shaw and Newton (2014) surveyed teachers about their principals' servant leadership. The analysis of the 234 high school teacher surveys revealed a correlation between the perception of servant leadership in principals and teacher job satisfaction. Likewise, those teachers indicated a more likely intent to remain teaching with that principal. The study also indicated that teachers who perceived their principals to possess servant leadership were more likely to express satisfaction in their jobs (Shaw & Newton, 2014). The results supported the importance of considering servant leadership to better support, encourage, and develop teachers.

Cerit (2009) studied primary schools in Turkey to determine if servant leadership would have a positive effect on teacher job satisfaction. In this study, Cerit (2009) used a 68-question survey with a five-point Likert scale that incorporated the six servant leadership characteristics developed by Laub (1999)—valuing teachers, developing teachers, building community, displaying authenticity, providing leadership, and sharing leadership—as well as questions about job satisfaction. The results of the study indicated a positive relationship between the servant leadership of school principals as perceived by teachers and the job satisfaction expressed by those teachers (Cerit, 2009).

Cerit's (2009) study used the Organizational Leadership Assessment (Laub, 1999), which assessed valuing people, development of people, building community, displaying authenticity, providing leadership, and sharing leadership. The job-satisfaction questions came from the Mohrman-Cooke-Mohrman questionnaire (Cerit, 2009). Factor analysis and the use of a Pearson correlation revealed four of the servant leadership values (valuing teachers, displaying authenticity, building community, and development of teachers) had a significant effect on intrinsic, extrinsic, and total job satisfaction in teachers (Cerit, 2009). T-test results of the

significance of regression coefficients revealed that all six factors, aside from sharing leadership, had a positive effect on intrinsic teacher satisfaction. The correlation analysis revealed a significant relationship among all factors (valuing teachers, developing teachers, building community, displaying authenticity, providing leadership, and sharing leadership) and extrinsic job satisfaction. Standard regression coefficients revealed that the factor of displaying authenticity more significantly affected extrinsic job satisfaction than intrinsic satisfaction did. A correlation matrix showed the subscales of servant leadership were positively and significantly related to total teacher job satisfaction. Furthermore, regression analysis revealed that servant leadership was a significant predictor of teacher job satisfaction, with a 58.3% of the variance with total job satisfaction related to servant leadership qualities (Cerit, 2009).

Another study investigating the effectiveness of servant leadership was conducted in a corporate setting. Peterson et al. (2012) conducted a study of 126 chief executive officers from various companies, mostly from the technology field, to determine how servant leadership affected individual and organizational productivity. This empirical study expanded on previous studies, looking at leadership styles such as charismatic or transformational as predictors of organizational performance. The goal was to determine if certain executive qualities, such as narcissism or being the founder of the organization, encouraged or inhibited servant leadership. Peterson et al.'s study (2012) took place in three stages.

First, the CEOs completed a survey to determine their level of narcissism. This involved a 16-item Narcissistic Personality Inventory (NPI-16), a short version of Raskin and Terry's Narcissistic Personality Inventory (NPI-40; as cited in Peterson et al., 2012). Second, three months later, required the CEOs to answer a nine-item organizational identification scale created by Boivie, Lange, McDonald, and Westphal (as cited in Peterson et al., 2012). Finally, CFOs

answered a survey using only 16 of 28 items from Liden, Wayne, Zhao, and Henderson's scale (as cited in Peterson et al., 2012); this survey was previously tested on 15 CFOs. CFOs were also given survey items to rate their CEOs' transformational leadership using a short form of the Multifactor Leadership Questionnaire (Avolio & Bass, 2004). In addition, an empirical score was collected to determine the firms' health. Firm performance was calculated by measuring return on assets, which is calculated by dividing annual income by net assets. Firm performance scores were an average of the financial performance from three, six, and nine months after the final survey data collection.

The study also measured CEO demographics and relationship tenure between the CEO and CFO. The researchers recognized there were limitations in this study, especially in the contrast of leadership styles such as narcissism and servant leadership (Peterson et al., 2012). Yet, a confirmatory analysis revealed that narcissism had a negative relationship on servant leadership. It also revealed that when the CEO was the founder, servant leadership was more likely to be exhibited, because leaders who founded the company were more attached to the organization and more apt to build relationships that foster the health of the company.

Peterson et al.'s (2012) study also indicated there was a positive relationship between the amount of servant leadership demonstrated by the CEO and the level of firm health. By regressing firm performance on servant leadership and prior firm performance and comparing results with control scores of firms with transformational leadership, the researchers reported servant leadership to be a predictor of firm performance. The significant, positive relationship between servant leadership and firm performance indicated that servant leadership likely influenced employees to reach their potential and engage in the greater cause of the organization, thus improving overall firm health (Peterson et al., 2012). The Peterson et al. (2012) study was

limited to the surveys used. Also, the score of firm performance was calculated by measuring the return on assets, which was calculated by annual income divided by net assets. There are likely other, more comprehensive means of measuring firm health. Since servant leadership has yet to be assigned definitive measurements, the results merely suggest a positive relationship between servant leadership and organizational performance (Peterson et al., 2012).

The research on servant leadership proved it can have a positive effect on employees and the organization. The extensive Gallup study revealed that the most common needs of employees were trust, compassion, stability, and hope (Rath & Conchi, 2008). These basic needs can all be met through servant leadership (van Dierendonck, 2011). Along with the fulfillment of employee needs, studies indicated there was a relationship between servant leadership and employee productivity (Peterson et al., 2012). Studies have also shown that servant leadership in principals had a positive effect on teacher satisfaction (Cerit, 2009; Shaw & Newton, 2014). Based on these studies, servant leadership is known to be an effective leadership style.

If schools are to maintain quality teachers and keep those teachers engaged in their craft of educating students, leadership within schools needs to be effective and supportive. Servant leadership has proved to be an effective means for motivating success and professional growth (Lambersky, 2016; Peterson et al., 2012). Rath and Conchie (2008) recognized the importance of leaders' meeting their team members' basic needs of trust, compassion, stability, and hope. This made team members feel engaged and willing to contribute to the team and its mission. Creating and maintaining an engaged workforce is an essential way to improve productivity and longevity within an organization (Serrano & Reichard, 2011).

There has been research on the role of school leadership and its effects on schools and teachers (Hauserman et al., 2013; Haj & Jubron, 2016; Korkmaz, 2007; Jones & Watson, 2017;

Mehdinezhad & Nouri, 2016; Range, Finch, Young, & Hyidston, 2014; Ross & Cozzens, 2016).

There has also been literature espousing the effectiveness of servant leadership in organizations (Borchers, 2016; Carter & Baghurst, 2014; Jaramillo et al., 2009; Peterson et al., 2012).

However, there has been little research on the effects of servant leadership on teacher satisfaction and retention. The few studies found were limited by their purely empirical nature (Cerit, 2009; Shaw & Newton, 2014). Although the surveys used provided large amounts of data for analysis, the results were limited to the questions of the survey. Hauserman et al.'s (2013) study incorporated a more mixed-method approach with open-ended questions, leading to interviews. As a result, the data of the Hauserman et al. (2013) study was richer, providing more valuable information about the effect of the leadership being studied.

Schools need to be filled with quality teachers who enjoy teaching and are engaged in their classrooms. Kowske, Lundby, Rasch, Harris, and Lucas (2009) defined employee engagement as “the extent to which employees are motivated to contribute to organizational success and are willing to apply discretionary effort to accomplishing tasks important to the achievement of organizational goals” (p. 50). It seems likely that students would benefit from teachers who are committed to the success of their schools. Leadership can have a positive effect on teacher satisfaction (Shaw & Newton, 2014) and engagement. Given what is known about leadership, there may be a relationship between the servant leadership of school leaders and the engagement and job satisfaction of teachers. In light of what research indicates about the positive effects of servant leadership, the impact could be the same on teachers. Servant leadership of school leaders could have a positive effect on teacher satisfaction and retention.

Methodological Issues

Greenleaf's theory (1970, 1996, 2002) of servant leadership gained attention as a viable leadership theory. Yet, for the first few decades of its existence, it remained a vague concept, varying in descriptions and lacking a means of quantification (van Dierendonck, 2011). That was until Laub (1999) made the first attempt to develop a measurement tool for servant leadership. He started by using a survey, enlisting input from 14 experts in the field of servant leadership (Laub, 1999). In three phases, these experts added to and rated characteristics of servant leadership. Once the list of 70 characteristics was created, the characteristics were put into a survey, called the Servant Organization Leadership Assessment. This survey was evaluated by a panel of six judges. After revision, it was pre-field-tested on 22 participants. Then the survey was tested by 828 participants from 41 organizations. The assessment was reduced to a 60-item survey that was analyzed for reliability. It was later named the Organizational Leadership Assessment to prevent any potential bias caused by using the words "servant leadership."

Since Laub's (1999) work in creating the Organizational Leadership Assessment, several servant leadership measurement tools have been developed. Dennis and Bocarnea (2005) created the Servant Leadership Assessment Instrument. This tool measured seven constructs of servant leadership, as espoused by Patterson (2003). Factor analysis was used in this study, resulting in the ability to measure five of the seven constructs: agape (or selfless love), humility, vision, trust, and empowerment (Patterson, 2003). However, the Servant Leadership Assessment Instrument failed to measure altruism and service. This is likely due to the vague nature of these constructs. Later versions of the assessment more specifically expressed the concept of altruism and service as a mission to serve others. Though the result was an improved measurement of altruism and service, the researchers concluded that more survey items were needed to adequately measure

these constructs. Despite this, the factor analysis and scale reliability analysis proved the Servant Organization Leadership Assessment's reliability (Dennis & Bocarnea, 2005).

Another measurement tool was created by Barbuto and Wheeler (2006). They developed a 23-item survey called the Servant Leadership Questionnaire to measure the 10 characteristics of servant leadership postulated by Spears (1998). The authors added an 11th characteristic, callings, based on the premise of Greenleaf (1970), stating that servant leadership is a natural desire to serve. All 11 characteristics were addressed in a questionnaire tested for its psychometric properties. The analysis resulted in the 11 characteristics being reduced to five factors of servant leadership: altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship.

To achieve a more multi-dimensional assessment, van Dierendonck and Nuijten (2011) developed the Servant Leadership Survey. This study took place in three phases. The first was the development of the survey, based on the results of four samples of people spanning two countries. The second phase was to test the content validity of the survey. In the final phase, the criterion-related validity was tested. The entire study consisted of two qualitative studies and eight quantitative studies. The result was a survey measuring eight aspects of servant leadership: empowerment, accountability, standing back, humility, authenticity, courage, interpersonal acceptance, and stewardship.

These were just a few of the primary measurement tools used in the 39 empirical studies on servant leadership synthesized by Paris and Peachey (2013). Based on their literature review, Paris and Peachey (2013) made four conclusions. The first was that there was still no consensus on a universal definition of servant leadership. The second was that servant leadership continued to be studied across disciplines and contexts. The third was that different instruments and

assessments were being used in each study. Fourth was that servant leadership is an effective leadership strategy proven to help organizations and followers.

As conveyed, there are tools to measure servant leadership (Laub, 1999; Dennis & Bocarnea, 2005; Barbuto & Wheeler, 2006; van Dierendonck & Nuijten, 2011). These tools have been used in studies to determine the effect, if any, of servant leadership on aspects such as employee satisfaction, employee engagement, organizational climate, and employee retention, to name a few (Al-Mahdy et al., 2016; Black, 2010; Carter & Baghurst, 2014; Cerit, 2009; Parris & Peachey, 2013; Shaw & Newton, 2014). Most of these studies (Al-Mahdy et al., 2016; Black, 2010; Cerit, 2009; Korkmaz, 2007; Peterson et al., 2012) have used one of the assessment tools mentioned above or in the summary of Parris and Peachey (2013), along with various other assessments like the Job Satisfaction Survey (Al-Mahdy et al., 2016), the Organizational Climate Description Questionnaire (Black, 2010), and a mixture of questionnaire items (Hauserman et al., 2013; Shaw & Newton, 2014). These empirical studies have suggested there is a relationship between servant leadership and employee satisfaction, employee engagement, employee retention, and a positive organizational climate (Al-Mahdy et al., 2016; Black, 2010; Carter & Baghurst, 2014; Cerit, 2009; Parris & Peachey, 2013; Shaw & Newton, 2014).

These empirical studies have primarily involved a type of correlational analysis to determine any relationship between servant leadership and the element of inquiry, such as satisfaction, engagement, or climate. The benefit of these quantitative studies is that they allow the researcher to involve many participants and analyze the data easily, using various methods. The drawback to them is that the results were limited to the survey questions (Al-Mahdy et al., 2016; Black, 2010; Carter & Baghurst, 2014; Cerit, 2009; Parris & Peachey, 2013; Shaw & Newton, 2014). Incorporating a qualitative aspect, such as open-ended questions, interviews, or

focus groups would provide another dimension to the data concerning servant leadership. The result would be a more comprehensive picture of the effect of servant leadership.

Carter and Baghurst's (2014) study added to the body of literature on servant leadership. This phenomenological study used focus groups of 11 employees from a restaurant chain in Texas. The leaders of these restaurants had participated in servant leadership training and were recognized as being managers of servant leadership. The participants were interviewed in focus group sessions that were recorded, transcribed, and coded to identify common themes. Invariant constituents or reoccurring themes were identified and organized to create a summary of responses for each question. Data from employee surveys about their managers' leadership were triangulated with the focus group responses. The study revealed that servant leadership contributed to employee engagement while increasing loyalty to the workplace (Carter & Baghurst, 2014).

Black's study (2010) used a mixed-method approach. Black (2010) sought to identify the correlation, if any, in the perceptions between teachers and principals of servant leadership and the atmosphere of 12 Catholic elementary schools in Ontario, Canada. It also sought to identify the experiences that led teachers and principals to those perceptions. This study used the Organizational Leadership Assessment (Laub, 1998) as well as the Organizational Climate Description Questionnaire-Revised for Elementary Schools (OCDQ-RE; Hoy, Tarter, & Kottkamp, 1991). Both surveys used a Likert scale, providing empirical data to be analyzed. The qualitative nature of this study was the use of three focus group interviews involving 24 participants. This mixed-method approach allowed the researcher to expand on the data provided by the surveys, providing a more thorough analysis of the impact of servant leadership on the climate of the schools.

Another mixed-method study measured teachers' perceptions of principals' leadership styles in regard to transformational leadership qualities (Hauserman et al., 2013). The participants were 744 teachers in Alberta, Canada who submitted the Multifactor Leadership Questionnaire (Bass & Avolio, 1999). Open-ended questions were added to the Multifactor Leadership Questionnaire, asking what actions teachers wanted their principals to start, stop, and continue. The participants whose surveys ranked among the lowest and highest leadership scores were then interviewed, probing deeper about their perceptions of their principals' leadership. The authors concluded that the survey information was valuable in that it allowed them to analyze a large amount of data. The open-ended questions provided them with richer answers to their questions about leadership perceptions. The added element of the interviews provided the ability to investigate further, resulting in a more comprehensive analysis. The Hauserman et al. (2013) study may have been about transformational leadership rather than servant leadership; however, the open-ended questions and interviews provided a wealth of information that would not be possible from a strictly quantitative approach.

The literature exploring a relationship between servant leadership and employee satisfaction includes quantitative studies. As argued, these studies are bound by the measurement tool being used. Since there are several tools available for measuring servant leadership (Laub, 1999; Barbuto & Wheeler, 2006; Dennis & Boacarne, 2005; Sendjaya et al., 2008; van Dierendonck & Nuijten, 2011), and these tools vary in their questions, wording, and qualities being assessed, there is a need for qualitative studies on servant leadership. Therefore, the approach of this study was qualitative. I interviewed teachers about their school leaders' servant leadership, job satisfaction and longevity at their school. There was a set of questions to ask each teacher; however, the interview process allowed the interviewer to further probe participants to

glean valuable information. This approach revealed more meaningful answers to the research questions posed by the study. Carter and Baghurst (2013) found that the process of asking semistructured questions in a focus group allowed participants to elaborate on experiences. They concluded that individual interviews could elicit more meaningful data, as participants could feel more comfortable to share openly (Carter & Baghurst, 2013).

Synthesis of Research Findings

The emergence of servant leadership as a viable leadership theory led to a number of studies seeking to verify its effectiveness (Al-Mahdy et al., 2016; Black, 2010; Borchers, 2016; Carter & Baghurst, 2014; Cerit, 2009; Jaramillo et al., 2009; Korkmaz, 2007; Parris & Peachey, 2013; Peterson et al., 2012; Shaw & Newton, 2014). These studies revealed two major problems: first, there were no clearly defined characteristics of servant leadership, and second, there was no consistent instrument for measuring its qualities. Laub (1999) developed the Organizational Leadership Assessment, the first assessment tool to measure servant leadership. Laub's (1999) work was followed by many others, such as Dennis and Bocarnea (2005) who created the Servant Leadership Assessment, Barbuto and Wheeler (2006), creators of the Servant Leadership Questionnaire, Sendjaya et al. (2008) who developed the Servant Leadership Behavior Scale, and van Dierendonck and Nuijten (2011), authors of the Servant Leadership Survey.

Each of the instruments mentioned measured different characteristics of servant leadership. Van Dierendonck and Nuijten (2011) summarized the characteristics of servant leadership as empowering and developing people; humility; authenticity; interpersonal acceptance; providing direction; and stewardship. Each of these six characteristics was addressed in the above-mentioned instruments of measurement (Laub, 1999; Dennis & Bocarnea, 2005; Barbuto & Wheeler, 2006; van Dierendonck & Nuijten, 2011). These constructs were valid in

that they aligned with the six overarching servant leadership characteristics summarized in the work of Laub (1999): values people, develops people, builds community, displays authenticity, provides leadership, and shares leadership. It also coincided with the 10 principles of servant leaders posited by Spears (1998): listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community.

The measurement tools created by Laub (1999), Barbuto and Wheeler (2006), Dennis and Bocarnea (2005), Sendjaya et al. (2008), and van Dierendonck and Nuijten (2011) have all been used to discover any relationships between servant leadership and employee satisfaction, engagement, performance, and intent to remain with the organization (Al-Mahdy et al., 2016; Black, 2010; Borchers, 2016; Carter & Baghurst, 2014; Cerit, 2009; Jaramillo et al., 2009; Korkmaz, 2007; Lambersky, 2016; Peterson et al., 2012; Shaw & Newton, 2014). The assessments have also been used to determine any relationship between servant leadership and organizational climate or health (Black, 2010 and Korkmaz, 2007; Peterson et al., 2012). The measurement tools (Barbuto & Wheeler, 2006; Dennis & Bocarnea, 2005; Laub, 1999; van Dierendonck & Nuijten, 2011) differed in the number of items. Laub's (1999) assessment contained 60 items, Barbuto and Wheeler's (2006) questionnaire contained 23, Dennis and Bocarnea's (2005) assessment had 42 items, and Van Dierendock and Nuijten's (2011) had 30 items.

Another difference among these measurement tools is the samples used to develop the tool. Laub (1999) used 847 people from 41 organizations to develop the Organizational Leadership Assessment. Barbuto and Wheeler (2006) accessed 388 people in leadership training seminars to develop the Servant Leadership Questionnaire. The Servant Leadership Assessment,

developed by Dennis and Bocarnea (2005), used three samples of 250, 406, and 300 employees from diverse occupations. Finally, van Dierendonck and Nuijten (2011) used the largest sample size of 1,571 people from two countries and diverse occupational backgrounds to develop the Servant Leadership Survey.

The measurement tools of Laub (1999), Barbuto and Wheeler (2006), Dennis and Bocarnea (2005), Sendjaya et al. (2008), and van Dierendonck and Nuijten (2011) used similar methodologies for their development. They all used literature reviews and exploratory factor analysis. Laub (1999) added a Delphi study of experts, and Barbuto and Wheeler (2006) used a face validity test. Van Dierendonck and Nuijten (2011) incorporated expert interviews and confirmatory factor analysis in their measurement tool development. There are many similarities among the measurement tools (Laub, 1999; Dennis & Bocarnea, 2005; Barbuto & Wheeler, 2006; Sendjaya et al., 2008; van Dierendonck & Nuijten, 2011). Although the researchers used varying words to describe servant leadership, the tools consistently measured similar characteristics. Van Dierendonck and Nuijten (2011) summarized the key characteristics of servant leadership, as determined by the above measurement tools, as empowering and developing people, humility, authenticity, interpersonal acceptance, providing direction, and stewardship.

Critique of Previous Research

Among the studies investigating the effect of servant leadership on employee satisfaction or engagement, some took place outside the United States (Al-Mahdy et al., 2016; Black, 2010; Cerit, 2009; Korkmaz, 2007; Lambersky, 2016). Since the results of these studies were consistent with the literature, the results could be similar in the United States as well. Al-Mahdy et al. (2016) acknowledged the Arab culture in Turkey could have influenced teacher perceptions

of servant leadership. The Turkish culture could have also influenced survey responses in Korkmaz's (2007) and Cerit's (2009) study. Canadian culture may not be that different from American culture; however, differences in the school systems could have influenced study results (Black, 2010; Lambersky, 2016). Again, since the results of these studies are consistent with literature, it suggests the results could be similar in the United States.

Aside from the qualitative studies of Black (2010), Carter and Baghurst (2014), and Lambersky (2016), most of the research has been quantitative in nature (Al-Mahdy et al., 2016; Borchers, 2016; Cerit, 2009; Jaramillo et al., 2009; Korkmaz, 2007; Peterson et al., 2012; Shaw & Newton, 2014). These quantitative studies were limited by the measurement tools used. As mentioned earlier, several instruments have been created to measure the even more numerous qualities of servant leadership (Barbuto & Wheeler, 2006; Dennis & Bocarnea, 2005; Laub, 1999; Sendjaya et al., 2008; van Dierendonck & Nuijten, 2011). Even though these measurement tools were based on the same theory of Greenleaf (1970, 1996, 2002), the characteristics measured and the wording of those characteristics varied. Therefore, relying entirely on the results of empirical measurements may not provide a complete picture of the effect of servant leadership.

For instance, a phenomenological study of restaurant employees (Carter & Baghurst, 2014) included information such as specific stories of how their managers or restaurant owners modeled servant leadership. The interviewer asked open-ended questions that encouraged deep and meaningful responses from the participants, questions such as "What servant leader qualities are more important to you?", "How does working in a servant leader environment motivate you?", "In regard to your servant leadership experience, what has kept you with the same company for over five years?", and "In what ways does Servant Leadership [*sic*] inspire you to

do and accomplish more in your role?” The researchers were able to use the information from the focus group interviews to accompany the employee questionnaire data.

Likewise, the study of Catholic teachers in Ontario, Canada (Black, 2010) combined the data from the Organizational Leadership Assessment of Laub (1999) with focus-group interviews, resulting in a more comprehensive picture of the effect of servant leadership on job satisfaction and school climate. Hauserman et al. (2013) used a similar approach to discover any correlation between the transformational leadership of principals (as perceived by teachers) and teacher satisfaction and engagement. This mixed-method study triangulated the data from the Multifactor Leadership Questionnaire (Bass & Avolio, 1990), teacher responses to open-ended questions, and teacher interviews.

Lambersky (2016) sought to gain insight through a qualitative approach. He used interviews of 20 secondary teachers in Ontario, Canada to discover any impact principals had on teacher emotions. In the semistructured interviews, Lambersky asked the teachers questions about their interactions with their principals and how these interactions affected their emotional states. The coding of the interview transcriptions revealed major themes that pointed to six basic teacher needs to be met by the principal: professional respect, encouragement and acknowledgement, appropriate protection, visibility of the principal, allowing teachers a voice, and an articulated vision of the school. Without the open-ended-question format of this qualitative study, these needs may not have been uncovered. Lambersky (2016) revealed important needs of teachers that added to the literature study of the influence of principals on teacher emotions.

The mixed-method studies of Hauserman et al. (2013), Black (2010), and Carter and Baghurst (2014) produced a large amount of data through survey responses. In addition, the

deeper level of responses from the qualitative methods provided a more comprehensive result to the study. Lambersky's (2016) qualitative study also yielded valuable information about the impact principals have on teachers' emotional states. This information can be useful for future hiring and training of school administrators.

Summary

This literature review provided an overview of research regarding servant leadership and its qualities, suggesting it could be an effective leadership style for educational settings.

Research regarding the effects of servant leadership on employees was shared, including those that specifically addressed employee satisfaction and engagement. Research indicated servant leadership affected job satisfaction. Yet, the research remains largely quantitative, providing a limited picture of the effect of servant leadership. The case was made for the need for qualitative studies on servant leadership's influence on employee job satisfaction and engagement.

Therefore, this study sought to add to the body of literature by providing a more in-depth look at servant leadership, primarily as it pertains to teacher satisfaction and engagement. The qualitative nature of this study encouraged meaningful data through the thorough, reflective responses of the participants.

Based on this review of literature, which developed a unique conceptual framework using servant leadership and teacher job satisfaction to understand the need for teachers to enjoy and be engaged in teaching, there was sufficient reason for thinking that an investigation examining the impact of servant leadership on teachers would yield socially significant findings. Servant leadership is rooted in the desire first to be a servant (Greenleaf, 1996). Servant leaders value people through service and development and build community through strong personal relationships. Servant leaders are authentic, humble, and willing to learn. They provide strong

leadership through vision, direction, and foresight. Beyond this, servant leaders demonstrate stewardship and a commitment to the health of their teams and the organization (Laub, 1999; Spears, 1998; van Dierendonck & Nuijten, 2011). All these qualities make servant leadership a possible leadership style for the educational setting. For that reason, this study examined if and how there might be a relationship between servant leadership of school leaders and teacher job satisfaction and retention.

Chapter 3: Methodology

Introduction

Teachers are an integral part of effective student education (Cerit, 2009; Ronfeldt et al., 2013). Research has demonstrated that teacher satisfaction influences student achievement (Black, 2010; Leithwood et al., 2011; Marzano et al., 2005) because when teachers are engaged and enjoying their jobs, they are more likely to provide quality education. Research also showed that employee satisfaction leads to employee retention (Black, 2010; Carter & Baghurst, 2014; Cerit, 2009; Friedman, 2014; Jaramillo et al., 2009b; Shaw & Newton, 2014). The retention of quality teachers also positively affects student achievement (Boyd, Lankford, Loeb, & Wyckoff, 2005; Ronfeldt et al., 2013). Therefore, it is important for school leadership to find ways to increase teacher retention (Jones & Watson, 2017; Sutchter et al., 2016).

Research has proved that leadership influences teacher satisfaction, which in turn affects teacher longevity (Grissom et al., 2016; Lambersky, 2016; Shaw & Newton, 2014). Teachers who perceived their leaders to possess strong, effective leadership qualities, such as those found in transformational or servant leadership, were more likely to experience job satisfaction and therefore remain at their schools (Aydin, Sarier, & Uysal, 2013; Brown & Wynn, 2009; Cerit, 2009; Haj & Hubron, 2016; Harris et al, 2016; Shaw & Newton, 2014). Since principal behavior has proved to be a significant contributor to teacher satisfaction and retention, understanding positive leadership behaviors is important for school leadership (Lambersky, 2016; Shaw & Newton, 2014). To increase teacher satisfaction and retention, and consequently student achievement, school leaders such as the principal should devote attention to applying effective leadership strategies (Hauserman et al., 2013).

Research suggests that servant leadership can positively influence employee retention, because the nature of servant leadership builds relationships, encourages comradery, and fulfills basic employee needs, leaving employees more satisfied (Carter & Baghurst, 2014; Jaramillo et al., 2009b; Shaw & Newton, 2014; van Dierendonck, 2011). As employees' needs are met, they are more likely to be satisfied (Black, 2010; Hauserman et al., 2013). A leadership style that places value in meeting the needs of others is servant leadership (Greenleaf, 1970, 1996, 2002). Servant leadership has proved to influence employee satisfaction, retention, and the overall functioning of the organization (Black, 2010; Cerit, 2009; Jaramillo et al., 2009a, 2009b; Shaw & Newton, 2014; van Dierendonck, 2011). Thus, the purpose of this case study was to explore the perceptions of teachers who have remained at their schools for 10 or more consecutive years, to better understand if and how servant leadership of a school leader influenced teacher satisfaction and longevity.

Research Question

The literature review provided support to pursue a research study to answer the research question of if and how a school leader's use of Greenleaf's (1970, 1996, 2002) servant leadership principles—listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community—influenced teacher job satisfaction and longevity. Through in-depth interviews, this study explored the influence of servant leadership on teachers with longevity of 10 or more years at their current schools. The focus of the first interview was to learn about teacher experiences and perceptions of their leader's influence. After learning about servant leadership and assessing their leader's servant leadership, participants were then interviewed to discover if and how any servant leadership of their leader

influenced their job satisfaction and intent to remain at their school. This study provided insight into improving teacher satisfaction and retention.

Purpose and Design of the Study

Denzin and Lincoln (as cited in Creswell, 2014) explained, “Qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them” (p. 44). It is a natural, experiential study where the researcher plays an active role in the research. The researcher is therefore able to share results that are relevant, authentic, and trustworthy. Qualitative research is a naturalistic way to explore a problem or issue, while capturing the authentic setting and culture being studied (Creswell, 2013).

In a qualitative study, the researcher allows the truth and meaning to emerge (Creswell, 2013). Therefore, the results of qualitative research may contain multiple truths, revealed by the in-depth approach. The data analysis of a qualitative study is inductive, with generalizations induced from synthesizing gathered information. This means, typically, the qualitative study does not begin with a hypothesis (McMillan, 2012). Some of the data of a qualitative study come from the participants’ perspectives, with focus placed on the participants’ understanding of the topic studied and the interpretation of their experiences. Therefore, an emphasis is placed on socially constructed meaning, with knowledge based on participants’ experience and social interaction. The research design of the qualitative study is often emergent, evolving throughout the course of the study (McMillan, 2012).

According to Yin (2014), case studies allow for exploration of the how and why of a phenomenon. There are three types of case studies, each varying in intent: intrinsic, instrumental,

and collective (Creswell, 2013). The intrinsic case study focuses on a unique phenomenon. In the instrumental case study, one issue is chosen for study within a bounded case, allowing the researcher to better understand the broader issue. The collective case study focuses on one issue but uses several cases to gather various perspectives on the issue (Creswell, 2013). This study was an instrumental case study.

The purpose of this study was to learn if and how servant leadership of a school leader influenced teacher satisfaction and longevity in their positions. Previous studies have identified a relationship between servant leadership and teacher satisfaction and longevity; however, these studies have been empirical (Cerit, 2009; Shaw & Newton, 2014). This qualitative study focused on teachers who have remained in their schools for 10 or more consecutive years. This case was bound by focusing on teachers employed in public schools in a county of the Southwest United States during the 2018–2019 school year. It was a case study on teachers with longevity, comprising a total of six participants.

This study sought to add to the body of research exploring ways to improve teacher satisfaction and longevity. Research has suggested that teachers are more satisfied in their jobs when they are supported by their principals (Cerit, 2009; Hauserman et al., 2013; Lambersky, 2016; Shaw & Newton, 2014). Consequently, when teachers are satisfied and engaged in their jobs, they are more likely to remain teaching in their schools (Al-Mahdy et al., 2016; Black, 2010; Cerit, 2009; Jaramillo et al., 2009b; Korkmaz, 2007; Lambersky, 2016; Shaw & Newton, 2014). If leaders influence teacher satisfaction, and teacher satisfaction influences teacher longevity, it is important for school leaders to know how best to lead teachers.

Research has suggested that servant leadership is an effective leadership style well suited for the educational setting (Carter & Baghurst, 2014; Cerit, 2009; Greenleaf, 1996, 2002;

Korkmaz, 2007; Laub, 1999; Peterson et al., 2012; Spears & Lawrence, 2002; Trompenaars & Voerman, 2009). It was not yet known if and how the servant leadership of the school leader influenced teacher satisfaction and longevity. While there have been some empirical studies (Al-Mahdy et al., 2016; Alonderiene & Majauskaitė, 2016; Cerit, 2009; Shaw & Newton, 2014) suggesting a relationship between servant leadership of school leaders and teacher satisfaction and longevity, there have not been any qualitative studies. Through this case study, I had the expectation to explore if and how servant leadership influenced teacher satisfaction and longevity.

To begin this 3-month case study, I interviewed participants from different schools, asking about their leader's leadership, their satisfaction, and reasons why they have remained at their schools. To protect confidentiality, I used interview questions that focused on the school's overall leadership, not just the school principal, allowing participants to share about any particular leader. I field-tested the interview questions prior to the study. This field-testing was done by holding a mock interview with three teachers not in this study. I also had two colleagues, professors in a university, review and comment on the interview questions. In a one-on-one, semistructured, first interview lasting 30 to 45 minutes, I asked each teacher about the qualities they saw in their school leader and if and how they felt those qualities influenced their decisions to remain at their school.

About a week after the initial interview, I presented to the participants a short training about servant leadership. I also gave participants a rubric that allowed them to assess their leaders' servant leadership, using three examples of each of the 10 servant leadership characteristics. Then I conducted a second interview, also lasting 30 to 45 minutes and including six questions. In this interview, I focused particularly on servant leadership as perceived by the

teachers. I used questions that referred to specific servant leadership qualities teachers identified and or desired to see in their schools' leaders. I also asked teachers how these qualities influenced their job satisfaction as well as their decisions to remain at their schools. I audio recorded the interviews and took notes of the responses. I coded interview transcripts to identify themes. I also used participant responses and the emerging themes as the data for this study. As a form of member checking, I emailed transcripts of both interviews to the participants for their review prior to final submission. Throughout the course of the study, I kept analytic memos, a form of reflection on the data (Saldaña, 2016). All data from this study have been kept in a locked file and will be destroyed after three years.

I chose this case study design because it could add to the body of research on servant leadership in education. There are few about the relationship between servant leadership and teacher satisfaction and longevity, and those are primarily quantitative (Al-Mahdy et al., 2016; Alonderiene & Majauskaite, 2016; Cerit, 2009; Harris et al., 2016; Shaw & Newton, 2014). These empirical studies were limited by the assessment tools and survey questions asked, resulting in an incomplete picture of the influence of servant leadership on teacher satisfaction and longevity. Using semistructured interviews, in which there was opportunity to probe more deeply with follow-up questions, allowed me as the researcher to elicit more meaningful responses, providing richer data to answer the research questions.

Research Population and Sampling Method

A case study, by definition, is a bounded system, meaning it is determined by a set of parameters (Creswell & Poth, 2018; Stake, 1995). This case study used purposeful sampling and was bound by one location. The participants of this study were public school teachers in a county located in the Southwest United States who have taught for 10 or more consecutive years in the

same school. Twenty teachers were invited to participate in the study via a letter explaining the purpose and process of the study, while assuring them of confidentiality. From the 20 invitations, five female participants responded that they were willing to participate. I wanted a male's perspective to be included, so snowball sampling was employed, asking the five teachers to refer a male teacher who would fit the criteria. One participant referred a male colleague and an invitation was extended to him. Willing participants were asked to sign a permission form, allowing me to interview them. Once there were six qualified participants, the case study began.

Instrumentation

I collected the qualitative data through two semistructured, one-on-one interviews lasting 30 to 45 minutes. I provided each participant with a list of questions prior to each interview to allow time to reflect on the answers. Since each participant had unique stories to tell, I used the same list of questions but encouraged participants' individual descriptions of experiences, perceptions, and explanations (Stake, 1995). Between the first and second interviews, I shared information on Greenleaf's 10 servant leadership criteria with the teachers (Greenleaf, 1970, 1996, 2002)—listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community—along with a description of how each criterion could be exhibited (see Appendix C). For instance, when describing growing people, I included the example of a leader who provided professional development opportunities.

The trainings were all conducted in person through a Power Point presentation. Three participants from one school district met together. They asked questions and decided to complete their rubrics immediately after the presentation. Two teachers from the same school in another school district met together for the presentation. They also chose to complete the rubric

immediately after the presentation. I shared the presentation to the final participant individually. She chose to take the rubric home and submitted it to me about a week later.

Along with the servant leadership training, I gave each participant a field-tested rubric with which to evaluate their leader's servant leadership and effectiveness. This rubric was also field-tested by asking the three teachers in the mock interview to complete the rubric to assess their leader. In addition, the two colleagues who reviewed the interview questions also reviewed and commented on the rubric. The rubric contained three statements about each of the 10 characteristics of servant leadership. Participants were then able to identify which of the 10 servant leadership characteristics had been exhibited by the leader they felt had influenced them most. Participants submitted the completed rubrics to me, and the rubrics were referenced during the second interview. I conducted the second interview after each participant received the servant leadership training and completed the rubric. I used interview questions that inquired of their leader's leadership, their job satisfaction, and the experiences that motivated them to remain teaching at their schools for 10 or more consecutive years. For the second interview, I used questions directly relating to their leader's servant leadership characteristics (Greenleaf, 1970, 1996, 2002).

I audio recorded the interviews and transcribed the recordings. During the interviews, I also took notes regarding items that seemed particularly meaningful to the participants, with an emphasis on body language or voice inflection that may not have been apparent in an audio recording. The data from the interviews were coded according to the 10 characteristics of servant leadership, teacher satisfaction, and teacher retention. There were also unexpected themes that emerged. Therefore, within the coding, there was a column to indicate whether the data were expected or unexpected. These themes and responses were analyzed for any indication that the

identified servant leadership of participants' leaders influenced their satisfaction and intent to remain at their schools. Stake recommended (as cited in Saldaña, 2016) that reflection on the analytic memos and data were an important aspect of the research.

Data Collection

Prior to any data collection, this study was approved by the Institutional Review Board of Concordia University–Portland. In addition, participants gave their consent to participate in the study. The principals of these teachers also gave their consent for teacher participation. This case study explored the perceptions of teachers with longevity in their schools. Thus, the data were a collection of those perceptions through two semistructured interviews. I was the one to conduct the interviews. Each participant was asked six standard questions about the leadership of the participant's leader and if and how that leadership influenced job satisfaction and the desire to remain at the school. The semistructured nature of the interviews allowed me to ask follow-up questions to probe more deeply into the responses of the participants.

To maintain credibility and validity, member checking was conducted by emailing each participant the interview transcript for each interview within three to five days (Creswell, 2013; Stake, 1995). These were sent to each participant's school email address which was protected by the secure district server. This allowed participants to verify the data were accurate and clarify information where necessary. At the conclusion of the study, I shared the findings with the participants. This allowed participants to verify the accuracy of the results. These member checks ensured accuracy of the data and their analysis.

Identification of Attributes

Since this study sought to discover if and how the servant leadership of the school leader contributed to teacher satisfaction and longevity, the attributes or criteria to be examined within

this study were the 10 characteristics of servant leadership (Greenleaf, 1970, 1996, 2002; Spears, 1998). The interview questions and rubric for assessing the servant leadership of the school leaders were centered around identifying the following 10 characteristics in the respective leader's leadership: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community. Teacher experiences of specific servant leadership characteristics were the focus of the interview. The intent of these questions and rubric were to elicit the sharing of experiences teachers had with their leaders that contributed to their satisfaction and desire to remain at their school.

Data Analysis Procedures

The purpose of this instrumental case study was to examine if and how servant leadership of school leaders influenced the job satisfaction and longevity of a group of teachers who taught at the same school for 10 or more consecutive years. The data available for analysis were the responses to the two semistructured interviews of these teachers. These interviews were transcribed and coded to reveal themes. Coding was defined as “a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion or language-based or visual data” (Saldaña, 2016, p. 4). Through this analysis, I also looked for the emergence of unexpected information. Once the interviews had been coded, the transcripts were reviewed for patterns among the teacher responses. Throughout this case study, the information provided from the interviews were analyzed for answers to the question of how servant leadership influenced teacher satisfaction and longevity. Saldaña encouraged the researcher to stop and write a memo whenever anything pertaining to the coding or analysis comes to mind (2016, p. 44).

Limitations of the Research Design

This case study explored the perceptions of six teachers. One limitation was sample size. Although the results indicated a relationship between servant leadership and teachers' job satisfaction and retention, this was not a generalization for every servant leader and teacher. The results of this study, however, provided recommendations for school leadership and further study. Since the boundaries placed on case studies are just as important as the methods used in them (Creswell & Poth, 2018, p. 96), this study was bound by a geographic location of schools in a county in the Southwest of the United States. This was necessary for the sake of a focused and productive case study (Stake, 1995). However, the location of the schools could also be a limitation. The participants were from public schools in two districts from a county in the Southwest of the United States to reflect more than one type of school setting. The results implied that a generalization can be made for all schools. Yet, the results should be tested in other geographic areas.

Validation

Validation in qualitative research uses a "broader perspective" than in the quantitative study (Creswell & Poth, 2018, p. 257). The goal of qualitative research, according to Wolcott, is to "identify critical elements and write plausible interpretations from them" (as cited in Creswell & Poth, 2018, p. 257). I shared transcripts from the interviews with the participants. This gave participants the opportunity to verify the accuracy of the data being used. The results of the study were also shared with the participants to ensure the accuracy not only of the data, but also of the interpretation.

Credibility. Credibility, or ensuring truth in the data, is essential to the researcher. To achieve credibility, I approached this study with an eagerness to learn from the case rather than

with relying on my preconceived opinions. I reported all the data even if they contradicted the expected results. Reporting all the data, even data that did not fit a particular code or theme, was an important validation strategy (Creswell & Poth, 2018). Included in this chapter, I clearly articulated any biases I brought to the study, so the reader understood my perspective and position. I achieved this by “commenting on past experiences, biases, prejudices, and orientations that have likely shaped the interpretation and approach to the study” (Creswell & Poth, 2018, p. 261).

Dependability. Dependability of the data came from triangulation. The use of two interviews from six participants was a way of triangulating information from various sources (Creswell & Poth, 2018). Also, the results were verified with literature to ensure reliability. Dependability was also achieved by including rich descriptions in the reporting of the data (Creswell & Poth, 2018). Finally, I used member checking to verify the interview results. By allowing each participant to review the transcripts for each of their interviews, I ensured accuracy of the data.

Expected Findings

I expected this study to reveal that the school leadership influenced the satisfaction and retention of the participants of this study (Aydin et al., 2013; Bird et al., 2012; Cerit, 2009; Hauserman et al., 2013; Hughes, Matt, & O'Reilly, 2015; Jones & Watson, 2017; Lambersky, 2016; Minckler, 2014; Price, 2012; Shaw & Newton, 2014). I believed the teacher interviews would likely reveal other factors that influenced their satisfaction and decisions to stay, such as friendships among coworkers, working conditions, and school culture. However, with the questions focused on the servant leadership of the school leader, the responses would likely

reveal that the perceived servant leadership of school leaders influenced the teachers' job satisfaction and retention.

Receiving these data from participants helped identify the ways servant leadership, or lack of it, influenced how teachers felt about their jobs. It also showed how this leadership influenced a teacher's desire to remain teaching at the same school. Since research showed teacher satisfaction and retention positively impacted student achievement (Black, 2010; Boyd et al., 2005; Leithwood et al., 2011; Marzano et al., 2005; Ronfeldt et al., 2013), this is a goal for all school leadership. This study sought to fill a gap in the literature on servant leadership, as there has been little literature focused on servant leadership in the educational setting (Cerit, 2009; Shaw & Newton, 2014). There was research exploring how the leadership of the principal affected teacher satisfaction and retention (Aydin et al., 2013; Bird et al., 2012; Hauserman et al., 2013; Hughes et al., 2015; Jones & Watson, 2017; Lambersky, 2016; Minckler, 2014; Price, 2012; Shaw & Newton, 2014), but only two focused on servant leadership (Cerit, 2009; Shaw & Newton, 2014).

Ethical Issues of the Study

The researcher must meet ethical standards. To comply with ethical and legal requirements according to the American Psychological Association (2010), I needed to disclose any conflict of interest and protect the rights of the participants. First, this study was submitted for approval to the Institutional Review Board of Concordia University–Portland. Upon receipt of approval, research began. Informed consent was needed from the participants and their respective principals. A letter of invitation, describing the study, procedures, and purpose, was issued to potential participants. The invitation informed teachers of their ability to withdraw from the study at any time. If they agreed to participate in the study, they needed to sign a form,

providing their permission. Then a similar letter describing the study, process, and purpose was issued to the principals of each participant, requesting permission to interview the participant. Any connection between the participants and me was disclosed in the research, and the participants' only compensation was a thank-you note and a \$25 gift card as an expression of appreciation.

Conflict of interest assessment. I received no compensation or reward for the research. The safety and well-being of the participants and school leaders were protected by withholding the identity of the participants, school leaders, and schools. During the research, all names were replaced with numbers, and any connections between numbers and real identities remained secure. The teacher responses were not shared with their principals. Rather, the overall results of the study were shared with all participants and principals involved. In addition, there were no participants who would be related to or would have worked under me at any time. The data from this study would be stored in a password-protected computer file for three years and would then be destroyed.

Researcher's position. My role throughout this study was that of principal investigator. It is important to keep in mind that a notable characteristic of qualitative research is the focus on interpretation (Stake, 1995). As such, the qualitative researcher is an interpreter, not only recording what was seen or heard, but also making meaning of it. The assertions made, based on my interpretations, were verified by the participants. In addition, the assertions were compared with the assertions made throughout the literature (Stake, 1995). I was not in any supervisory position over any of the participants.

Summary

This chapter provided a review of this case study. It began with the purpose of the study, which was to explore the influence servant leadership had on teacher satisfaction and retention. The qualitative design of the case study added to the body of literature about servant leadership in education through in-depth interviews and a qualitative rubric. This chapter outlined the boundaries of this study as teachers from a county in the Southwest of the United States who had taught at their schools for 10 or more consecutive years. There was a description of the methods used for data collection and analysis. Recognition of this study's limitations as well as the measures taken to ensure validity were discussed. The expected findings were disclosed, followed by the ethical considerations made. All in all, this chapter on methodology sought to describe the approach taken in acquiring and analyzing the data for this case study about servant leadership. Chapter 4 of this study will present the findings and analysis of this research. Participant responses will be discussed in relation to the research questions about servant leadership and its influence on teacher satisfaction and retention.

Chapter 4: Data Analysis and Results

Introduction

The purpose of this case study was to explore the perceptions of teachers with longevity in their schools and their leaders' influence on their job satisfaction and longevity. Since research suggests leadership influences employee job satisfaction and intent to remain with the organization (Al-Mahdy et al., 2016; Aydin et al., 2013; Bird et al., 2012; Black, 2010; Carter & Baghurst, 2014; Cerit, 2009; Hauserman et al., 2013; Hughes et al., 2015; Jones & Watson, 2017; Lambersky, 2016; Minckler, 2014; Parris & Peachey, 2013; Price, 2012; Shaw & Newton, 2014), this study sought to explore the influence of school leadership on teacher satisfaction. Among the many effective leadership theories, servant leadership has proved to influence employee satisfaction and longevity at employers such as restaurants, hospitals, and Fortune 500 companies (Borchers, 2016; Carter & Baghurst, 2014; Jaramillo et al., 2009; Peterson et al., 2012; Sendjaya et al., 2008). This study specifically looked at the influence of servant leadership on teacher satisfaction and longevity. The research question explored was how a school leader's use of Greenleaf's (1970, 1996, 2002) servant leadership principles—listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community—influenced teacher job satisfaction and longevity.

Participants of this study were interviewed twice. I analyzed the transcripts using the 10 leadership principles as the a priori codes (Greenleaf, 1970, 1996, 2002). Then I assigned codes to statements and concepts presented in the participants' responses. I analyzed the data by printing transcripts and writing correlating codes in the margins. The analytic software used in this process was NVivo 12. The analysis of the data showed that school leadership did influence the satisfaction and longevity of the teachers. Participants shared about their leaders, providing

specific experiences that revealed either a demonstration or a lack of one or more servant leadership principles. There were also some experiences shared that did not fit one of the 10 servant leadership principles (Greenleaf, 1970, 1996, 2002) and were coded separately.

This study revealed that servant leadership principles (Greenleaf, 1970, 1996, 2002) did positively influence teacher satisfaction and longevity. Conversely, the lack of servant leadership influenced teacher dissatisfaction and caused participants to consider leaving the school. Even before participants were presented with the concepts of servant leadership (Greenleaf, 1970, 1996, 2002), many of the experiences, shared to convey their leaders' influence on their satisfaction and desire to stay at their schools, were examples of servant leadership principles or a lack thereof. There were additional, outlier factors that influenced satisfaction and longevity, which are discussed in this chapter.

My experience compelled me to select this topic of study. I was a former teacher of 20 years and school principal for four years. During this time, I experienced leadership of various principals who demonstrated either positive or destructive leadership, all influencing my satisfaction and retention in some way. This understanding drove me to adopt servant leadership when serving as school principal of a school in crisis. The motivation for this study was the influence I perceived servant leadership to have had on myself and those I was leading.

Throughout this study, I was the principal investigator and interpreter of the data. Triangulation, the use of different research methods, was used to ensure validity (Creswell & Poth, 2018). Therefore, the data consisted of two interviews and a servant leadership rubric for each of the six participants. The transcripts from the interviews were rich descriptions, providing deeper meaning and understanding (Creswell & Poth, 2018). Also, the data from this study were verified with previous literature to ensure reliability. Finally, I used member checking by

emailing the transcripts to each participant for review. I was not a colleague or supervisor of any of the participants and knew only one participant, as a friend, prior to the study. Participant 4 was a childhood friend with whom I recently reconnected prior to the study.

Description of the Sample

A total of six teachers participated in this study. All participants were public elementary school teachers from two districts in a Southwest county in the United States. Each teacher had taught at the same school for 10 or more consecutive years. Five of the participants had been at the same school for 19 years or longer, with the total years of teaching for each participant being between 19 and 30 years. There were two school districts represented by these participants. From each of these districts there were two teachers at the same school and one from another school. Five of the participants were female, and the other was male. Each participant had experienced several school leaders while working at the current school.

Research Methodology and Analysis

The study began with an in-person, semistructured interview lasting 30 to 45 minutes. In it, participants were asked to share about their experiences of school leadership and how those experiences influenced their job satisfaction and desire to stay at their current school. About a month after the initial interview, an in-person presentation was made to the participants, sharing the 10 characteristics of servant leadership (Greenleaf, 1970, 1996, 2002): listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community. In one of the districts, there were two teachers at the same school and another teacher at a nearby school. They agreed to meet for the presentation on servant leadership. In the other district, the two teachers from the same school agreed to meet with me

for the presentation. Since the third teacher from that district was located at a school further away, I shared the presentation to that teacher separately.

Following the presentation, I gave the teachers a field-tested rubric to assess their school leaders' possession of the 10 servant leader principles. This rubric provided three examples of how that servant leadership quality might be exhibited in their leaders (see Appendix A). Five of the six participants chose to complete the rubric immediately after the presentation. One teacher chose to take the rubric home and complete it later. Within two weeks of completing the rubric, each participant was interviewed a final time. I used the rubric responses to address their specific experiences of servant leadership qualities in their leaders. For the final interview, I offered the participants an interview over the phone, in person, or virtually through a video chat. Three of the final interviews were conducted in person, and three were phone interviews. None of the six participants indicated any knowledge of servant leadership prior to the presentation. Thus, the influence of the servant leadership presentation on the second interview is discussed later in this chapter and in Chapter 5.

Since this study explored the influence of 10 leadership principles on teacher satisfaction and longevity, concept or a priori coding was used (Saldaña, 2016). The 10 servant leadership principles of Greenleaf (1970, 1996, 2002)—listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community—were the codes used in the first cycle. This use of predetermined codes to analyze data is what Saldaña (2016) referred to as provisional coding. Heeding the advice of Saldaña (2016), I used a second cycle of coding and memo writing to limit the possibility of forcing data to fit the provisional codes. I used qualitative analysis software NVivo to code the interview transcripts using the 10 servant leadership principles as well as the codes of satisfaction and longevity. The interview

transcripts were also printed so that coding could be notated in the margins. Throughout the process of coding with the software and on paper, I kept analytic memos, recording surprises, thoughts, and wonderings.

Further analysis included eclectic coding, taking preliminary coding and further developing themes. As Saldaña (2016) suggested, “Any ‘first impression’ responses from the researcher can serve as codes, with the understanding that analytic memo writing and second cycles of recoding will synthesize the variety and number of codes into a more unified scheme” (p. 213). After the initial coding of all transcripts was complete, I further examined the coding by reviewing all the data within each of the 10 characteristics, looking for emerging themes. For instance, when reviewing the data that pertained to the principle of growing people, I noticed that many teachers felt excited about a certain initiative or curriculum they perceived to contribute to student success. One teacher who did not have a positive experience in this area expressed a wish that exciting things would be going on at the teacher’s school.

The analysis software provided a record of the number of times each code was used. It also provided code landscaping, providing a visual depiction of the frequently used codes and phrases (Saldaña, 2016). This code landscaping encouraged further analysis by revealing the prominent codes. After reviewing the frequency of each of the 10 servant leadership principles, I reflected on possible reasons for certain principles being addressed more than others, recording these reflections in the analytic memos. These thoughts and questions are further addressed in Chapter 5.

Further analysis included elaborative coding (Saldaña, 2016), where I used the theoretical constructs of Greenleaf’s 10 servant leadership principles, seeking to support or disconfirm these previous findings. One way I did this was to create a table with all the data pertaining to each

servant leadership principle organized by participants. This allowed me to analyze which principles seemed most significant to each teacher. Another way I examined the data was to look for specific answers to the interview questions, through which I asked teachers to share experiences that influenced their satisfaction and longevity. I organized these data with all the responses for job satisfaction listed by participant in one table and all the responses indicating an influence on the desire to remain in another table. This allowed me to focus on the research question asking if and how the 10 servant leadership principles (Greenleaf, 1970, 1996, 2002) influenced teacher satisfaction and longevity.

Summary of the Findings

Participants' responses revealed that they felt leadership influenced their job satisfaction, even if simply in the culture the leader created. There were many ways these participants indicated that school leadership influenced their satisfaction, positively or negatively. The data from this study supported literature that found employee satisfaction influenced employee retention (Brown & Wynn, 2009; Louis et al., 2016; Taliadorou & Pashiardis, 2015). The participants were expressly asked how their leaders influenced their job satisfaction and desire to remain at their current schools. In the second interview, the participants were asked to share experiences of their leaders that showed how one or more of the discussed servant leadership principles influenced their satisfaction and longevity. Their responses were analyzed for answers to the research question that asked if and how a school leader's use of Greenleaf's (1970, 1996, 2002) servant leadership principles—listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community—influenced teacher job satisfaction and longevity. This chapter will present some of those factors, with a

focus on the conceptual framework of this study, the 10 servant leadership principles (Greenleaf, 1970, 1996, 2002), and the findings that arose.

In essence, the summary of findings resulted in participants reporting that servant leadership principles exhibited by their leaders influenced their satisfaction and desire to remain at their schools. Conversely, in the absence of servant leadership principles, some participants reported feeling dissatisfied and/or wanting to leave their school. The experiences shared by the participants reflected a desire to grow and be involved in a community of professionals who were committed to the mission of educating children. When participants felt supported by their leaders, they felt satisfied. The 10 principles of servant leadership—listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community—were tangible ways leaders demonstrated support that positively influenced teacher satisfaction and longevity.

Presentation of the Data and Results

In researching the possible influence of servant leadership (Greenleaf, 1970, 1996, 2002) on teacher satisfaction and longevity, the 10 principles—listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community—were the conceptual framework of this study. Through the two interviews, participants shared experiences with their leaders that had influenced them. Many of the participants' responses corresponded with more than one servant leadership principle. For instance, one participant spoke about how she wished her leader gave more praise and feedback for what the teachers were doing in their classrooms. She mentioned attending district meetings and hearing another leader speak about the great things teachers in her school were doing, naming some of the teachers specifically. This desired leader characteristic could be classified as

awareness, as it requires the leader to be in classrooms and see what is occurring. It could also be an example of healing, which involves encouragement and using words to support others. It could also be an example of growing people, as servant leaders grow people by showing love, care, and appreciation. In situations where several different codes could be applied, I looked at the context of the statements to determine appropriate coding, rather than forcing codes to fit the statements. With that in mind, Table 1 shows the number of times each servant leadership principle was referenced or implied. I strived to be consistent in the assignment of codes. To that end, I reviewed the transcripts and coding several times, with the software and on paper.

I used the interview questions to ask the participants to share about experiences of their leaders that influenced their job satisfaction and longevity (see Appendix B). In response to the questions, the participants shared positive and negative experiences alike. It is important to note that for many of the participants, there were positive and negative experiences of the same leader. The coding of statements as seen in Table 1 referred to how teacher satisfaction and longevity were influenced by their leaders. As seen in Table 1, all 10 of Greenleaf's (1970, 1996, 2002) servant leadership principles—listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community—or lack thereof influenced the participants. Growth was the most common, and building community was the second most commonly referenced principle. Examples of these principles will be discussed below, starting with the two most referenced principles.

Table 1

Servant Leadership Principle Coding Results

Servant Leadership Principle	Brief Description	Number of Participants (out of 6) Who Responded in the Category	Altogether, Number of Times Mentioned as Having Been Experienced With a Leader	Altogether, Number of Times Mentioned as Having Not Been Experienced With a Leader
Listening	Seeking feedback, listening to others, being attuned to what they say and do not say	6	72	21
Empathy	Understanding others, seeing them as people and not just employees	6	61	13
Healing	Leading others and oneself to wholeness through actions and words	5	60	14
Awareness	A general knowledge of the needs of others and what is going on; this includes self-awareness	5	61	21
Persuasion	Not controlling or manipulative, but using earned authority and creating opportunities for employees to build autonomy	6	68	20
Conceptualization	Forward, visionary thinking that builds hope and optimism	4	67	4
Foresight	Ability to learn from the past, understand the present issues, and see future outcomes of decisions	5	28	7
Stewardship	Viewing oneself as a trustee of the organization, respecting the trust that has been placed in them; this involves seeing the organization as belonging to the entire team, showing an interest in the work of employees without micromanaging	6	81	24
Grow People	Committed to personal, professional and spiritual growth of one's team, seeing the value of team members beyond simply the tasks they perform	6	273	44
Build Community	Fostering a sense of community within the organization through strong relationships	6	152	23

Growing people. Of the 10 servant leadership principles (Greenleaf, 1970, 1996, 2002) growing people was the characteristic most referred to as having a positive influence on the participants. All six participants indicated a desire to grow and appreciated the intent of their leaders to provide opportunities to do so. Of all the schools represented, all but one had leaders that intentionally focused on growth. For the school not represented, the two teachers there suggested they would like their leader to invest in their growth.

Much of this growth occurred in the form of professional development. One very enthusiastic teacher, Participant 1, has been greatly impacted by a program her school recently implemented. This program focuses on preparing elementary school students for college. Not only does this teacher feel passionate about the successful impact on her students, she has also seen the positive impact on her entire school. The teachers have been attending numerous trainings and conferences. The teachers and staff have also enjoyed the school-wide studies of professional and educational books, all supporting the school-wide initiative. Participant 1 expressed how the book discussions have led her staff to grow in ways she had not seen in the 20 years spent at that school. She felt like the teaching staff was at a new level due to the way they have developed professionally and grown together. This supports the extensive research of Hallinger (2011), which posited that positive leadership would encourage teachers to work collaboratively to meet school-wide goals.

One teacher, Participant 4, spoke about how her school leader saw strengths in her that she did not see. Her school leader encouraged her to join a city-wide writing project for educators, equipping her to become a writing expert for her school and district. This leader helped Participant 4 see the important role she played in her school. She expressed that she enjoyed and appreciated the opportunities for growth. Another way her school leader encouraged

growth was in perpetuating the school culture of writing and creating the curriculum. Participant 5, a teacher at that same school, described the school as a place where teachers worked to modify and create a curriculum that was best for their students rather than using the district-adopted curriculum. Both participants expressed a pride in their hard work and a sense of enjoyment in the challenge. Participant 4 shared that she liked being challenged and encouraged to think deeply and critically. Participant 5 mentioned that the continuous learning and exploring of new ideas kept the job fresh and less likely to cause burnout.

Another aspect of growth when considering servant leadership is the way a leader provides love, care, encouragement, and appreciation to team members. Throughout both interviews, Participant 3 expressed how much she valued receiving praise and appreciation from her leaders. When leaders left notes or small tokens of appreciation, this teacher felt encouraged, knowing somebody else noticed how hard she worked. She recognized not every individual on her team needed the same amount or types of appreciation and likened it to the students in her classroom. Just as Participant 3 seeks to learn how each student is motivated, she stated, “I think [leaders] should be doing the same . . . get[ting] to know who we are and what we need and then serv[ing] us at that level.” Showing appreciation can be an effective way to grow and serve team members, especially when it is delivered to specifically meet the needs of a team member.

Valuing team members was a way many of the participants felt their leaders helped them grow, thus increasing their satisfaction. Participant 4 shared how her leader helped her see how her strengths and abilities contributed positively to the success of the school. She felt valued and appreciated and mentioned she would like school leaders to realize the importance of knowing their teachers’ strengths. She added, “If you value people, they’re going to work hard for you. I don’t care what profession or what age.” For Participant 4, this sense of value increased her

overall confidence, effectiveness, and satisfaction as a teacher. As Sousa and van Dierendonck (2017) stated, servant leaders motivate and inspire followers to develop what is within them.

Participant 2 expressed the need for leaders to value people, saying:

Whether it's teachers, students, parents, that you're valuing . . . each unique thing that people bring to . . . the organization . . . that's what I would really like . . . a leader who really fosters that because then . . . that translates into so many areas . . . directly into the classroom and how I relate to the students, how the students relate to me . . . how parents are welcomed on campus, how they're seen as valuable members of . . . the education of their children.

As Berger (2014) mentioned, servant leaders believe team members have a value beyond their duties within the organization. In this way, valuing team members is a means by which leaders can invest in the growth of their people.

Building community. Another leadership quality appreciated by all participants was the effort and ability to build community within the school. Participants 4, 5, and 6 spoke about their schools' work within grade-level teams. This collaboration throughout their schools has built teamwork and community among the teachers. Leaders of these schools have provided the time for these teachers to meet and plan, attended these grade-level meetings, and even assisted in moving teachers into teams where they would be most effective.

Another way school leaders helped encourage community within the school was to build relationships with their teachers and staff. Participants 1 and 6 both spoke of how their leaders made connections with them and worked to build relationships with their staff. Participants 2 and 3 shared how they wished their leader would encourage a sense of community within their school. Participant 2 suggested her leader should make personal connections with her staff and

not be so private. She also viewed her leader's absence from staff socials as lost opportunities to connect with staff. Participant 2 expanded on the importance of community saying:

What I would really like to see in a leader . . . is someone who really can build the community within the students and families and within the teachers so that the school is a place that people want to be at, that it's fostering building relationships, developing relationships, because I feel that in that kind of atmosphere, people will thrive, when those relationships are fostered.

She added that simply attending staff socials would be a positive step toward building community. Participant 2 concluded that when you are connected to the people with whom you work, you will be more productive.

Participant 4 spoke extensively of how her leader knew her strengths and contributions to her team. She and Participant 3 felt that in the same way teachers get to know their students, school leaders should get to know their teachers and staff. Participant 1 saw a significant difference in the unity of her staff since adopting the school-wide program mentioned earlier. The time spent at conferences, discussing what they learned, eating together, and sharing hotel rooms have all built cohesiveness in the staff, nurturing a sense of family.

Among the ways a leader could build community is celebrating staff success. Participants shared that when their leaders took time in meetings to allow staff to share great teaching they saw in their colleagues or moments of student success, it helped foster a sense of community. Another way school leaders could build community is in greeting staff, students, and families each morning. Participant 3 shared about the positive difference a new leader's cheerful morning greetings made a difference in the school climate. As a result, she began to greet her students at the door each morning. Four of the six participants appreciated the community they had in their

schools and felt their leader played a significant role in fostering that community. Two of the participants wanted community in their school and felt their leader could do specific things to foster a sense of community.

Listening. Another servant leader quality mentioned extensively by participants was listening. Participants felt a significant way their leaders could support them and lead them was to listen to their concerns, needs, and ideas. Participant 2 shared an experience where she had recently switched to a new grade level in her school. When her grade-level team discussed the challenges of keeping up with the daily scripted reading program, she suggested slowing the pace down as they had in her previous grade level, with much success. The team of teachers presented this solution to the principal and were told, “No,” without being given the opportunity to explain. Participant 2 was chastised by her leader in front of the others and told to “get on board,” suggesting she observe her colleagues if she had trouble following the curriculum. When Participant 2 asked her colleagues if she could observe them, they all insisted they did not have it mastered as the leader had thought. Participant 2 added that at the time of the interview, the teachers were all slowing the pace as she had originally suggested. Unfortunately, the initial suggestion was not even open for discussion. Participant 2 added, “If you’re a leader, it seems to me, you’re going to have the most buy-in when you’re willing to sit down and say, ‘Well, let’s look at other options.’”

On the other hand, Participant 6 shared an experience with her leader where her sixth-grade team expressed on several occasions the need to adjust their writing curriculum to better accommodate their grade’s needs. The school leader suggested the team of teachers make a plan for how they would adjust the curriculum, adding he wanted to be a part of the decision. As a result of this leader’s response, Participant 6 felt like her leader valued her input and that of her

colleagues. According to Participant 6, her leader validated his teachers by taking time to listen. Participants 4 and 5 greatly appreciated their leader's efforts to listen to teacher concerns and needs to support them on a district level. These leaders were able to articulate concerns to district leadership. In addition, this concerted effort of these leaders to listen to teachers allowed them to better support teachers when implementing district demands.

Empathy. Most of the participants indicated that the empathy shown by their leaders influenced their satisfaction. For Participants 1 and 2, this empathy was exhibited in the way their leaders supported them when they had to be away from school for serious illnesses or the deaths of family members. Participant 1 shared how it took months for her to get her life back in order, but she described that she felt "such an onslaught of empathy" by her leader. Her leader was in her classroom, continually reminding her not to worry about things at work, that everything would be taken care of so she could focus on getting better and caring for her parent. Participant 1 added, "that empathy, it's continuous. It's so evident . . . and I went and took care of my business and got everything in order, and I came back as soon as I could and never felt uncomfortable or that I put him [in] a difficult situation." This empathy significantly influenced this teacher's relationship with her leader and her overall job satisfaction.

Participants 4, 5, and 6 shared how the empathy of their leader influenced them when their leader recognized that their role as a parent or spouse superseded their role as a teacher. While Participant 4 felt her leader generally showed empathy in this way, she did share an experience when her own daughter was hurt at school. This teacher went to her leader, saying she needed to leave to take her child to see a doctor and needed someone to cover her class. She was shocked by her leader's response, "Well, you can't just leave." She expressed how she didn't want to be made to feel guilty about calling in sick or having to care for a sick child. She

expressed how she would like her leader to see her daily effort and commitment to her job, trusting that when she had to call in sick, there was a good reason. Participant 4 concluded, “I’ve always been happiest when I’m working with a [leader] who respects the fact that I’m a parent. I’m a human being and I’m a teacher, not I’m a teacher and then other things that I do [are] on the side.” Empathy is the ability to see team members as people rather than merely employees.

Empathy was also evident to the participants when their leaders demonstrated an understanding of the challenges and difficulties of teaching. For Participants 4, 5, and 6, this was exhibited in protecting them from the continuous demands of the district. When her school leader allowed the teachers to slowly implement new initiatives, understanding all the current pressures on the teachers, this significantly influenced the satisfaction of Participant 6. This participant also shared how her leader continued to check in with teachers, asking how they were doing. This leader demonstrated that he understood how hard his teachers were working. These simple gestures showed Participant 6 that her leader understood her, appreciated her, and recognized her hard work.

Healing. Healing is the servant leadership principle that focuses on the whole person. The servant leader uses healing words to encourage team members, rather than tear them down. This was commonly referenced throughout the interviews as the ways in which leaders praised and affirmed teachers, whether it be in giving compliments individually or publicly recognizing positive things they saw teachers do. Participant 3 shared that she had enough internal motivation that she did not need the kudos from her leader, but added that when she received positive affirmation, it went a long way in keeping her satisfied.

Another way healing was evident was in the positive greetings school leaders gave in the morning as teachers, students, and parents arrived, as well as throughout the day. Participant 3

shared about the difference it made to the entire school climate when an interim principal started greeting everyone each morning with cheerful and positive greetings. As a result, she began to greet her students each morning as they entered her classroom. In both ways, these cheerful greetings set a positive tone for the entire day. This not only creates a welcoming culture in the school, it also promotes wholeness within the school community.

Even though Participant 4 shared an experience in which her leader did not show empathy, she did feel this leader overall valued and promoted wholeness in the team. She spoke about how the healing words of her leader helped her grow in her confidence, thus increasing how satisfied she felt about her job. She spoke about how she was more satisfied with her job because she was not as anxious. She felt more confident in her teaching and interactions with parents. Her leader affirmed her by recognizing the strengths he saw in her. The principle of healing made a positive influence on the satisfaction of this participant.

The positive encouragement shown to Participant 1 by her leader has also increased her confidence. Knowing that her leader believed in and valued her has influenced not only Participant 1, but also her students. She shared:

His support has increased my passion. It's also increased my commitment, and as a result, my enthusiasm gets my students more excited, because I teach a lot differently than without that belief in myself, and I think they see and feel my passion, and they feel my commitment and dedication to teaching.

Conversely, Participant 2 shared about how she wished her leader valued the teachers and staff more. If her leader valued each person on the team and valued the unique contributions of each person, it would affect the entire school community. She added, "I think that translates into so many areas. That translates directly into the classroom and how I relate to the students, how

the students relate to me.” Participant 2 emphasized the power of a leader’s position. She believed the leader was responsible for setting the tone of the entire organization, saying, “It seems to me that if the leadership is enthusiastic or is positive and encouraging, I suspect that that’s going to ripple out into the staff, into the students.” These are examples of how servant leadership principles not only influence the teachers, but also can make an impact on students.

Awareness. The servant leadership principle of awareness by the school leader is demonstrated by being visible, checking in with teachers, and spending time in the classrooms. To give meaningful accolades or to show appreciation for the work of team members, a leader needs to be aware. Participants 2 and 3 were both teachers at the same school. Their experiences of their leader were very different. Participant 2 revealed that the leader rarely came into her classroom. This participant did not enjoy working at her school and had tried many times to move. She expressed a desire to have a leader who was visible, in her classroom often, and who knew who she was. In contrast, Participant 3 spoke of how that same leader often stayed in her classroom for an entire math lesson. While this leader did not provide a lot of positive feedback, Participant 3 noted that the leader’s visibility helped her feel supported.

In addition, servant leaders are aware of the needs of their team members. Participant 5 commented several times about his leader’s understanding of the needs of their teachers to continue to be creative and collaborate on their school curriculum. He appreciated how his leaders were able to voice teacher concerns to the district as well. He spoke about how the district continued to add more responsibilities to the teachers without providing more time and resources. He expressed appreciation for all his leaders’ efforts to remain focused on student learning while considering all options before adding work for the teachers. The school leaders he

had experienced were aware of the pressures the teachers were feeling and the commitment of the teachers to continue to create meaningful curricula for their students.

Participant 6 also appreciated how her leader demonstrated an awareness of the many challenges teachers faced. She gave several examples of ways her current and past leaders did this. Leaders in the past have acknowledged the hard work of teachers by giving little notes or treats of appreciation. Her current leader often mentioned in staff meetings that he knew how hard the teachers were working and recognized it was a stressful quarter. Participant 6 shared a time when she was overwhelmed by a new program and having been asked to work with a student teacher. She was encouraged by her leader's acknowledgement of her hard work and the challenges before her. His awareness and encouragement gave her the motivation to move forward.

Persuasion. Servant leaders use persuasion to convince team members not through manipulation or coercion, but through earned authority. The servant leader allows team members opportunities to perform autonomously. These leaders create a culture that inspires team members to do their best. Participant 4 stated that if school leaders respected, valued, and empowered their teachers, they would have satisfied teachers willing to “work their butts off,” adding:

We are no different than our children in the classroom. How do I get my little guy who doesn't want to do anything [to work]? I have to convince him. I have to find a way to convince that child that this is good for him. So, a [leader] has got to do the same thing.

It's not rocket science . . . it's just a good way to handle people.

Persuasion inspires team members to give their best to the organization.

Another way persuasion was exhibited was in efforts to seek the input of team members. Four participants referred to the use of Instructional Leadership Teams or a similar format in their school. This was a way for the school leader to meet with staff leaders representing different groups throughout the school, such as grade levels. In these meetings, concerns, issues, and needs were shared and discussed. In this manner, school leaders were able to seek the input of teachers, giving teachers a platform to voice concerns.

Conceptualization. The principle of conceptualization is visionary thinking balanced with hope. This involves maintaining a focus on the big picture, which in the school setting is student growth and learning. The participants appreciated a focus on the students. Because Participant 4's school leader always turned everything back to what was good for the students, Participant 4 could trust him, even when he had to make difficult decisions. Participant 5 emphasized this importance, saying:

It's also about . . . the kids and how can we support them and how . . . we make sure that they're . . . first and foremost of what we do. And so, from all the leaders . . . you get that feeling that they feel that sense of a big picture and it's not just a . . . score at the end of the school year, but more of a big picture of the students and where they're going to be and how we can help them.

Each participant shared the need to keep the focus on the students.

Another way conceptualization was exhibited was in promoting a unified focus for the school. Participant 4 explained how her school leader introduced the analogy of a cogwheel, with three main cogs representing the three goals for the year. The leader used this visual aid to continuously keep everything focused on those goals. As a result, this participant shared that the

staff of the school continued to refer to those cogs or goals while meeting and planning. This vision casting has helped the staff of the school remain focused on the school goals.

Foresight. The second interviews took place in the spring, when schools were receiving projected numbers of enrollment for the upcoming year. In that light, after I presented the principles of servant leadership to the participants, and the participants completed the rubric assessing the servant leadership of their leaders, four of the six participants referenced this as an example of foresight. Participants shared how their leaders conveyed the projected numbers and how that would impact class sizes, with most schools preparing to combine grades for the upcoming year. While none of the participants wanted to teach a class with combined grades, each appreciated the transparency of their leaders. These participants appreciated their leaders' abilities to see the upcoming challenges, gather information, and make the most judicial decision for the school. This is an example of foresight, as it demonstrates the ability to understand how decisions will affect future outcomes.

One participant discussed her leader's management of the school budget. Participant 6 shared about her new school leader, "I really appreciate . . . the foresight . . . We can't just make quick decisions . . . He actually says we need to take time and . . . look at the big picture before we move forward." This leader reduced expenses by limiting field trips to one per grade level. He also looked for ways to replace failing technology through refurbished computers. Participant 6 appreciated how her leader made financial decisions that ensured the school remained within budget, even if that meant making difficult decisions. Openly communicating these decisions and the reasons for them helped this participant accept the decisions.

Another example of foresight was in curricular decisions. Participants appreciated leaders who did not make swift decisions to change a curriculum. Participant 3 shared how a previous

leader jumped from one idea to the other. She described how her leader would adopt new programs, only to replace them when the next new one was introduced. She and her colleagues were frustrated by the constant “swing of the pendulum,” from one program to the next, until they decided to disregard the new and use only those that worked. This participant wanted her leader to use foresight to make better curricular decisions.

In contrast, Participants 4, 5, and 6 expressed appreciation for the way their leaders adopted and implemented the curriculum. Participants 4 and 5 found it important that their leaders see the value in continuing to use the curriculum their school teachers had worked to create, based on their students’ needs. Despite district mandates and demands, they valued their current and previous leaders’ intentional decision-making that understood the history of the school, saw the current needs, and could envision how decisions would impact the future. Participant 6 shared how she and her colleagues were grateful their new leader understood the teachers’ desire to keep their current curriculum.

On the other hand, Participant 2 shared an experience with her leader who chose to implement the curriculum without fully understanding the needs of the students and teachers. When this teacher and her grade-level colleagues shared their frustration over the speed of the reading curriculum, their leader was emphatic about sticking to the dictated timing. Without listening to the teachers or taking time to understand what was accomplished successfully in the past, this leader ordered the teachers to go against their professional discretion. Not only was Participant 2 hurt by the scolding she received in front of her colleagues for suggesting they slow the pace, she felt her leader did not understand the curriculum or the needs of the school. This negatively influenced her desire to remain at her school. After sharing this story, Participant 2

shared that she has asked many times to transfer to another school in the district. This is another example of how a servant leadership principle or lack thereof may influence teacher retention.

Stewardship. The final servant leadership principle is stewardship. This is the ability of the leaders to see themselves as trustees, entrusted with the success and health of the entire school. Servant leaders demonstrate a balance of showing an interest in the work of teachers and staff without micromanaging. Micromanaging is often seen as a negative leadership style where instead of giving workers autonomy, the leader controls all aspects of the work (Friedman, 2014). Participant 3 perceived stewardship when her leader responded to her expressed concern for her students. This teacher provided an example of how she had been working with a student to turn in missing assignments but had seen no improvement. After sharing this frustration, her leader spent time with the student, helping him get organized. This leader continued by spending time to help other students who had fallen behind as well. Taking a personal interest in the success of the students demonstrated this leader took responsibility for the success of the school.

Four of the six participants considered it important that their leaders took an interest in what occurred in their classroom without micromanaging. This balance influenced the satisfaction of each of these participants. Participant 3 liked the way her leader took care of the problems in her classroom without micromanaging, whereas Participant 2 wished her leader showed more interest in what occurred in her classroom. She wished her leader was in her classroom more, having more conversations with her about the success of her individual students. However, she put a positive spin on it, adding that at least this leader did not micromanage what the teachers were doing. The balance of taking an interest in the work of employees without micromanaging is one of the important aspects of stewardship.

Participant 5 saw this principle as being evident in effective leaders, saying, “I truly believe that a strong leader is a person that is a good listener but also knows when to step aside and . . . trust people to do their job.” He went on to say the last two leaders of the school were able to do that well.

They were here to . . . impart ideas and decisions and to lead the school but also let the teachers do their work. And I think that’s why a lot of us have stayed here. Because we don’t feel like we’re being micromanaged.

He concluded his interview by saying that leaders should let teachers do their jobs, giving them ideas and resources for growth. He added, “That’s pretty much how we have been so successful . . . here at this school.” According to Participant 5, stewardship is not only a characteristic of strong leaders, but also a positive influence on teacher retention and school success.

Participant 6 shared how stewardship influenced her job satisfaction and desire to remain at her school. When her school was recently looking for a new leader, the school community looked for a leader who would allow the teachers to explore and teach creatively. They explicitly wanted a leader who would not micromanage. She added:

The reason [we] went into education [was] to work with kids and to be creative with the content. The minute [someone] take[s] that away, then our desire to be here goes away.

I’m not here to read a book and just go page by page, unit by unit. I want to bring my creativity.

Having the freedom to exercise her professional discretion was important to Participant 6, who valued autonomy and creativity.

Leaders who are overly involved in the work of their team members may negatively influence satisfaction and retention. Participant 6 felt micromanaging was the reason for many

teachers leaving or wanting to leave. She mentioned that teachers who have left her school in the past did so because they felt they were given too much structure. She added that teachers don't want to be put in a box but given the freedom to be creative and innovative. She emphasized the need for leaders to allow teachers the flexibility and creativity, adding, "We need the flexibility and the opportunity that if you walk in my room and you go in the next room and it's different, well, I might have a lower class that needs more of the language support." She emphasized her need for flexibility, not micromanagement. Participant 6 added that she liked having fun with her students. She was happy to follow district guidelines and structure but wanted the freedom to try new ideas and methods with her students. This concept of a leader being interested in what occurs in the classroom without micromanaging was important to Participant 6, as well as the entire school. This teacher shared how her school community (teachers, staff, and parents) met prior to the interviews for a new school leader. In this meeting, they brainstormed the qualities they wanted to see in this new leader. Among those preferred qualities was a leader who did not micromanage.

Satisfaction and longevity. The purpose of this study was to explore any ways in which school leaders' uses of Greenleaf's (1970, 1996, 2002) servant leadership principles—listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community—influenced the job satisfaction and retention of teachers. In the first interview, I asked the participants how the leadership qualities of their leader influenced their satisfaction with their jobs. I asked the participants to share specific experiences of their leader that influenced their job satisfaction. I also asked the participants how the qualities of their leaders influenced their desires to stay at their schools, followed by asking them to share specific experiences of their leaders that have made them want to remain at their schools.

After I presented the principles of servant leadership to the participants, and they completed the rubric, assessing their leaders' servant leadership, I conducted the second interview. In this interview, I asked the participants if there were any ways in which the servant leadership principles seen in their leaders influenced their job satisfaction. They were also asked if there were any ways in which these servant leadership principles influenced their desires to stay. The following is how the above-mentioned principles demonstrated by school leaders influenced each of the participants of this study.

The servant leadership principles exhibited by Participant 1's leader made her feel valued. She felt that her needs were being met. This teacher was excited about the program adopted by her school. She also appreciated the community that has been forged by her leader through the implementation of the school-wide program. This teacher mentioned that her needs were being met by her leader. Given how much she spoke of this school-wide program and her growth through it, she seemed to have a need for a sense of purpose. Her leader's efforts to grow the staff and students through this school-wide program fulfilled this need of having purpose.

These feelings of success, growing people, and empowerment have so powerfully impacted this teacher that she mentioned several times she was considering postponing her scheduled retirement in 2 years. When asked about how the servant leadership principles seen in her leader have influenced her desire to stay at her current school, she responded:

They've hugely had a positive impact on me and have given me the desire to actually continue working instead of retiring . . . There's so many positive feelings that I get personally as an individual, that I get professionally as a teacher and the kids, because they also receive the same kinds of positives in a different type of way, because kids get it through the teachers, and teachers get it from the [leader], that . . . enjoyment of being

there, because of the children and their reaction to the things that have been brought into the school from him. And from the parents and the community too, because the [leader] is a catalyst for everybody. He's the center core, and the PTA react from him and the teachers react from him and students react, and everybody has a reaction from the relationship that they have with the [leader].

Participant 1 concluded her final interview mentioning that this leader has influenced her happiness so much that she is considering continuing to teach beyond her scheduled retirement in two years. Her leader's ability to empower her, spurring her to grow and creating a unifying excitement over a school-wide initiative, have significantly influenced her job satisfaction of Participant 1, so much so that she is seriously considering extending her teaching career.

According to Participant 2, her leader was not a servant leader. When asked how these servant leadership principles influenced her job satisfaction, this participant answered that they significantly influenced her because the lack of servant leadership has made her feel unwelcomed and dissatisfied. She continued, "I long for that sense of community and excitement [that] there [are] . . . things going on." She added that her lack of satisfaction was because she was longing for "community, encouragement, and a sense of things are happening at our school." This was an example of how the lack of servant leadership in a leader influenced a teacher's satisfaction in a negative way.

While Participant 2 has remained at her school, these negative experiences have caused her to make attempts to move to other schools. She mentioned that she tried several times to move to other schools in the district, but there were no opportunities to do so. She shared that she has desired to move to another school where there was collaboration and teamwork and people were valued for their contributions to the school. In her second interview, when asked about how

the servant leadership characteristics seen in her leader influenced her desire to remain at her school, she answered that the lack of servant leadership has made her dissatisfied and wanting to move to another school. As seen in the case of Participant 2, the lack of servant leadership influenced satisfaction and longevity in a negative way.

Participant 3 shared experiences that both increased and decreased satisfaction. She expressed her personal desires for appreciation and community. She shared about her experiences of several leaders, some who showed appreciation, leaving her feeling satisfied and wanting to work harder. She also spoke of how little appreciation she felt from many of her leaders. She mentioned that appreciation shown for hard work helped her job satisfaction because in teaching, teachers did not get paid according to their value. One leader visited her classroom and affirmed the good work she was doing. After having had a leader who did not do this very much, she shared how the positive feedback left her feeling happy all day.

She also appreciated having a sense of community within the school, mentioning that it made her enjoy being at her school. She spoke of an experience at a previous school where a new leader came in and built community and camaraderie within the first few months, making a positive difference in the climate of the entire school. Another positive way one of her leaders improved this community feeling was in the positive greetings in the school, which improved the morale of everyone. As this teacher reflected on the many leaders she had, she summarized that “servant leadership . . . [provides] avenues that you can take to meet the needs of your employees.”

Participant 3 shared an experience of when she left a previous school due to the lack of support she felt from her leader when dealing with a difficult student. This student, recently expelled from another school, was being disrespectful and disruptive in her classroom.

Participant 3 felt she did not receive the help she asked for with this student. In addition, she felt the leader did not support her with parent complaints regarding a specific academic program the school had implemented. She described how this setting affected her physical health. She decided to leave that school and emphasized how important it was for school leadership to support teachers in areas such as class size, student behavior, and parent concerns. Without that support, she did not feel there was any reason to remain at the school. It was important for this teacher to feel supported by her leader, and the lack of this support left her dissatisfied, ultimately motivating her to leave that school.

The satisfaction of Participant 4 was due to the way she felt valued for her strengths and the important contributions she made to the school. She shared extensively how one recent leader built her confidence by affirming the strengths he saw in her. This made her feel satisfied, because she felt valued and respected. This participant continued to share about the exciting work that the teachers of her school were doing, creating their own curriculum that meets the needs of their students. Being a part of this important work has kept Participant 4 satisfied. She wants to remain at her school because she enjoys being a part of the creative and collaborative work. She explained that a leader's role in allowing teachers the creativity and freedom to create a meaningful curriculum that is best for students influenced job satisfaction and retention of teachers, adding, "If you're just handing [teachers] . . . prescribed stuff, you're not going to get people to last very long. Who wants to do that? It's kind of like just working in a cubicle." Participant 4 believes her colleagues are enjoying creating, collaborating, thinking critically, and growing together, for the ultimate success of their students. When asked about how her leaders have influenced her longevity, Participant 4 responded that she enjoyed the creative work and assumed that her colleagues were feeling as empowered and valued as she was. She attributed

her desire to stay at her school to her leader's collaborative and affirming approach. This leader encouraged Participant 4 to grow and use her strengths, leaving her satisfied and wanting to continue teaching at that school.

Participant 5, the only male teacher in this study, stated that he believed leaders influence job satisfaction; however, it has never really been about the leader. He did, however, mention that he has been more satisfied when he was confident in the abilities of his leader. He also mentioned what kept him satisfied with his job and wanting to remain at his school. Participant 5 is a colleague of Participant 4, where the teachers work together to build the curriculum for their students. He spoke about how he enjoyed growing and being challenged, claiming it "keeps the job fresh and relevant," making it less likely to get burned out from the "routines [and] monotony of it." This teacher recognized the role of the leader to protect this culture of collaboration and creativity, providing the teachers the freedom to do so.

Participant 5 also shared a negative experience with a previous leader. He told about a situation when this leader did not support him with a difficult student. According to Participant 5, the leader took the side of the student, wanting this participant to apologize for something the participant had not done. While Participant 5 did not come right out and say this affected his satisfaction, he did take time to say, "I didn't feel like she had my back [in] that scenario." This was an example of a leader not demonstrating servant leadership.

Aside from the leadership, a significant contributor to Participant 5's longevity was the continuous learning, growing, and collaboration of the teachers at his school. This teacher described the commitment of his colleagues:

So many of the teachers here are invested in what they're doing. We care so much about having the kids grow and improve that none of us are here and just cashing a pay check . . . we're all really here to grow . . . and push each other.

He went on to describe how his leaders have encouraged the teachers to collaborate and learn from one another. The leaders at his school made it possible for teachers to observe each other. He added that the collaborative learning community is one of the reasons teachers at his school have remained satisfied and teaching there after so many years. This collaborative community of learning was fostered and encouraged by the leaders of this school.

Being afforded the flexibility and creativity to use her professional discretion was an essential part of Participant 6's satisfaction and desire to stay. She expressed how she wanted the freedom to be creative. The manner in which Participant 6's leaders trusted her and gave her that professional autonomy has influenced her longevity. She declared:

If I left, I would think it would be because I'd have to do everything page by page. And that would cause me to leave, being told what to do. Nobody wants to be told what to do. I didn't come into this profession to be told what to do. I want to explore. I want to work with my kids. So, if I left, it would be because of the micromanaging.

Participant 6 greatly valued the trust her leaders placed in her, knowing she was doing what was best for her students.

When asked about how leadership has influenced her satisfaction at work, Participant 6 expressed her love for her school, which was an extended family, with many of the teachers and staff having worked together for a long time. She referenced the community and family her school community had become and emphasized the importance of a leader to support the fact that family is important. When asked how the servant leadership of her leader had influenced her

desire to remain at her school, Participant 6 spoke about how her leader listened to the teachers. She described the way her leader was open, actively listening and considering the input of the staff. This made her feel valued. She added that she would want to remain at her school, because everything has been so positive. This teacher concluded her interview by reiterating the importance of a leader to trust the staff rather than micromanage. She concluded:

The biggest thing . . . I hear is we want a [leader] that could trust us, that would . . . allow us to explore . . . The reason [we] went into education [was] to work with kids and to be creative with the content. The minute [someone] take[s] that away, then our desire to be here goes away. I'm not here to read a book and just go page by page, unit by unit. I want to bring my creativity.

The leader's role in providing leadership that balanced taking an active part in what teachers do, while giving them freedom to use their professional expertise, largely influenced this teacher's satisfaction and desire to remain at her school.

Servant leadership presentation. The presentation of the 10 servant leadership principles gave the participants an understanding of the conceptual framework for the study. Participants were able to speak about the leadership they experienced and provided examples that supported the servant leadership principles they saw exhibited or missing in their leaders. Participants 5 and 6 merely shared about servant leadership principles they saw demonstrated in their leaders. While they expressed an appreciation for their leaders' use of these principles, they did not offer any further reflection on the effectiveness of servant leadership. Participant 1 shared about the servant leadership principles she saw in her leader and continuously referred to him as a servant leader.

The concept of servant leadership made more of an impact on Participants 2, 3, and 4. Participants 2 and 3 described how they went home and shared the concept of servant leadership to their spouses. Participant 2 added that her husband was a manager and would benefit from adopting servant leadership principles in his role as leader, recognizing servant leadership as a positive and effective way to lead people. Participants 2, 3, and 4 all reflected on their servant leadership in the classroom. They all saw the power of adopting these principles in their own leadership. Participant 4 commented on how she should be focused on productive ways to encourage growth in her students. She mentioned how she could allow her students to offer “professional development,” which might be in the form of explaining their thinking about math problems. She also included that she could ask more for student opinions and show them more empathy. Participant 3 reflected that she should listen more to her students. These reflections on servant leadership in the classroom will be discussed more in Chapter 5.

Servant leadership rubric. Following the presentation on servant leadership, the participants were asked to complete a rubric with three statements for each servant leadership principle (see Appendix A). There were corresponding scores for each example of the principles. These scores were: very evident (4), evident (3), evident at times (2), or not evident (1). At the end of the rubric, teachers were asked to tally how many of the three statements for each principle earned a rating of “evident” or “very evident.” Then teachers were asked to provide a statement about their school leaders’ servant leadership.

Two of the six teachers in this study responded with nothing but positive results on the rubric. Participants 1 and 6 indicated that at least two of the three examples of the 10 servant leadership principles were either evident or very evident in their leaders. These two teachers felt the most positive about their leaders. Participant 1 summarized her leader’s servant leadership by

saying that her leader “cares about what goes on at . . . school, treats others with dignity and respect, [is] supportive, kind, receptive, and gives 100% to his staff.” Participant 6 concluded, “Servant leaders who provide a nurturing environment ensure success for all.”

Two teachers from the same school were also positive overall about their current school leader. Participants 4 and 5 both concluded their leader exhibited most of the servant leadership principles, but not all were evident. Participant 4 indicated at least two out of the three examples were evident for all the servant leadership principles except empathy and persuasion. For these principles, she found only one example to be evident. Participant 5 found only one example to be evident for awareness. Participant 4 concluded with this statement about her leader: “She has many characteristics of servant leadership. However, she is growing in many areas. She is a new [leader].” Participant 5 concluded the following about that same leader: “My leader was very good at having people feel good about decisions and pushing them forward, but often fell short on awareness of how teachers [were] feeling.”

There were two participants, both from the same school, who felt their leader lacked at least half of the servant leadership principles. Participants 2 and 3 indicated there were principles for which none of the examples were evident. Participant 3 did not identify any examples of listening as evident in her leader. She found only one example from the principles of awareness, persuasion, and building community that were evident. For the remainder of the principles (empathy, healing, conceptualization, foresight, and stewardship), this teacher found only two out of three examples to be evident in her leader. She concluded, “I feel sad to see such low scores in areas that could make a great impact on the big picture . . . community.”

Participant 2 indicated more of these principles were missing from that same leader. This participant could not find any examples evident in her leader for listening, empathy, healing,

persuasion, growing people, or building community. She found one example for awareness, conceptualization, and stewardship. The only principle she found evident in her leader was foresight, with three examples being evident in her leader. This participant struggled with the second interview, because she felt badly about rating her leader so low on servant leadership. She took time trying to provide any evidence she could think of to improve the scores. Her concluding statement about her leader's servant leadership was: "I feel that my leader would benefit from training in servant leadership."

Unexpected findings. Research has shown that servant leadership (Greenleaf, 1970, 1996, 2002) influences employee satisfaction and retention. The teacher responses supported this. There were unexpected findings as well. Aside from positive leadership, there were other factors that influenced teacher retention. In the case of four out of the six participants, their own children attended the same school where they taught. Participants 4 and 5 each referenced this playing a part in their desire to remain at their school. Participant 4's children were a significant factor in her decision to remain at her school when she was dissatisfied with a previous leader taking the "favorite" teachers to open a new school. Participant 4 described feeling upset about not being one of the "chosen" teachers. In that time of transition, she wanted to leave but knew she needed to stay for her own children who were doing so well there. She wanted to continue teaching in the same school her children attended, as it made life easier, lessening the scheduling and transportation conflicts.

Another influence on teacher longevity was retirement. Teachers felt they needed to remain teaching in the district to keep retirement benefits. Participants 2, 3, and 4 shared that when they had considered leaving, they knew they would have to remain in the district, as they had already invested too much into retirement. Participant 3 described this sentiment:

We're stuck here because of the retirement. Once you're in here and you get your tenure and you're moving along, it would cost you too much to move. So, a lot of . . . people will stay for that.

The retirement benefits for teachers is a significant factor in teachers remaining in their profession and district.

Teacher longevity was also influenced by concern over the unexpected if they left their schools. Three of the participants mentioned they would not want to move to another school because of the uncertainty of working for a new leader. Even though the lack of positive leadership left Participant 2 feeling dissatisfied at work, she felt that moving to another school with an unknown leader would pose more of a risk. She said:

I'm at the point now where I think I am better off staying with what I know . . . [Leaders] do get moved around. So, it's always a risk . . . At least I know what [my leader] is. She just leaves me alone.

For this participant, circumstances at another school could be worse than what she experienced with her current leader.

Two participants mentioned they would not move to another school because it would be too difficult or too much work. Participant 4 mentioned she would not want to change schools simply because the interview process had become so lengthy. Participant 3 did not want to change schools because she felt she would lose all her credibility she had earned from being at her school for so long. She felt she would have to start all over again to build a rapport with a new leader. She referenced a time several years ago when she had moved to another school. She did not feel like she had any influence with the leadership. According to this teacher, because she was new to the school, her opinion was not valued. In her experience, when moving to another

school, Participant 3 has had to work to build credibility with a new leader. For both these participants, circumstances would have to be very unfavorable to make the extra work and loss of credibility worth changing schools.

Another reason for teacher longevity is the community and family environment at the school. All the participants valued the sense of community in their schools and commented that that was a reason to remain. Participants 4, 5, and 6 mentioned that the staff have all raised their children together. That history and sense of family leaves them connected to each other. Participants 1, 4, 5, and 6 felt their schools had a strong sense of community, and they wanted to protect that. Participant 4 said, “I don’t want a fracture in this beautiful community we have growing.” When a new leader was being hired for the school of Participant 6, the school community (staff and parents) specifically looked for someone who would support and foster the community they felt their school possessed.

Finally, an unexpected finding was the difference in responses between the female teachers and the one male participant. There was specific intent to include a male perspective in this study. The one male, Participant 5, mentioned in both interviews that his perspective was different from that of female teachers. Working in a female-dominant profession has made him very aware of the differences. According to Participant 5, one of the main differences was that he did not have the same kind of conflict with other teachers and parents. This teacher described the conflict between most teachers as being a “Type A-Type A” conflict between two strong female teachers, each wanting to be in charge. In addition, he mentioned that parents did not try to challenge him like they did his female colleagues.

Participant 5 felt like school leaders treated him differently from his female colleagues. He said:

I haven't had experiences that you might hear from other [female] teachers about [leaders] being in their room and kind of forcing them to do this and that . . . I've had other colleagues, other friends that work with me that felt like they were in a caustic relationship with the former [school leader], and so they left.

He continued:

It always seems like there's a power struggle between female teachers and female leadership. Who's the alpha? . . . In your classroom, you are in charge. You run the show . . . I think [leaders] have a hard time with that . . . For me, I don't seem to get that. I don't know if it's because it's the male-female dynamic or the [leader] is like, 'Well, it's a male teacher. That's not the role that I need to play.'

When asked if he felt there was also a power struggle between the female teachers and male leaders, Participant 5 responded that he did not see as much of a struggle over who was in charge, but rather a determination for female teachers to present themselves well to their male leaders. He stated, "From my outside perspective, I see the struggle of wanting to . . . be recognized . . . wanting to present yourself as being capable." This concept of the role of gender in teacher-leader relationships is one that needs to be explored further and will be discussed in Chapter 5.

The conflicts between female teachers and school leaders was something Participant 5 believed he avoided because he was male. This could also be due to having a more easygoing personality in a school that is full of "Type A personalities." Personalities certainly play a role in dynamics among people. Differing experiences do as well. For instance, Participants 2 and 3 both taught at the same school, with the same leader. Both shared some common areas they would like to see improved, but overall, Participant 2 was dissatisfied with her leader while

Participant 3 saw more positive aspects of that same school leader. One of the marked differences in the teacher responses concerned the visibility of the school leader and the relationship each had with this leader.

Participant 2 mentioned that her leader was rarely in her classroom. She did not feel as if this leader knew what occurred in her classroom or with her students. She also did not have very many conversations with her leader, feeling like this leader was very private. In contrast, Participant 3 spoke about how this leader was in her classroom quite a bit, even volunteering to help when needed. She felt like she had a relationship with her leader, even adding that she felt like they could be friends if she was not her supervisor. Aside from the visibility and relationship between these two teachers and their leader, the experiences of this leader likely influenced how each teacher felt about the leader. Participant 2 spoke about an incident with this leader where she was chastised in front of other staff members. Participant 3 did not share any negative experiences concerning this particular leader but did share some negative experiences involving other leaders.

Finally, another reason these two teachers could have a differing perspective on the leadership of their school leader was their background. Participant 3 began teaching after a career as a restaurant manager. Several times, she mentioned that because of her managerial background, she understood why her leader responded or made the decisions she did. The differences in perspective between these two teachers expose the fact that there would likely be varied perspectives on the same leader. This will also be addressed in Chapter 5.

Summary

This chapter presented the ways the participants felt their leaders influenced their satisfaction and longevity at their schools. To begin with, each of the 10 principles of

Greenleaf's servant leadership (1970, 1996, 2002)—listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community—was discussed by sharing examples of how each principle influenced the participants. This study attempted to discover if and how a school leader's use of Greenleaf's (1970, 1996, 2002) servant leadership principles influence teacher job satisfaction and longevity. The participants who were satisfied shared that their leaders' ability to care, listen, support, and value them have all contributed to their satisfaction and desire to stay at their current schools. The two participants who were dissatisfied expressed a desire for their leader to exhibit the above-mentioned leadership characteristics, adding that this would increase their satisfaction and desire to stay. Thus, each participant's perceptions of how these principles influenced their satisfaction and desire to stay were addressed in this chapter. There were also unexpected findings in this study, which will be further discussed in Chapter 5.

Chapter 5: Discussion and Conclusion

Introduction

The purpose of this case study was to explore if and how the servant leadership (Greenleaf, 1970, 1996, 2002) of a school leader influenced teacher satisfaction and longevity. This study was initiated in response to the problem of high teacher turnover in the United States (Sutcher et al., 2016), with teachers moving to different schools and an alarmingly high number leaving the profession. Sutcher et al. (2016) found that most of the teachers who left the profession prior to retirement did so because of unfavorable working conditions. Since teacher turnover has affected school progress and student achievement (Ronfeldt et al., 2013; Wood, 2017), it is imperative that leaders find ways to retain quality teachers. According to research on educational leadership, one of the ways to do this is by improving job satisfaction (Darling-Hammond, 2003; Harris et al., 2016; Ross & Cozzens, 2016). While there are many factors that have affected teacher satisfaction, the research of Von Fischer (2017) found most to be within the control of school leadership.

A key to retaining quality teachers is to improve teacher satisfaction (Darling-Hammond, 2003; Harris et al., 2016; Ross & Cozzens, 2016). While teacher retention is crucial to school success and student achievement, the satisfaction of teachers is as well. Research has shown that satisfied, engaged teachers are more likely to provide quality education, thus influencing student achievement (Black, 2010; Leithwood et al., 2011; Marzano et al., 2005). The satisfaction of employees has led to employee retention (Black, 2010; Carter & Baghurst, 2014; Cerit, 2009; Friedman, 2014; Jaramillo et al., 2009b; Shaw & Newton, 2014). Research has proved that leadership influences teacher satisfaction, which in turn affects teacher longevity (Grissom et al., 2016; Lambersky, 2016; Shaw & Newton, 2014). Therefore, it is beneficial for school leadership

to find ways to increase teacher satisfaction and retention (Jones & Watson, 2017; Sutchter et al., 2016).

With the understanding that leadership has proved to be an important contributor to job satisfaction and retention (Carter & Baghurst, 2014; Cerit, 2009; Rath & Conchi, 2008; Shaw & Newton, 2014), the purpose of this qualitative case study was to explore how one particular leadership style, servant leadership (Greenleaf, 1970, 1996, 2002), influenced teacher satisfaction and longevity. This study was grounded by the conceptual framework of servant leadership (Greenleaf, 1970, 1996, 2002), with Greenleaf's 10 principles of servant leadership—listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community—serving as the primary concepts used for coding and analysis. Although there had been previous studies that researched the influence of servant leadership on employee satisfaction and retention (Borchers, 2016; Carter & Baghurst, 2014; Jaramillo et al., 2009; Peterson et al., 2012; Sendjaya et al., 2008), few have focused on teacher satisfaction and retention (Al-Mahdy et al., 2016; Alonderiene & Majauskaite, 2016; Caffey 2012; Cerit, 2009; Harris et al., 2016; Shaw & Newton, 2014; Von Fischer, 2017; Wood, 2017). Among these studies, the majority were quantitative in nature. Therefore, this study took a qualitative approach to probe deeper into the perceptions of teachers with longevity regarding their school leadership.

This chapter provides a discussion of the findings presented in Chapter 4. Following a summary of the findings, there is a discussion on this study's implications for practice, policy, and theory. The unexpected findings shared in Chapter 4 are further discussed. The limitations of this study are also addressed. This chapter concludes with suggestions for further research.

Summary of the Results

The purpose of this study was to explore teacher perceptions about their leadership's influence on their job satisfaction and intent to remain at their school. The research question for this study asked if and how a school leader's use of Greenleaf's (1970, 1996, 2002) servant leadership principles—listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community—influenced the job satisfaction and longevity of teachers. There were six participants in this study, all of whom had been at their current school for 10 or more consecutive years. Each of the participants was an experienced teacher with 19 to 30 total years of teaching experience. Over the course of their careers in teaching, all the participants had experienced working with different leaders, although most reflected on their current leaders.

All six participants shared that servant leadership influenced their satisfaction and intent to remain with their school. Using the servant leadership rubric, four of the six participants indicated their leaders demonstrated servant leadership. One participant found only five of the 10 servant leadership principles to be evident in her leader. One participant found only one principle to be evident. The two teachers who felt their leader was lacking servant leadership were from the same school. Both teachers expressed a desire for their leader to exhibit these servant leadership principles, adding that it would improve the overall climate of the school as well as their satisfaction and desire to stay.

Discussion of the Results

The participants were interviewed separately in person, followed by an in-person training on servant leadership. Following the training, participants completed a rubric assessing their current leader's servant leadership. Then participants were interviewed a second time to

specifically address the servant leadership principles they saw or did not see in their leaders. This was all to answer this study's research question of if and how a school leader's use of Greenleaf's (1970, 1996, 2002) servant leadership principles—listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community—influenced teacher job satisfaction and longevity.

As presented in Chapter 4, this study found that the participants were influenced by their leaders' servant leadership. While participants shared experiences of different leaders, they were able to articulate ways their leaders either helped them enjoy their jobs more or made them dissatisfied. Likewise, the participants shared experiences of their leaders that influenced their desire to stay at their current schools. Some experiences were positive, leaving the teachers wanting to remain. Some were negative, making the teachers want to leave.

The experiences shared in the first interview included references to several positive leadership characteristics, many of which are covered in the theory of servant leadership (Greenleaf, 1970, 1996, 2002). The participants of this study expressed their perception of how their leaders influenced their satisfaction and longevity in their schools. They all articulated the leadership qualities they appreciated and did not appreciate in their leaders. Many of these qualities were examples of servant leadership principles. In fact, all 10 servant leadership principles were referenced by all six participants in the first interview, prior to the presentation on servant leadership. When asked specifically about experiences of their leaders that influenced their satisfaction and desire to stay at their school, all but two servant leadership principles were referenced in the first interviews (Greenleaf, 1970, 1996, 2002). Participants shared experiences that demonstrated listening, empathy, healing, awareness, persuasion, stewardship, growing

people, and building community. The two servant leadership principles not indicated were conceptualization and foresight.

After the presentation on servant leadership and the completion of the rubric assessing their current leaders' servant leadership, the participants were asked specifically about the servant leadership principles they perceived their leaders to have demonstrated or not demonstrated. When asked specifically about any servant leadership principles they would have experienced with their leader that would have influenced their satisfaction and longevity, the two principles of conceptualization and foresight were brought up by participants, along with the rest of the 10 principles. Participants were open to learning about servant leadership, asking questions during the presentation. None of the participants indicated they had prior knowledge of servant leadership. After the presentation and the completion of the rubric, which provided examples of each of the 10 principles, the participants demonstrated a basic understanding of the concept of servant leadership and were able to share experiences of their leaders that demonstrated the principles or absence of them.

Participants were asked in the first interview to share how the leadership qualities of their leaders influenced their job satisfaction. As a follow-up, they were asked to share any experiences of their leaders that influenced their job satisfaction and the reason for the influence. They were also asked the same questions about qualities and experiences of their leaders that influenced their desire to stay at their schools and the reasons those experiences made them feel that way. In addition, they were asked if there were times they wanted to leave and the role, if any, their leaders played in their decisions to remain. In the second interview, participants were asked those same questions but focusing on any ways servant leadership principles were seen in their leaders that would have influenced their satisfaction at work and desires to remain at their

current schools. They were also asked about any servant leadership principles they perceived to be missing from their leadership. The responses showed that servant leadership principles do indeed influence teacher satisfaction and longevity. Each principle will be further discussed.

Listening. The participants' leaders exhibited the principle of listening by demonstrating active listening, looking at the teachers when they were speaking and being attentive to the conversation. The leaders also showed their teachers they were listening by following through with requests, concerns, or finding solutions to problems. Another way leaders demonstrated listening was by seeking the input of teachers, whether it be about future decisions, interest in teaching certain grades, or in response to district demands. The participants expressed appreciation for this principle. This affirmed previous research by Gallup that recognized listening was an important way for leaders to effectively encourage engagement in the workplace (Friedman, 2014).

Empathy. Participants appreciated when their leaders demonstrated empathy. It made them feel, as Participant 4 explained, that their leaders were "in the trenches" with them. This was expressed in the way a leader understood the pressures and challenges teachers faced. It was also demonstrated when teachers dealt with personal challenges and leaders expressed compassion or grace. Leaders exhibited empathy when they viewed their teachers as people with family and health needs, as well as teachers with professional needs. The extensive research of Gallup has found overwhelming evidence for the positive impact of a caring manager. In an influential Gallup poll, over 10 million people responded to the statement, "My supervisor, or someone at work, seems to care about me as a person." The people who agreed with this statement were found to be more likely to remain at their current employment, more engaged at

work, more productive, and more of a contributor to the success of the organization (Rath & Conchie, 2008).

The participants of this study expressed ways their leaders' empathy helped them feel satisfied about their jobs and made them want to remain. Not only did empathy from their leaders show that their leaders cared about them, it also strengthened the relationship between the teachers and their leaders, which in turn influenced their overall job satisfaction and desire to remain. This supports the research of Rath and Conchie (2008), who found that employees were more likely to remain if they felt their leaders genuinely cared about them. It also confirms the results of Lambersky's study (2016), which found that the empathy shown to teachers positively influenced their satisfaction and morale.

Healing. Participants expressed how their leaders' demonstration of healing influenced their satisfaction and desire to stay. When leaders encouraged teachers, it made them feel supported and built their confidence. This led to their satisfaction and improved their effectiveness as teachers. Conversely, participants shared stories about the negative impact harsh words or public chastisement had on teachers. This damaged morale, trust, and the overall feelings about work left teachers wanting to leave. It is important for teachers to feel valued and respected by their leaders. The participants in this study expressed that need as did those in Hauserman et al.'s (2013) study, which reported the need for teachers to have trust and mutual respect between them and their principals. Lambersky's (2016) study found that teachers who felt encouraged and acknowledged by their principals saw this as a positive contributor to their job satisfaction.

Positive feedback and appreciation are ways to promote healing in a team. Servant leaders recognize the power of positive feedback and appreciation. In this study, all six

participants expressed that receiving appreciation and recognition positively influenced their satisfaction at work. In the review of literature concerning the importance of appreciation in the workplace in numerous industries, Chapman and White (2011) concluded, “The level of satisfaction experienced at work is significantly influenced by the degree to which the employee feels appreciated by those around them” (p. 39). This was evident with Participants 1 and 4 who felt continuously encouraged and appreciated by their leaders. This was also evident with Participant 6 who shared how her new leader’s positive feedback and encouragement left her satisfied with her job. It is also apparent with Participants 1, 4, 5, and 6, who felt encouraged by their team of teachers as well. Participants 2 and 3, who did not receive encouragement and positive feedback, longed to receive them, declaring that positive feedback and encouragement would certainly boost their job satisfaction and make them want to continue teaching at their current schools.

Awareness. The participants valued the way their leaders saw their individual contributions and recognized them. Lambersky (2016) found that when teachers perceived their principals saw their contributions and appreciated them, they felt energized. The participants of this study wanted their leaders to be visible around the school. Four of the six participants considered the visibility of their leaders to be important in the morale and continuity of the school. When leaders greet students, parents, and staff each morning and at the end of the day, it helps them remain aware of what is going on in the school community. According to Lambersky (2016), visibility also promotes an emotional connection, morale, commitment, and cooperation within the school community.

Persuasion. Participants of this study viewed persuasion as an important aspect in school leadership. They valued the intent of leaders to seek teacher input when making decisions.

Teachers are the masters of their domain, their classrooms. They are the experts of their students. Therefore, they need leaders to seek their input, especially when it involves decisions that will affect their students and their classrooms. More than just seeking their input, however, is considering that input when making decisions. On the other hand, participants recognized they may not always get what they want; their leaders may have to make decisions that go against what they believed was best. When school leaders solicited the voice of teachers, they achieved a higher level of commitment and engagement from their teachers (Lambersky, 2016).

Another aspect of persuasion is building a consensus that elicits buy-in. When leaders work hard and model a commitment to the organization and its team members, leaders earn authority. This is not used as a means of power, but to convince members of the organization (Greenleaf, 2002). This can be achieved in conjunction with other servant leadership principles, such as listening, empathy, healing, growing people, and building community. Participant 3 reflected on one such leader, saying his commitment to the school made her want to work harder and improve her practice.

In addition, participants appreciated the tenet of persuasion that promotes autonomy. According to Friedman (2014), “When people are empowered to make their own decisions at work, they naturally feel motivated to excel for one simple reason: Autonomy is a basic psychological need” (p. 143). The servant leader recognizes this principle and creates opportunities for team leaders to use their creativity and curiosity, keeping them intrinsically motivated. Three of the six participants spoke at length about their need to be creative in their teaching and to use their professional judgement. When teachers were afforded this professional freedom or autonomy, it influenced their satisfaction and desire to remain at their schools.

Conceptualization. The forward, visionary thinking of the servant leader can be an effective motivator, especially during challenging times. The ability of the servant leader to create a vision that instills hope and optimism is a significant contributor to job satisfaction and a desire to remain in an organization. Vision unites an organization and inspires commitment to the cause. Participants 1, 4, and 5 shared an excitement over the vision and important cause their school had embraced. For Participant 1, this was the school-wide program Participant 1's school had adopted. According to Participant 1, this school-wide initiative had promoted a closer community among the teachers. She was excited about her individual professional growth and the success they were seeing with the students. At Participants 4 and 5's school, the vision was school-wide goals that incorporated the commitment of the teachers to write their own curricula. The teachers of this school were engaged and committed to the common goal, willing to put in the hard work required for student achievement.

Foresight. While foresight was not as frequently mentioned by teachers as a positive leadership trait, it was appreciated by the participants. The participants appreciated their leaders' attention to projected enrollment and budget restraints when making decisions for the school. Most of these decisions meant possibly combining grade levels or having to limit extra spending, all of which were not welcome news to teachers. Yet, the participants appreciated their leaders' responsibility to the school and the transparency in sharing those possible constraints. Leaders with foresight make sound decisions for the school, allowing the teachers to focus on the important work of student learning.

Another way foresight was exhibited in the participants' leaders was in decisions made when dealing with student behavior. Teachers need their leaders to support them in handling behavior problems. Participants were frustrated when they did not feel their leaders adequately

addressed the behavior problem, as they feared the problem would continue. Likewise, teachers were discouraged by their leaders' ineffective handling of parent problems. When her leader gave in to a parent request to move a child from her class, Participant 4 felt discouraged, feeling as if the real issue remained unresolved and that moving the student served only to open the possibility of further parent complaints.

Finally, teachers wanted their leaders to make sound curricular decisions. They did not want their leaders to adopt every new program that emerged. Rather, they wanted to stick with the curriculum that worked. They also wanted their leaders to be wise in the implementation of new programs or district mandates. This meant taking time to execute the new plan or program. Veteran teachers have experienced numerous academic programs in the spans of their careers and are tentative about embracing every new model that comes their way. Therefore, they appreciated leaders who exhibited wisdom and foresight in making such decisions.

Stewardship. Stewardship pertains to the role of a leader as a trustee, someone in whom trust is placed (Greenleaf, 2002). This pertains not only to the leader taking responsibility for the success of the school, but also to the need to support and protect the teachers and staff. Participants in this study appreciated when their leaders buffered them from district demands and parent complaints. This was also found in Lambersky's (2016) study, which reported that teachers who felt protected by their leaders were much less stressed. Teacher satisfaction improved when teachers felt protected from being overworked (Lambersky, 2016). Teachers who felt so protected were also more likely to work harder for their principals (Lambersky, 2016). Teachers in this study felt this stewardship exhibited by their leaders freed them to do their jobs, leaving them more satisfied and wanting to remain.

Growing people. The most commonly referenced servant leadership principle was growing people. All six participants valued growing people. They all appreciated relevant professional development, and all were devoted to bettering their practice as educators and appreciated resources and training to improve their practice. Perhaps it is the nature of the vocation of education. Nonetheless, the participants in this study appreciated their leaders' support of their growth. They wanted their leaders to visit their classrooms and welcomed feedback on how to improve.

Other ways leaders provided opportunities for growth was in recognizing teacher strengths and encouraging participation in conferences or leadership opportunities. For Participant 4, it was being encouraged to participate in a city-wide writing initiative. Participants 1 and 5 spoke about the many opportunities for them and their colleagues to attend conferences and trainings. Four of the six participants expressed appreciation for collaborative and leadership opportunities. One such example was their involvement in professional learning communities, where teachers gathered with colleagues to work together toward a common goal. Some teachers shared about leadership opportunities such as instructional leadership teams, where teacher leaders meet with the school leader to represent the needs of a group, such as a grade level.

Leaders also demonstrated a commitment to growing people through love, care, appreciation, and encouragement. Participants expressed how this care from their leaders influenced their satisfaction and desire to remain at their schools. This correlates with the research of Rath and Conchie (2008), who found that people who received encouragement from their leaders were more satisfied at work. Their research revealed that relationships were improved when there was encouragement. This resulted in improved employee satisfaction and

overall climate of the organization. This is also supported by the research of Friedman (2014), who showed that employees who were cared for worked harder.

A significant way leaders grow people is by valuing each individual team member. This is a hallmark of the servant leader. Servant leaders believe that their team members have value that goes beyond their individual tasks (Berger, 2014). Participants shared how they responded positively when they felt their leaders valued them. Two of the participants shared that feeling valued raised their confidence. Two of the participants, both at the same school, did not feel valued by their leader. Both participants expressed a desire for their leader to show them and their colleagues that they were important to the team. The servant leader is committed to the growth of each team member and can encourage such growth simply by making each team member feel important.

Building community. Leaders who built a sense of community or family were appreciated. Participants shared how the sense of community improved the culture and morale of their respective schools. The participants in this study felt that the sense of community impacted the culture of the entire school. This confirmed the research of McKinney et al. (2015), who found that when leaders behaved in ways that encouraged teacher rapport and morale, the relationships between teachers and principals were more positive. This resulted in a culture of rapport, which in turn increased student learning.

When leaders encouraged teachers to build community with one another, this greatly influenced teacher satisfaction. All six participants felt the camaraderie between themselves and their colleagues influenced their satisfaction and desire to stay. The two participants who did not feel their leader exhibited many servant leadership principles were at the same school. Both participants expressed a desire for community in their school and felt their leader played a

significant role in the lack of community. This is supported by research that proved friendships in the workplace positively impacted the organization by improving productivity and engagement (Friedman, 2014).

Not only do employees work harder when they have friends in the workplace, they are also more committed to continue with the company longer (Friedman, 2014). Carter and Baghurst's (2014) study found that the servant leadership helped to encourage dedication, loyalty, and commitment among employees, as well as emotional connections with their peers. Therefore, when leaders encourage community, the long-term effects could greatly benefit the organization. Leaders represented in this study built community by encouraging sharing and celebrating in meetings, attending social events, being visible in the school, providing opportunities for learning together, allowing time for teams to collaborate, using each other as resources, and building relationships with the staff.

Meeting needs. Throughout the study, general and individual teacher needs emerged. Without being asked specifically about their needs, participants shared what was important to them in a leader, or qualities they most appreciated, and in doing so their needs and values became apparent. For instance, all six participants expressed either how much they valued the sense of community in their school or how they wished there was community in their school. This need for community was common among all participants in this study.

Another common need was for growth. Five of the six participants shared that they needed or wanted to grow as professionals. Thus, they appreciated the opportunity to collaborate with their colleagues to create or perfect new curricula. They valued conferences, professional development, and constructive feedback. Four of the six participants expressed that they wanted to be shown appreciation. All of them received intrinsic reward from the altruism that comes

from helping children grow and learn. However, these four teachers recognized that appreciation influenced their satisfaction at work. Half of the six participants needed to feel the work they did mattered, that they fulfilled a purpose in the important work of the school. Another need shared by half of the participants was the drive to be creative and to maintain autonomy. Research has shown that when employees' needs are met, they are more likely to be satisfied (Black, 2010).

Lambersky's (2016) study revealed six dominant needs teachers felt their principals should meet. They were (a) professional respect; (b) encouragement and acknowledgement; (c) protection by providing order within the school and shielding teachers from unnecessary demands; (d) visibility; (e) teacher voice; and (f) an articulated vision of the school. All six of these teacher needs would be fulfilled through servant leadership. First, teachers are respected through the principles of stewardship, persuasion, and listening. Leaders who practice healing and growth demonstrate this through encouragement and acknowledgement. Servant leaders practice stewardship, foresight, and awareness, which intentionally protects teachers with order in the school and reasonable workloads. School leaders who practice awareness realize the importance of being visible in the school. Leaders encourage teacher voice by practicing listening and persuasion. Finally, leaders articulate a clear vision for the school through conceptualization and foresight. Thus, it would be beneficial for school leaders to embrace servant leadership principles. This supports previous research suggesting that servant leadership can positively influence employee retention, because the nature of servant leadership builds relationships, encourages community, and fulfills basic employee needs, which leads to more satisfied employees (Carter & Baghurst, 2014; Jaramillo et al., 2009b; Shaw & Newton, 2014; van Dierendonck, 2011).

Servant leadership and its influence. There have been many studies suggesting that servant leadership has a positive effect on teacher satisfaction and retention. Shaw and Newton's (2014) study revealed a correlation between the servant leadership in principals and teacher job satisfaction. It also showed teachers who perceived their leaders to have demonstrated servant leadership were more likely to remain teaching with that principal. The results of this study support the findings of Cerit (2009), who found servant leadership to be a significant predictor of teacher satisfaction.

The commitment of this study's participants to the mission of educating students was evident. For those participants who expressed evidence of servant leadership in their leaders, there was an expressed commitment to the hard work of striving for student success. Participants 1, 4, 5, and 6 all articulated servant leadership qualities in their current leaders. Each of these participants spoke passionately about the challenging yet purposeful work they engaged in each day. This supports the research of Peterson et al. (2012), who found a positive relationship between servant leadership and an organization's performance. It also supports the findings of Carter and Baghurst (2014), who found that employees of servant leaders were more engaged and committed to the success of the company.

Satisfaction and longevity. Participants 1, 4, 5, and 6 all indicated their leaders possessed servant leadership principles. Participants 2 and 3 shared that their leaders lacked servant leadership. They also expressed a desire for their leader to exhibit these principles. Both participants had to turn to intrinsic motivation to find enjoyment in their work. Consequently, while she enjoyed the children and teaching itself, Participant 2 has tried several times to switch to another school in the district. Participant 3 shared she would leave if it were not for the difficulty that comes with moving to another school. On the contrary, Participant 1 was so

satisfied with her leader and job that she was considering postponing her retirement scheduled in two years. This aligns with the findings of Jaramillo et al. (2009b), who posited that when team members have positive feelings about the good of their organization, they are more likely to remain committed to its mission.

Servant leadership reflections. Servant leadership has proved to positively influence teacher satisfaction and longevity. This was seen in this study as well as in the studies of Al-Mahdy et al. (2016), Cerit (2009) and Shaw & Newton (2014). Participants in this study viewed servant leadership as a leadership style whose principles would positively influence teacher satisfaction and longevity, as well as promote a positive culture in the school community. Either they identified servant leadership principles as ways their leader influenced their satisfaction and longevity, or they identified principles that would improve their satisfaction and desires to stay in their current schools. Four of the six participants indicated servant leadership was a positive leadership style that would be beneficial for school leaders. Three of these teachers reasoned that servant leadership could be a powerful influence in their own classrooms. These teachers each commented on how they would like to incorporate servant leadership principles in their teaching.

Other influences. While this study revealed that servant leadership influenced teacher satisfaction and longevity, there were other influences as well. These were shared primarily prior to the servant leadership presentation. The one male participant claimed his leader did not influence his satisfaction and longevity. When asked probing questions, he explained that his leader's ability to protect the teachers from district demands helped him feel confident in his leader, and the inability to do so left him feeling frustrated. He added that other circumstances influenced his satisfaction and longevity. He claimed he chose to stay at his school because of

his children being there and the sense of community in the school. Other teachers shared additional reasons for staying, such as retirement benefits and a fear of the unknown.

One factor that affected teacher retention for some of the participants of this study was having their own children attend the same school. Four of the six participants sent their own children to their schools. Each of these participants shared this without being asked. Of the two who did not have their own children at their schools, one did not have children, and the other mentioned her children went to school in another district. Those whose children attended their schools reflected on the caliber of teachers at their schools. Three of these four teachers also shared that having had their own children attend their schools influenced the family feeling there, where they and their colleagues raised their children together and even taught each other's children. It is interesting to note that the two teachers who did not have children who attended their schools were also the two at the same school who had a leader who did not exhibit many servant leadership principles. These two teachers also did not feel there was community at their school. It could be that having raised their children in their school would have fostered a sense of community for them. However, this study did not explore community building in depth.

Another influence on retention that emerged from this study was retirement benefits. Half of the six participants mentioned their retirement was a factor in their decisions to stay at their schools. These three participants experienced the desire to leave their school at one time or another, largely due to being dissatisfied with their leadership. They stated the reason for staying was their investment in their retirement. They would lose this investment if they left the school district. This retirement benefit is a great incentive to remain. While this may help with teacher retention, it is not beneficial for schools to keep teachers who are dissatisfied or disengaged, simply waiting out their time until retirement. The expressed feeling of being "stuck" is far less

preferred to the attitude of Participant 1, who is considering postponing retirement because she is so satisfied and engaged in her teaching. Retirement may be a positive influence on retention, but it is far more beneficial for a school if the teachers remain because they enjoy and are fully engaged in their work.

Another influence on retention is fear of the unknown or the difficulty of moving to another school. Three of the six participants shared that the concern over the situation being worse at another school kept them from moving when they were dissatisfied. One of these three had tried to move to another school in the district, but her requests had been denied. Two participants concluded that switching schools would be too difficult. Just as retirement influenced retention positively, so did this fear of the unknown. However, similarly, it is more beneficial to schools to retain teachers because they are satisfied than because they fear the unknown or the difficulty of moving to another school (Black, 2010; Lambersky, 2016; Serrano & Reichard, 2011; Shaw & Newton, 2014).

Finally, the sense of community or family in a school influenced teacher retention. Regardless of the school leader, teachers shared that the sense of community or family made them want to remain. Community is a powerful motivator, as seen in the research of Carter and Baghurst (2014), Friedman (2014), and McKinney et al. (2015). Participants 1, 4, 5, and 6 emphasized the role that community played in their desires to remain at their schools. Participants 2 and 3 suggested that a sense of community was lacking from their school, but if community existed, they would want to remain. This strengthens the argument that leaders who encourage community in their schools positively influence teacher satisfaction and longevity.

Discussion of the Results in Relation to the Literature

Research has proved that leadership can significantly impact an organization (Hallinger, 2011; Hauserman, Ivankova, & Stick, 2013; Jones & Watson, 2017; Lambersky, 2016; McKinney et al., 2015). One particular leadership style, servant leadership (Greenleaf, 1970, 1996, 2002), has proved to be effective in increasing employee satisfaction, employee engagement, employee retention, and a positive climate within the organization (Al-Mahdy et al., 2016; Black, 2010; Carter & Baghurst, 2014; Cerit, 2009; Parris & Peachey, 2013; Shaw & Newton, 2014). In response to the need to retain quality teachers, this study focused on any influence servant leadership might have on teacher satisfaction and retention (Darling-Hammond, 2003; Ronfeldt et al., 2013; Wood, 2017). Through the in-depth interviews, I was able to gain a deeper understanding of how each of the 10 servant leadership principles—listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community—influenced teacher satisfaction, which in turn influenced teacher retention.

This qualitative study supported the body of research that has suggested servant leadership influences teacher satisfaction and retention (Al-Mahdy et al., 2016; Caffey 2012; Cerit, 2009; Shaw & Newton, 2014; Von Fischer, 2017; Wood, 2017). These studies were quantitative and used surveys and assessments whose results suggested an influence. This qualitative study used interviews, allowing teachers to share experiences of their leaders that influenced their satisfaction and longevity. As participants shared, they were often asked clarifying questions to elicit deeper responses. Also, since teachers were asked directly to share experiences that influenced their longevity and satisfaction, the responses revealed perspectives that might not have been captured in a quantitative study. Thus, this study added to the body of

literature on the influence of servant leadership on teacher satisfaction and longevity, by providing in depth perspectives of teachers.

The conceptual framework of this study was the 10 servant leadership principles, (Greenleaf, 1970, 1996, 2002) as synthesized by Spears (1998) to be: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community. This study specifically addressed each of the 10 principles through the servant leadership presentation and rubric. Participants were able to share experiences particularly pertaining to those 10 principles. In addition, the 10 principles served as the provisional codes when analyzing the data. Therefore, this study specifically addressed the influence of each principle on teacher satisfaction and longevity. Prior research did not address each servant leadership principle. In this way, this study filled a gap in literature, by exploring any influence specific servant leadership principles might have had on teachers.

Research has proved that when employees' needs are met, they are more likely to be satisfied (Black, 2010; Hauserman et al., 2013). The importance of leaders meeting the needs of their team members was supported by this study. The extensive Gallup study (Rath & Conchie, 2008) revealed employees needed to experience compassion from their leaders. They also needed to be able to trust their leaders. In addition, employees needed to feel stability and to have hope. As argued previously, servant leadership would satisfy these needs, as the nature of servant leadership is to meet the needs of team members (Greenleaf, 1970, 1996, 2002; van Dierendonck, 2011). This study supported previous literature which suggested servant leadership could meet the needs of team members (Carter & Baghurst, 2014; Lambersky, 2016; Rath & Conchie, 2008; van Dierendonck, 2011).

This study supported this aspect of servant leadership, in that the participants of this study appreciated the empathy or compassion extended to them by their leaders in times of crises and through the challenges of teaching. The participants who perceived having had a relationship with their leader felt they could trust her/him. Participants also expressed that they could trust their leader because their leader believed in them, valued them, and always made decisions based on what was best for the students. When leaders exhibited conceptualization and foresight, participants experienced stability and hope in the future. This study supported the research of Rath and Conchie (2008) and the ability of servant leadership to meet the needs of employees, thus influencing employee satisfaction and retention (Black, 2010; van Dierendonck, 2011).

Another study that focused on teachers' needs was that of Lambersky (2016). This qualitative study revealed that teachers believed their principals could and should meet their needs for (a) professional respect; (b) encouragement and acknowledgement; (c) protection; (d) visibility of the principal; (e) being allowed a voice; and (f) an articulated vision of the school. Participants in this study felt respected when their leaders valued their input and contributions, along with allowing them creativity and autonomy. They all shared how the encouragement and acknowledgement of their leaders influenced their satisfaction. Participants expressed how being protected from unnecessary demands and parent concerns influenced their satisfaction and longevity. The participants in this study also appreciated the visibility or awareness of their leaders by their time spent in the classrooms and throughout the school. The need for having a voice was affirmed by this study as participants shared how their leaders' attempts to provide opportunities to give their input and speak into curricular decisions influenced their satisfaction and retention. Finally, participants expressed their appreciation for their leaders' vision for the school in implementing new initiatives or keeping the focus on what was best for the students.

The participants of this study revealed that the fulfillment of these needs through servant leadership helped influence their satisfaction and longevity.

Limitations

This study had limitations, the first of which was sample size. There were six participants in the study. Certainly, conducting a study with a larger sample size would allow for more generalization of the results. The participants were from two school districts. Therefore, the results of this study may not be the same as a study with a larger sample size that incorporated more school districts. In addition, there were only four schools represented in this study. A larger sample size that involved more schools would provide perspectives on more leaders, adding to the valuable data. Likewise, the geographic boundary of this study is a limitation. All six participants came from schools in the Southwest of the United States. This study could be expanded to involve teachers from other regions of the United States. While it was intentional to include a male perspective in this study, only including one male participant was a limitation. Since the male perspective was different from the female perspectives, it would be helpful to include more than one male participant in future studies.

Implication of the Results for Practice, Policy, and Theory

While this study had limitations, the results supported previous research indicating that servant leadership positively influences teacher satisfaction and longevity (Al-Mahdy et al., 2016; Caffey 2012; Cerit, 2009; Shaw & Newton, 2014; Von Fischer, 2017; Wood, 2017). This study added to this body of literature by showing that teachers recognized servant leadership principles as positive influencers on their satisfaction at work and their desire to stay at their current school. Since satisfied teachers are more effective and engaged teachers (Lambersky, 2016), schools would benefit from a focus on improving teacher satisfaction. One proven

influencer on teacher satisfaction has been leadership (Epling, 2016; Harris et al., 2016; Ross & Cozzens, 2016). Thus, school leaders might consider adopting positive leadership principles that encourage teacher satisfaction. As seen in this study and that of Al-Mahdy et al. (2016), Caffey (2012), Cerit (2009), Shaw & Newton (2014), Von Fischer (2017), and Wood (2017), servant leadership could improve teacher satisfaction and retention.

Practice. There are specific ways school leaders could improve the satisfaction and retention of their teachers. One is by recognizing the need for leaders to support their teachers. Lambersky (2016) recognized that supporting teachers fulfilled their need to be protected by their leaders. Leaders should support teachers when there are student concerns, whether it be in academics or behavior. Participants in this study expressed appreciation for their leaders' effective handling of severe behavior problems, because it allowed them to focus on student learning. They also appreciated support with student success, whether it be helping students who were disorganized or in providing resources that would support struggling learners.

Participants in this study also expressed the desire for their leaders to support them when there were parent concerns. This included shielding them from parent complaints, following through with parent concerns in a way that considered the input of the teachers, and presenting a unified front that demonstrated confidence in the teachers' abilities and integrity when dealing with parents. Another way school leaders supported teachers was by providing adequate resources and time to prepare, plan, and collaborate. When leaders exhibited servant leadership principles, teachers felt supported (Greenleaf, 1970, 1996, 2002). Servant leaders showed support by demonstrating the principles of listening, stewardship, growing people, and building community.

In addition to supporting teachers, leaders should protect teachers. According to Lambersky's (2016) study, teachers expected their leaders to protect them by instilling order in the school and protecting them from unnecessary demands. Participants in this study needed their leaders to protect them from parents, district pressures, and overwhelming workloads. The servant leader recognized the need to protect her employees, because she takes seriously her role as steward of the organization. Stewardship also entails valuing each team member. School leaders who demonstrated a commitment to their teachers by protecting them from unnecessary pressures allowed teachers to teach and focus on student learning.

Finally, leaders should strive to get to know their teachers and meet their needs. The participants of this study expressed the need for leaders to know their staff and meet their needs. Just as an effective teacher made the effort to get to know her students individually, learning each students' strengths and needs, the school leader who gets to know the teachers would improve community and satisfaction. Taking time to get to know individual teacher needs allows the servant leader to meet those needs and thus improve satisfaction and retention. One of the needs leaders can help fulfill in their teachers is professional growth. School leaders might consider using a survey to gather ways in which they can help their teachers grow.

Another way leaders might consider for meeting their teachers' needs is through appreciation. Chapman and White (2011) explained how leaders could best influence satisfaction by showing meaningful appreciation. Chapman and White (2011) argued that each person felt appreciated in different ways. While one employee might feel appreciated when receiving words of affirmation, another might feel appreciated when people helped her complete tasks. Therefore, when a leader made a concerted effort to show appreciation in a way that resonated with an employee, the employee was more likely to feel satisfied (Chapman & White, 2011).

Because the servant leader viewed each team member as an individual and sought to build relationships with team members, the servant leader was more likely to know the team members and meet their needs. Research has shown that teacher satisfaction and the desire to remain with a school are greater when needs are met (Lambersky, 2016). According to Lambersky's (2016) study, the six basic teacher needs to be met by the principal were professional respect, encouragement and acknowledgement, appropriate protection, visibility, allowing teachers a voice, and an articulated vision for the school. These needs would be met through servant leadership. The need for professional respect is met through the principles of growing people, stewardship, and persuasion. The need for encouragement and acknowledgement is met through listening, empathy, healing, awareness, and growth. Teachers' needs for appropriate protection are met through listening, awareness, and stewardship. When leaders demonstrate the servant leadership principles of listening and persuasion, they meet the need of teachers to have a voice. Finally, leaders articulate a vision for the school through conceptualization, foresight, and stewardship.

Participants of this study confirmed servant leadership was a valuable leadership style for leaders and teachers. Participant 5 identified servant leadership principles as ways leaders could meet teachers' needs. Participant 4 expressed that she felt servant leadership would be valuable for both leaders and teachers. Not only would effective leadership positively influence teachers; teachers might also consider using servant leadership principles in their classrooms when leading their students. She recognized these principles as an effective way to influence not only satisfaction, but also growth. She added that she wished more people demonstrated servant leadership.

Policy. School leaders may benefit from mindfulness regarding ways to improve teacher satisfaction and retention. This may require an adjustment of policies. The participants in this study were all committed to the hard work required for student success. Since they were already working hard, they did not appreciate unnecessary additions to their workload. As discussed earlier, teachers need their leaders to protect them from unnecessary burdens or demands (Lambersky, 2016). Therefore, when implementing a new program or requirement, leaders may want to consider providing adequate time to plan and collaborate. Adequate resources should be available to teachers at all times. While this was not mentioned by the participants in this study, another way to protect teacher workload would be by maintaining manageable class sizes (Brow & Wynn, 2009; Darling-Hammond, 2003).

Another aspect of policy for leaders to consider is the way in which mandated programs or curricula are presented to teachers. This study included three teachers from one district and three from another. The larger of the two districts represented in this study was known for growth and innovation. This district was active in adopting new programs. All three of the participants in this study mentioned the involvement of the district in their school curriculum. They all looked to their school leaders to protect them from the potential overreaching of their district. Since school leaders should know their students, teachers, and school culture better than district leaders do, it would be beneficial for districts to consult school leaders on district-wide decisions. A better policy would be allowing schools the freedom to implement curricula and programs proven to meet the needs of their student populations. This would require school leaders to be aware of teacher concerns and student needs. For leaders to adequately represent the needs of their schools, they would need to practice the servant leadership principles of listening, persuasion, and stewardship.

Participants 4 and 5, both from the same school, spoke at length about their school's ability to write their own curriculum rather than use the curriculum mandated by the district. Both participants appreciated their leader's roles in preserving this professional freedom. They felt this was one of the important characteristics of their school that contributed to low teacher turnover. Participant 1 spoke about a special program her school implemented that had been producing student success. Her leader got special permission for her teachers to attend a conference for this program rather than the district-mandated professional development. In both cases, school leaders were able to advocate for what was best for their schools, and teachers appreciated their leaders' efforts to do so.

Theory. The findings of this study supported the conceptual framework, the 10 principles of servant leadership—listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community. The positive feedback from the participants indicated that servant leadership influenced the participants' satisfaction and longevity in their schools. During the first interview, participants shared experiences with their leaders that influenced their satisfaction. Without having yet learned about servant leadership, participants described many servant leadership qualities that influenced them. After receiving the training in servant leadership, participants shared experiences with their leaders that were examples of servant leadership principles. In general, the participants wanted to be supported by their leaders. When leaders exhibited servant leadership principles, it made the participants feel supported, which influenced their satisfaction and desire to remain at their schools. In general, four of the six participants recognized servant leadership principles in their leaders and attributed those principles as having positively influenced their satisfaction. The other two participants acknowledged their leader did not exhibit many servant leadership qualities but indicated the

servant leadership principles would likely improve their satisfaction. In addition, three participants recognized servant leadership principles could be effective ways to lead their students.

School leaders may benefit from being mindful of their leadership, as it is one of the most influential factors in teacher satisfaction (Epling, 2016; Harris et al., 2016; Ross & Cozzens, 2016). Research suggests the school principal is the most significant predictor of teacher retention (Grissom et al., 2016; Lambersky, 2016). In light of research that proved teacher satisfaction and retention positively impacted student achievement (Black, 2010; Boyd et al., 2005; Leithwood et al., 2011; Marzano et al., 2005; Ronfeldt et al., 2013), school leadership should be concerned with improving teacher satisfaction and retention. This study suggested that servant leadership positively influenced teacher satisfaction and longevity. To not only retain good teachers but also keep them satisfied, school leaders should consider adopting servant leadership as an effective leadership style.

Recommendations for Further Research

This study was limited in size and included only one male participant. The one male participant revealed a different perspective than his female colleagues had. This participant believed that because he was a male, he avoided power struggles and conflicts that his female counterparts faced. He also believed he responded differently to leadership than the female teachers at his school did. When asked about any differences between different gender combinations of teachers and leaders, he thought female teachers had more conflicts with female leaders, because most female teachers and female leaders had strong personalities. He felt that female teachers responded to male leaders by trying to prove themselves. As one of the only male teachers in his school, he did not feel like he had any of these tensions with his leaders.

Focusing on this topic and involving more male participants would reveal any possible differences in the relationships between male teachers and their leaders compared to female teachers and their leaders.

Therefore, a study on the role of gender in teacher-leader relationships could prove interesting and insightful. Another potential study could explore how gender impacts relationships between teachers and parents. The one male participant of this study believed that parents did not challenge him because he was a male teacher. He did not experience conflicts with parents like his female colleagues did. It would be interesting to explore the role of gender in relationships not only between teachers and leaders, but also between teachers and parents.

Another recommendation for further research is with differences between teacher perspectives of their leader based on personality, background, and experiences. For example, Participants 2 and 3 shared the same leader, but had different perspectives on her leadership. Both participants had obvious differences in personality. Therefore, their personalities could have influenced the ways they viewed their leader. Participant 3, who appeared to be more assertive, expressed that she had a relationship with her leader. She also mentioned that her leader spent time in her classroom, whereas Participant 2 said her leader was rarely in her classroom. That could be because Participant 3 initiated more interaction with this leader than Participant 2 did. Background could have contributed to this difference of perspectives as well. Participant 3 came from a management background prior to teaching, whereas Participant 2 had always been a teacher. Participant 3 recognized that some of her opinions of her leader's leadership came from understanding the challenges of management. Finally, Participant 2 relayed a few negative experiences of this leader, while Participant 3 described a positive one. Their individual encounters with this leader certainly contributed to their feelings about her. A

future study involving the perspectives of teachers regarding one common leader might better reveal any ways personality, background, and personal experiences play a role in teacher perspectives of their leaders.

In addition, a study to explore if having one's own children attend the same school influences teacher perceptions of school community is suggested. The participants in this study whose children attended their school felt like their school was a community. A study that explored if and how having one's own children at the same school influences teacher perception of community would be an interesting addition to the body of literature on school community and teacher satisfaction. This study should be implemented using a larger sample size. Further studies could also incorporate teachers from more than two districts. In addition, this study was limited to teachers in elementary school. Specifically, the teachers who were participants in this study taught at the second-, third-, or sixth-grade level. A future study should include teachers from all grades. These would all add to the research that has suggested that servant leadership influences teacher satisfaction and retention.

Conclusion

Teaching is a challenging profession that demands much from educators. Most teachers are dedicated to student achievement, willing to work hard and put in long hours. They are also committed to professional growth that will in turn help their students learn better. Students benefit from teachers who enjoy their jobs and are engaged in the important work of educating their students (Black, 2010; Leithwood et al., 2011; Marzano et al., 2005). Satisfied teachers are passionate, devoted, and enthusiastic. Students in their classrooms are in turn more likely to be passionate, devoted, and enthusiastic about learning. Leaders should be concerned about retention. However, a more compelling case would be for leaders to promote teacher satisfaction,

as satisfied teachers are more likely to not only continue teaching at their schools but also be engaged in the important work of educating. These teachers will be more creative and engaging. Students who benefit from the instruction of these satisfied teachers may learn more, because when teachers are engaged and enjoying their jobs, they are more likely to provide quality comprehensive education (Black, 2010; Leithwood et al., 2011; Marzano et al., 2005).

School leaders should be concerned with providing quality leadership that supports their teachers, enabling them to teach their students. Servant leadership has proved to be an effective leadership style that positively influences teacher satisfaction and longevity (Al-Mahdy et al., 2016; Alonderiene & Majauskaite, 2016; Caffey 2012; Cerit, 2009; Harris et al., 2016; Shaw & Newton, 2014; Von Fischer, 2017; Wood, 2017). This study supported servant leadership's strong influence on teacher satisfaction and longevity. Therefore, leaders would benefit from learning about servant leadership and incorporating its principles to promote a healthier, happier school culture. As school leaders demonstrate the 10 servant leadership principles (Greenleaf, 1970, 1996, 2002) of listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community, this would benefit the teachers and students alike.

Research suggested that a positive, unified school community is essential to school success (Rondfeldt et al, 2013). One such way to promote a positive, unified community is for school leaders to exhibit servant leadership principles that support, value, and grow teachers. This positive approach to leadership will influence not only teachers, but also student achievement and the culture of the entire school (Black, 2010; Friedman, 2014; McKinney et al., 2015). Such a positive school community can be created and fostered by a servant leader. School leaders who adopt servant leadership (Greenleaf, 1970, 1996, 2002) would promote a healthy

school climate full of teachers who are engaged, satisfied, and dedicated to the mission of the school. This is the kind of environment that fosters student growth and achievement.

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Appendix A: Servant Leadership Rubric

Please circle the statement in each row that best describes your school leader's or leaders' leadership.

Servant Leadership Characteristic	Not Evident 1	Evident at Times 2	Evident 3	Very Evident 4
LISTENING	Does not practice active listening by repeating back to you what is said or with body language	Sometimes practices active listening, repeating back to you what you said and/or uses body language to demonstrate active listening	Most often practices active listening, repeating back to you what you said and uses body language to demonstrate active listening	Practices active listening, repeating back to you what you said and uses body language to demonstrate active listening
	Does not seek feedback from stakeholders	Seeks feedback from some stakeholders	Often seeks feedback from all stakeholders	Always seeks feedback from all stakeholders
	Does not seek full comprehension before making decisions	Sometimes seeks full comprehension before making decisions	Often seeks full comprehension before making decisions	Always seeks full comprehension before making decisions
EMPATHY	Does not try to understand surrounding circumstances for requests	Sometimes tries to understand surrounding circumstances for requests	Often tries to understand surrounding circumstances for requests	Always tries to understand surrounding circumstances for requests
	Does not perform or try roles of team members	Is sometimes willing to perform or try roles of team members	Is usually willing to perform and try roles of team members	Is always willing to perform and try roles of team members
	Does not demonstrate an understanding and appreciation for the unique contributions of team members	Sometimes demonstrates an understanding and appreciation for the unique contributions of team members	Often demonstrates an understanding and appreciation for the unique contributions of all team members	Always demonstrates an understanding and appreciation for the unique contributions of all team members

Servant Leadership Characteristic	Not Evident 1	Evident at Times 2	Evident 3	Very Evident 4
HEALING	Does not seem to value wholeness in his/herself or in others	Sometimes places value on wholeness in his/herself and in employees	Often places value on wholeness in his/herself and in employees	Always places value on wholeness in his/herself and in employees
	Does not use healing or encouraging words	Sometimes speaks healing, encouraging words	Usually speaks healing, encouraging words	Always speaks healing, encouraging words
	Tends to focus more on the past performances of employees than future opportunities	Sometimes focuses more on future opportunities than the past performances of employees	Often focuses more on future opportunities than the past performances of employees	Always focuses more on future opportunities than the past performances of employees
AWARENESS	Does not seem aware of his/her own weakness	Sometimes aware of his/her own weakness and compensates for them	Usually aware of his/her own weakness and compensates for them	Very aware of his/her own weakness and compensates for them
	Does not seem aware of the needs of others and does not make attempts to fulfill those needs	Sometimes aware of the needs of others, sometimes making attempts to fulfill those needs	Usually aware of the needs of others, making attempts to fulfill those needs	Very aware of the needs of others and seeks to fulfill those needs
	Oblivious to problems & issues within & around the school	Somewhat aware of problems & issues within & around the school	Seems aware of problems & issues within & around the school	Very aware of problems & issues within & around the school

Servant Leadership Characteristic	Not Evident 1	Evident at Times 2	Evident 3	Very Evident 4
PERSUASION	Uses positional power to force people to follow him or her	Sometimes uses positional power to force team members and sometimes convinces or influences team members through earned authority	Usually convinces or influences team members through earned authority	Always convinces or influences team members through earned authority
	Seems to make only executive decisions	Sometimes builds consensus before making decisions	Usually builds consensus before making decisions	Always builds consensus before making decisions
	Does not create a culture and atmosphere that makes teachers and staff want to work harder and/or give their best	Sometimes promotes a culture and atmosphere that makes teachers and staff want to work harder and/or give their best	Often creates a culture and atmosphere that makes teachers and staff want to work harder and/or give their best	Always creates a culture and atmosphere that makes teachers and staff want to work harder and/or give their best
CONCEPTUALIZATION	Does not create challenging or achievable goals with measurable milestones	Sometimes creates challenging, yet achievable goals with measurable milestones	Often creates challenging, yet achievable goals with measurable milestones	Always creates challenging, yet achievable goals with measurable milestones
	Spends more time reacting to problems or situations than planning for the future	Sometimes plans for the future but usually reacts to problems or situations	Spends more time planning than reacting to problems or situations	Demonstrates the perfect balance, focusing the right amount of attention on planning for the future
	Does not demonstrate a focus on the big picture and does not remain calm in crises.	Sometimes demonstrates a focus on the big picture and is sometimes calm in crises.	Demonstrates a focus on the big picture and is usually able to remain calm in crises.	Is focused on the big picture, allowing him/her to remain calm in crises.

Servant Leadership Characteristic	Not Evident 1	Evident at Times 2	Evident 3	Very Evident 4
FORESIGHT	Makes decisions without understanding the consequences and seems unable to see future outcomes	Demonstrates at times an understanding of the consequences of current decisions and sometimes shows ability to see future outcomes	Shows some understanding of the consequences of current decisions and seems to be able to see future outcomes	Understands consequences of current decisions and sees future outcomes
	Does not make wise decisions and seems unaware of current trends	Sometimes makes wise decisions based on a clear understanding of current trends	Usually makes wise decisions based on a clear understanding of current trends	Makes wise decisions based on a clear understanding of current trends
	Does not seek differing opinions and perspectives before making a decision	Sometimes seeks differing opinions and perspectives before making a decision	Usually seeks differing opinions and perspectives before making a decision	Seeks differing opinions and perspectives before making a decision
STEWARDSHIP	Treats resources as personal possessions, using phrases such as “My teachers, my budget, my school” etc.	Sometimes treats resources as personal possessions and sometimes as the collective possessions of the entire team, intermixing phrases such as “my . . .” and “our . . .”	Usually treats resources as the collective possessions of the entire team, using phrases such as “Our teachers, our budget, our school” etc.	Always treats resources as the collective possessions of the entire team, using phrases such as “Our teachers, our budget, our school” etc.
	Fails to take responsibility for the performance and health of the entire school	Sometimes takes responsibility for the performance and health of the entire school	Usually takes responsibility for the performance and health of the entire school	Always takes responsibility for the performance and health of the entire school
	Does not show an interest in the work of teachers and staff and/or micromanages	Sometimes shows an interest in the work of teachers and staff without micromanaging	Usually demonstrates a balance of showing an interest in the work of teachers and staff without micromanaging	Demonstrates a balance of showing an interest in the work of teachers and staff without micromanaging

Servant Leadership Characteristic	Not Evident 1	Evident at Times 2	Evident 3	Very Evident 4
GROWING PEOPLE	Does not demonstrate commitment to the growth of teachers and staff and does not offer professional development	Sometimes cares about the growth of teachers and staff and sometimes offers professional development	Usually cares about the growth of teachers and staff by offering professional development	Committed to the growth of teachers and staff by offering professional development
	Does not invest in the development of teachers and staff through encouragement, sharing resources, or challenging growth	Sometimes invests in the development of teachers and staff through encouragement, sharing resources, or challenging growth	Often invests in the development of teachers and staff through encouragement, sharing resources, and challenging growth	Personally invests in the development of teachers and staff through encouragement, sharing resources, and challenging growth
	Does not show love, care, or appreciation for team members	Sometimes shows love, care, and appreciation for team members	Usually shows love, care, and appreciation for team members	Shows love, care, and appreciation for team members

Servant Leadership Characteristic	Not Evident 1	Evident at Times 2	Evident 3	Very Evident 4
BUILDS COMMUNITY	Makes no effort to build community within the school	Sometimes makes an effort to build community within the school	Usually works to create community within the school	Actively works to create community within the school
	Does not make an effort to build relationships with teachers and staff	Sometimes makes an effort to build relationships with teachers and staff	Usually makes an effort to build relationships with teachers and staff	Personally builds relationships with teachers and staff
	Does not make the effort to create and sustain a positive culture within the school	Sometimes makes the effort to create and sustain a positive culture within the school	Usually makes efforts to create and sustain a positive culture within the school	Makes efforts to create and sustain a positive culture within the school

RESULTS:

Record how many of the above statements you consider demonstrate your leader's or leaders' possession of each servant leadership characteristic (indicated by marking "Evident" or "Very Evident").

Listening _____/3
 Growing People _____/3
 Conceptualization _____/3
 Healing _____/3
 Awareness _____/3

Persuasion _____/3
 Empathy _____/3
 Builds Community _____/3
 Foresight _____/3
 Stewardship _____/3

After completing this rubric, please provide a statement about your school leader's or leaders' servant leadership: _____

Appendix B: Interview Questions

RESEARCH QUESTION: This study seeks to discover if and how a school leader's use of Greenleaf's (1970, 1996, 2002) servant leadership principles (listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, growing people, and building community) influence teacher job satisfaction and longevity.

Introductory Questions:

1. How long have you been teaching at your school? How many years total in education?
2. What grades have you taught while you have been at your current school?

FIRST INTERVIEW

Think of a leader in your school you consider to have influenced you the most.

1. What would you consider to be the character traits and/or leadership qualities of your leader? What are some examples of how you see those qualities demonstrated?
2. How have those qualities influenced your job satisfaction, and how do they currently do so? (Probe: Can you give examples of experiences of your leader that have influenced your job satisfaction one way or another?)
3. What are some experiences you have had with your leader that have influenced your job satisfaction? Can you please explain how these experiences have influenced your job satisfaction? Why did these experiences influence your job satisfaction?
4. How have those qualities influenced your longevity at your school? (Probe: Can you give examples of experiences of your leader that have influenced your desire to remain at your school one way or another?)
5. What are some experiences you have had with your leader that have made you want to remain at your school? (Probe: What was it about these experiences that made you feel like staying at your school?)
6. Were there times when you have thought about leaving, and what role, if at all, did the leader's influence play in your decision to remain?

SECOND INTERVIEW

1. After the brief training on servant leadership and assessing your leader's servant leadership with the provided rubric, in what ways do you see servant leadership in your current leader, or in what ways have you seen it in previous leaders?
2. You indicated in your rubric that your leader demonstrates _____. Can you share an experience or example of how you have seen this characteristic in your leader or past leaders? (Ask this question for each of the 10 servant leadership qualities with a rating of 3 or 4.)
3. Are there any servant leadership characteristics you have not seen in your current leader or past leader, but would like to and why? (Probe: What leadership characteristics would improve your experiences of your leader and/or your ability to do your job well?)
4. In what ways have the servant leadership characteristics you have seen in your current or past leader influenced your satisfaction at work?
5. How have the servant leadership characteristics you have seen in your current or past leader influenced your desire to remain at your current school?
6. Now that you understand the qualities a servant leader possesses, in what ways can you as a teacher influence your leader to exhibit any or all the qualities that appear to be missing in her/his leadership?

Appendix C: Servant Leadership Presentation

The content of the Servant leadership presentation was delivered through a PowerPoint presentation.

Servant Leadership

Background

While the concepts of servant Leadership can be traced back thousands of years, it is a theory founded by Robert K. Greenleaf. The inspiration of Greenleaf's theory was a novel by Herman Hesse called *Journey to the East* (1957). The characters of this short novel were on a spiritual quest, accompanied by their servant Leo. When Leo disappeared, the group was unable to continue the journey. Not until several years later did they discover Leo was actually a noble leader of the organization sponsoring the journey.

What Is Servant Leadership?

One of the most popular quotations about servant leaders is the definition provided by Greenleaf (1996), "The servant-leader is servant first. . . . It begins with the natural feeling that one wants to serve, to serve *first*." Servant leadership is based on the leader's love and humility. It often seems contradictory to the concept of a leader demonstrating strength and power, such as military or revolutionary leaders throughout history (Sendjaya & Sarros, 2002). The servant leader recognizes the power of leading with purpose and resolve, but with a "light hand" (Greenleaf, 1996). The servant leader leads not from the top of a hierarchy, but from the center of the organization (Marzano et al., 2005). Servant leaders are respected for their humility, authenticity, and self-awareness (Laub, 1999; Spears, 1998; van Dierendonck & Nuijten, 2011).

Qualities of Servant Leadership

Spears (2010) summarized the qualities of Greenleaf's leadership theory into 10 principles of servant leadership:

Listening

- Active listener
- Attentive to others
- Able to self-reflect
- Seeks feedback

Empathy

- Able to understand others
- Sees team members as people, not merely employees
- Understands and appreciates the unique contributions of each team member

Healing

- Leads others and themselves to wholeness
- Understands words can either heal or tear down, thus uses words carefully

Awareness

- Knows what is going on in and around the organization
- Demonstrates self-awareness.

Persuasion

- Seeks to convince others rather than use control to coerce
- Depends on earned authority to influence others, rather than positional authority
- Creates a culture that makes team members want to give their best effort

Conceptualization

- Has a vision for the future
- Creates challenging, yet achievable goals with measurable milestones
- Focused on the big picture and not easily frazzled by a crisis

Foresight

- Possesses the intuition necessary to predict what lies ahead
- Sees the potential consequences of decisions
- Seeks differing opinions and perspectives before making decisions

Stewardship

- Understands the organization and its resources belong to each team member
- Believes that everyone has a responsibility to contribute to the greater good of the organization and society
- Maintains a sense of responsibility, recognizes being entrusted with the success of the organization
- Balances showing an interest in the work of team members without micromanaging

Growth of People

- Develops team members to reach their potential
- Encourages and provides resources for professional development
- Shows love, care, and appreciation of team members

Build Community

- Develops relationships among coworkers
- Encourages comradery
- Creates and sustains a positive culture within the organization

Appendix D: Participant Consent Form

Research Study Title: Exploring the Influence of Servant Leadership on Teacher Satisfaction and Retention
Principal Investigator: Rachelle Wong
Research Institution: Concordia University–Portland
Faculty Advisor: Dr. Barbara Weschke

Purpose and What You Will Be Doing

The purpose of this study is to explore any influence servant leadership of school leaders may have on the satisfaction and longevity of teachers. This qualitative study will use interviews, a brief training, and a rubric to better understand how teachers perceive their school leadership has influenced their job satisfaction and longevity.

We expect approximately six to seven volunteers. No one will be paid to be in the study. However, as a way of expressing gratitude for participating, participants will be given a \$25 Amazon gift card at the conclusion of the study. We will begin enrollment on December 1, 2018 and end enrollment on December 30, 2018. To be in the study, participants will be interviewed twice, through a virtual venue such as Skype. Each interview will be one-on-one and last no more than 45 minutes. In between the two interviews, you will be given a brief training on servant leadership, lasting no more than 30 minutes. After the training you will be asked to complete a rubric to evaluate your leader's servant leadership. Doing these things should take less than a total of 2.5 hours of your time. This will be broken into three phases: Phase I (Interview 1) = 45 minutes, Phase II (Training and Rubric) = 1 hour, Phase II (Interview 2) = 45 minutes.

Risks

There are no risks to participating in this study other than providing your information. However, we will protect your information. I will record interviews. The recording will be transcribed by me, the principal investigator, and the recording will be deleted when the transcription is completed. Any data you provide will be coded so people who are not the investigator cannot link your information to you. Any name or identifying information you give will be kept securely via electronic encryption on my password-protected computer locked inside the cabinet in my office. The recording will be deleted as soon as possible; all other study documents will be kept secure for three years and then be destroyed.

Benefits

Information you provide will help explore ways the leadership of school leaders may influence teacher satisfaction and retention. You could benefit from this by learning about servant leadership, which incorporates principles that could prove effective in leading students. This information could encourage principals to embrace positive leadership principles, which could improve the overall teaching experience for participants.

Confidentiality

Your identity will be kept confidential throughout the course of this study. Pseudonyms will be used when referencing any comments from participants. Any references to participants' identity will be locked in the secure, password-protected file to be deleted three years after the study has been completed. There will be a group training in this study, where only the participants and the researcher will know the identities of the participants. This information will not be distributed to any other agency and will be kept private and confidential. The only exception to this is if you tell us about abuse or neglect that makes us seriously concerned for your immediate health and safety.

Right to Withdraw

Your participation is greatly appreciated, but we acknowledge that the questions we are asking are personal in nature. You are free at any point to choose not to engage with or stop the study. You may skip any questions you do not wish to answer. This study is not required, and there is no penalty for not participating. If at any time you experience a negative emotion from answering the questions, we will stop asking you questions.

Contact Information

You will receive a copy of this consent form. If you have questions you can talk or write to the principal investigator, Rachelle Wong at email [redacted]. If you want to talk with a participant advocate other than the investigator, you can write or call the director of our institutional review board, Dr. Ora Lee Branch (email obranch@cu-portland.edu or call 503-4936390).

Your Statement of Consent and Agreement to Confidentiality

I have read the above information. I asked questions if I had them, and my questions were answered. I volunteer my consent for this study. I also agree to keep the identity of all participants confidential.

Participant Name

Date

Participant Signature

Date

Investigator Name

Date

Investigator Signature

Date

Investigator: Rachelle Wong email: [redacted]
c/o: Professor Dr. Barbara Weschke
Concordia University-Portland
2811 NE Holman Street
Portland, Oregon 97221

Appendix E: Principal Consent Form

Research Study Title: Exploring the Influence of Servant Leadership on Teacher Satisfaction and Retention
Principal Investigator: Rachelle Wong
Research Institution: Concordia University–Portland
Faculty Advisor: Dr. Barbara Weschke

Purpose and What You Will Be doing:

The purpose of this study is to explore any influence servant leadership of school leaders may have on the satisfaction and longevity of teachers. This qualitative study will use interviews, a brief training, and a rubric to better understand how teachers perceive their school leaders' leadership has influenced their job satisfaction and longevity.

We expect approximately six to seven volunteers. No one will be paid to be in the study. We will begin enrollment on January 15, 2019 and end enrollment on February 15, 2019. If you allow your teacher, _____, to participate, this teacher will be interviewed twice, through a virtual venue such as Skype. Each interview will be one-on-one and last no more than 45 minutes. In between the two interviews, the teacher will be given a brief training on servant leadership, lasting no more than 30 minutes. After the training, the teacher will be asked to complete a rubric to evaluate the servant leadership of a school leader. Doing these things should take less than a total of 2.5 hours of the teacher's time. This will be broken into three phases: Phase I (Interview 1) = 45 minutes, Phase II (Training and Rubric) = 1 hour, Phase II (Interview 2) = 45 minutes.

Risks

There are no risks to you or the teacher by the teacher's participating in this study. We will protect any information regarding you or the teacher. Any personal information the teacher provides will be coded so it cannot be linked to the teacher, the school leader, or you. Any name or identifying information provided will be kept securely via electronic encryption or locked inside a password-protected computer file. When we look at the data, none of the data will have your name or identifying information. You will not receive the teacher's responses, but the overall results of the study will be shared to all participants and principals involved. The safety and well-being of all participants and principals will be protected by withholding the identity of the participants, school leaders, principals, and schools. We will use a secret code to analyze the data. We will not identify you, the school leaders, or the teacher in any publication or report. The teacher's information will be kept private at all times, and then all study documents will be destroyed three years after we conclude this study.

Benefits

The information the teacher shares will provide insight into the ways the leadership of school leaders may influence teacher satisfaction and retention. You could benefit from this by learning about servant leadership and any ways its principles influence teacher satisfaction and longevity.

Confidentiality

This information will not be distributed to any other agency and will be kept private and confidential. The only exception to this is if the teacher tells us about abuse or neglect that makes us seriously concerned for the teacher's immediate health and safety.

Right to Withdraw

The teacher's participation would be greatly appreciated, but we acknowledge that the questions we are asking are personal in nature. The teacher is free at any point to choose not to engage with or stop the study. The teacher may skip any questions the teacher does not wish to answer. This study is not required, and there is no penalty for not participating. If at any time the teacher experiences a negative emotion from answering the questions, we will stop asking questions to the teacher.

Contact Information

You will receive a copy of this consent form. If you have questions, you can talk or write to the principal investigator, Rachelle Wong at email [redacted]. If you want to talk with a participant advocate other than the investigator, you can write or call the director of our institutional review board, Dr. Ora Lee Branch (email obranth@cu-portland.edu or call 503-493-6390).

Your Statement of Consent

I have read the above information. I asked questions if I had them, and my questions were answered. I provide my consent for _____ to participate in this study.

Principal Name

Date

Principal Signature

Date

Investigator Name

Date

Investigator Signature

Date

Investigator: Rachelle Wong email: [redacted]
c/o: Professor Dr. Barbara Weschke
Concordia University-Portland
2811 NE Holman Street
Portland, Oregon 97221



Appendix F: Statement of Original Work

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners who seek to transform society by pursuing ethically informed, rigorously researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms, throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

Statement of Academic Integrity

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations

What does “fraudulent” mean?

“Fraudulent” work is any material submitted for evaluation that is falsely or improperly presented as one’s own. This includes but is not limited to texts, graphics, and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate’s final work without full and complete documentation.

What is “unauthorized” assistance?

“Unauthorized assistance” refers to any support candidates solicit in the completion of their work that has not been either explicitly specified as appropriate by the instructor or any assistance that is understood in the class context as inappropriate. This can include but is not limited to:

- Use of unauthorized notes or another’s work during an online test;
- Use of unauthorized notes or personal assistance in an online exam setting;
- Inappropriate collaboration in preparation and/or completion of a project; and
- Unauthorized solicitation of professional resources for the completion of the work.

Statement of Original Work (Continued)

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University–Portland Academic Integrity Policy during the development and writing of this dissertation.
2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced, and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of The American Psychological Association*.



Digital Signature

Rachelle Jeannette Wong

Name (Typed)

February 15, 2020

Date