

RELATIONSHIPS AMONG SERVANT LEADERSHIP, ORGANIZATIONAL
CITIZENSHIP BEHAVIOR, AND SCHOOL CLIMATE
IN ALABAMA HIGH SCHOOLS

by

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A DISSERTATION

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy in the
Department of Educational Leadership,
Policy, and Technology Studies
in the Graduate School of
The University of Alabama

TUSCALOOSA, ALABAMA

2013

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ABSTRACT

This study examined the relationship between servant leadership of the principal with Organizational Citizenship Behavior (OCB) and school climate. Servant leadership, a leadership behavior that emphasizes personal growth of followers, has a useful research history in business but limited exposure in public schools. Organizational Citizenship Behavior (OCB) is an organizational construct that describes non-contractual behaviors of workers that contribute to the success of the organization. The climate of a school is defined as the working environment as perceived by the teachers within the school. The people-centered behaviors of a servant leader principal promote positive social reciprocal interactions between the members within the organization. These relationships in turn foster organizational citizenship behaviors within the school and provide an open/healthy school environment.

This study utilized data gathered from 708 participants within a random sample of forty-one public high schools in Alabama. Three reliable instruments were used in this study: Servant Leadership Survey (SLS), Organizational Climate Index (OCI), Organizational Citizenship Behavior Scale (OCB Scale).

The first hypothesis of the study tested the relationship of SL with OCB and School Climate. The findings for this study supported a previous study that servant leadership behaviors of the principal are significantly related to the school climate. As servant leadership behaviors increase the climate of the school improves. Findings also reveal that servant leadership behaviors are significantly related to the OCB within the school. As servant leadership behaviors increase the level of OCB within the school rises.

The second hypothesis of the study tested the predictability of servant leadership and OCB on the perceived school climate. Regression analysis results identified OCB as the greater predictor of school climate. Further examination of the servant leadership and OCB with each climate dimension provided a more comprehensive examination of the relationships. OCB was found to be a greater predictor of collegial leadership and professional teacher behavior. Surprisingly, results of the analysis revealed socioeconomic status (SES) was the greater predictor of the academic press and environmental press within the school climate.

DEDICATION

To my wife, Dawn – There are no words to describe my love for you. You have been my “sunset at the beach” during this process. Your encouragement and belief in me was a constant reminder that I could accomplish this undertaking. Thank you for your sharing your life with me.

To my children, McKenna and Rob – I am so blessed to have you two in my life. Together, you both fill my heart with hope that you will make a difference and make the world a more beautiful place.

To my parents, Leon and Pauline Dixon – Thank you for instilling in me a love of learning. My only regret is that you are not here to take part in my accomplishments. You were right when you told me that a good education was important in life.

To my brother and sisters – Thanks you for your encouragement during this process. I am sure that mom and dad would be proud of each of our accomplishments.

ACKNOWLEDGMENTS

I am sincerely grateful to the members of my dissertation committee for their time, support, and feedback. Dr. John Tarter, thank you for your wealth of knowledge and the ability to go to your bookshelf and pull the appropriate article to enrich my study. Your guidance throughout this process has provided many lessons which will serve me well in the future. Dr. Roxanne Mitchell, thank you for guiding me through the graduate process. Your warm smile and encouragement provided me the reassurance needed to complete this process. Dr. Dave Dagley, I appreciate your challenge to always consider how the present will influence events of the future. Dr. Phillip Westbrook thanks for always giving me the aspirations of theory and the reality of practice. Finally, Dr. Giesen, I regret that I was unable to experience your classroom expertise however; your contribution to this study was invaluable. In conclusion, I would like to thank my friends and colleagues who have always believed in my ability to accomplish this task.

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CHAPTER I:
INTRODUCTION

In recent years, the call for increased accountability in the public education system has been an issue within our society and has led to public scrutiny and much debate. The need for increased student achievement drives educators to explore all aspects of the characteristics found within the education process. The leadership of the principal is an essential and critical component within the public education process. Throughout the history of American education we have witnessed leadership styles evolve and adapt to meet the needs of an ever changing educational environment. Servant leadership is receiving much attention as an emerging leadership style. This people-centered style of leadership was first introduced by Greenleaf (1977) and was adopted by many organizations within the business sector with great success. This leadership theory is unique in that it is more attuned to the development of followers within organizations rather than solely upon the goals of the organizations. Servant leadership nurtures and encourages social reciprocity and healthy relationships between the leaders and the followers. The implementation of servant leadership is in its infancy within public schools and leaves many unanswered questions. How will servant leadership relate to the other dimensions found within schools? Can servant leadership become the leadership solution in meeting the needs of the students, teachers, and society?

Statement of the Problem

Servant leadership is an emerging leadership style that lends itself to application in education. The lack of empirical studies suggests that there is much to be revealed by further

investigations into the relationships between servant leadership as it relates to the various dimensions found within an educational environment. This study expands the theoretical knowledge of servant leadership with the behaviors and perceptions of those who work in public schools.

Purpose

The first purpose for this study was to examine the construct of servant leadership in an educational setting and the possible relationship to organizational citizenship behavior as well as school climate. There is very little research of the relationship of these constructs within the educational literature. This study would examine how servant leadership behaviors relate to organizational citizenship among teachers within public schools and the school climate as perceived by teachers within public schools.

The second purpose for this study was to examine the construct of servant leadership behaviors by the principal working in concert with organizational citizenship behaviors of the teachers and their relationship to the climate construct in a public school setting. There is very little research of the relationship of these three constructs within the educational literature. This study would examine how servant leadership and organizational citizenship behavior contribute to the organizational climate within schools.

Creswell (2009) argued that a quantitative approach is appropriate for the “identification of factors that influence an outcome” or “understanding the best predictors of outcomes” (p. 18). This study involves surveys that were given to teachers from selected public high schools to measure their perceptions of the degree of servant leadership behaviors exhibited by their school principal, their perceptions of organizational citizenship behaviors within their faculty and their perceptions of their school climate. Survey data was gathered and the correlation of servant

leadership behaviors, Organizational Citizenship Behavior (OCB), and school climate was determined. By measuring the correlation between these three variables school leaders can identify strategies to increase Organizational Citizenship Behavior and foster an open and healthy climate. Therefore, it follows that Organizational Citizenship Behavior and school climate may have significant relationships with servant leadership behaviors.

Research Questions

The focus of this study is summarized through the following questions:

1. Does servant leadership by the principal have a relationship to the organizational citizenship behaviors of the teachers as well as the climate of public schools; and
2. Do organizational citizenship behaviors and the practice of servant leadership behaviors of the school principal contribute to school climate?

Theoretical Framework

The study is based on the conceptual framework for servant leadership developed by Van Dierendonck and Nuijten (2011). Servant leadership is a relatively new construct which can be described as a people-centered theory of leadership (Dierendonck & Nuijten, 2011). Even though acts servant leadership has been recorded throughout civilization, the concept of servant leadership was formally introduced by Greenleaf (1977). Since that time the servant leadership construct has reemerged in organizational leadership literature and is slowly making its way into the field of education leadership. Dierendonck and Nuijten (2011) used an extensive literature review to develop the Servant Leadership Survey (SLS). The SLS utilized the dimensions of servant leadership that are comparable with the characteristics identified by Spears (1995). The dimensions of the SLS of servant leadership include: standing back, forgiveness, courage, empowerment, accountability, authenticity, humility, and stewardship. While research studies of

servant leadership in an education setting are relatively few, the results of these studies suggest significant relationships with other constructs found within public schools and therefore warrant further investigation.

This study also incorporates a construct of school climate developed by Hoy, Smith, and Sweetland (2002). School climate has been described as the “relatively enduring quality of the school environment that is experienced by the teachers, influences their behaviors” (Hoy & Miskel, 2005) and is based on their collective perceptions. The Organizational Climate Index examines four critical areas of school climate: instructional vulnerability, collegial leadership, professional teacher behavior, and achievement press. (Hoy, Smith, & Sweetland, 2002). The instructional vulnerability refers to the extent that the school receives pressure from outside groups or parents. The collegial leadership dimension examines the principal’s behavior in meeting the social needs of the teachers as well as the organizational goals of the school. DiPaola and Tschannen-Moran (2001) found that school climate has a strong linkage to collegial leadership within schools. Professional teacher behavior can be determined by the teachers commitment to their students, commitment to the organization and its goals, and finally respect for competence of colleagues. The achievement press dimension describes a school which sets high academic standards and goals which are achievable. All stakeholders work together to exert pressure to achieve high standards and continuous school improvement. A study by Tarter and Hoy (1988) found that school climate is related to trust among teachers as well as teacher trust in the principal.

The final component for this study incorporates the construct of organizational citizenship behavior school climate as developed by DiPaola, Tarter, and Hoy (2005). The term Organizational Citizenship Behavior (OCB) was first used by Bateman and Organ (1983) to

describe the unsolicited behaviors of workers who go above and beyond to assist others in accomplishing the task at hand. In research by Smith, Organ and Near (1983), it was revealed that OCB has two basic dimensions: altruism and generalized compliance. Altruism may be defined as assisting or helping behavior directed at other co-workers or stake holders of the organization (DiPaola & Hoy, 2005). DiPaola and Tschannen-Moran (2001) applied the OCB construct to an educational setting found that the two dimensions of Smith et al. actually combined into one bi-polar construct. DiPaola and Tschannen-Moran (2001) determined that teachers perform acts of OCB because 1) it benefits the organization and 2) it benefits others within the organization. In public schools teachers' routinely perform altruistic behaviors directed toward students and co-workers and view this behavior as a component of their professionalism rather than Organizational Citizenship Behavior. DiPaola, Tarter, and Hoy (2005) attempted to replicate the study and operationalize the construct of organizational citizenship behavior to all levels of schools. Their study utilized a sample of 281 schools which represented three school levels; elementary, middle, and high. Results of the three-level study resulted in a 12-item instrument which was found to be valid and reliable. The Organizational Citizenship Behavior (OCB) Scale had a correlation of .97 with the OCBSS and was deemed valid and reliable measure of organizational citizenship for all levels of schools. The OCB was first used in a study of 75 middle schools within Ohio to study the relationship between OCB and five variables from the Organizational Climate Index (OCI). These variables included collegial leadership, teacher professionalism, academic press, school mindfulness, and school effectiveness. Results of this study suggested a significant and positive relationship between organizational citizenship behavior and the five variables from OCI. Recent research by DiPaola and Hoy (2005) found a relationship between faculty OCB and student achievement. Studies

have also found significant relationships between servant leadership and school climate (Lambert, 2004; Black, 2010).

Synthesis of the literature suggests two assumptions. First, a principal who demonstrates servant leadership behaviors would foster positive socially reciprocal behaviors with the faculty and staff. These behaviors could result in an increase in citizenship behavior between two groups; the teacher-principal relationship as well as the teacher-teacher relationship. The concern of the principal for the both the professional growth and more importantly the personal growth of the teachers could result in an open relationship. This open relationship between the principal and the teachers would contribute to developing creating a positive and healthy school climate.

The second assumption is that a principal who demonstrates servant leadership behaviors would have a greater impact on the climate than OCB. In an unhealthy school it is likely that there are very little acts of OCB occurring within the school setting. It may be argued that the servant leadership behaviors of a newly appointed principal coming into an unhealthy school would be the catalyst for improving the social dynamics within the school. A positive change in the social dynamics of the faculty would foster and encourage altruistic and/or extra- role behaviors between the teachers, students, and the principal. The actions of the servant leader principal would fill the void of citizenship behaviors within the school. In conclusion, while this study does not hypothesize the relationships affected by SES it will be measured and efforts will be made to control for it.

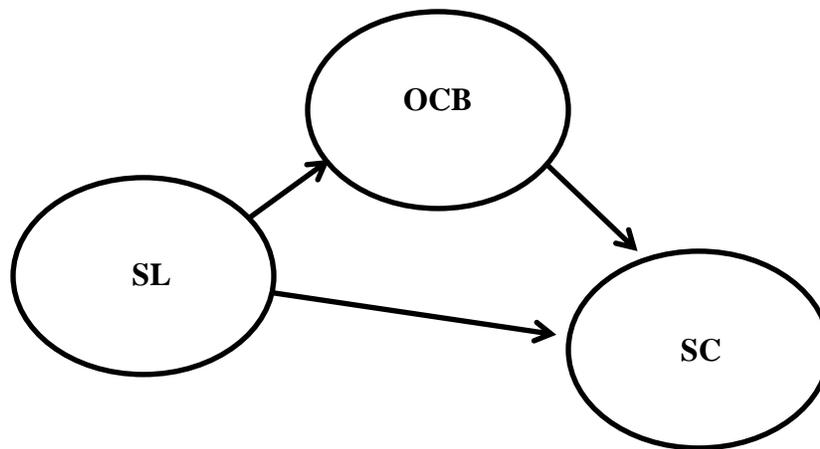


Figure 1. A proposed theoretical model of servant leadership, OCB, and school climate

Hypotheses

In creating hypotheses the variables should be identified by name, a relationship should be specified, and the unit of analysis should be appropriate Hoy (2010). Using these guidelines, two hypotheses drove the study:

H₁: There is a positive correlation between servant Leadership, OCB, and school climate; and

H₂: Servant Leadership will make a greater contribution to school climate than OCB.

Definition of Concepts

School Climate: “teachers’ perceptions of the general work environment of the school; the formal organization, informal organization, personalities of participants, and organizational leadership” (Hoy & Miskel, 2008, p. 198). Four dimensions of school climate are: achievement press, collegial leadership, environmental press, and teacher professionalism.

Achievement press: the amount of effort and cooperation by the stakeholders within the school community which sets high academic standards and goals which are achievable. The

achievement press also describes “the relationship between the school and the students” (Hoy, Smith, & Sweetland, 2002).

Collegial leadership: the effort put forth by the principal behavior in meeting the social needs of the teachers in addition to meeting the organizational goals of the school. It also describes “the openness of the leader behavior of the principal” (Hoy, Smith, & Sweetland, 2002).

Environmental press: the vulnerability of the school from pressures exerted from groups outside of the school and includes parents. The environment press also illustrates “the relationship between the school and the community” (Hoy, Smith, & Sweetland, 2002).

Teacher Professionalism: the amount teacher commitment to the students, the organization and the mission of the organization. It also describes the “openness of teacher-teacher interactions” (Hoy, Smith, & Sweetland, 2002).

Organizational Citizenship Behavior: worker behaviors that are not formally prescribed, but freely occur and are important to the organization as a whole (Bateman & Organ, 1983); “voluntary and discretionary behavior of teachers that exceeds the formal requirements of the job” (DiPaola et al., 2007, p. 227).

Servant Leadership: “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 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 further be harmed?” (Greenleaf, 1977, p. 7).

Scope

The scope of this study will include a sample of 70 high schools chosen from the 202 public high schools in Alabama. High schools are defined as those schools with grade configurations of 9-12 or 10-12. The scope will not include any Career Technology or Vocational Centers. Data will be collected from the participants during regularly scheduled faculty meetings at each school.

Limitations

This study was not without limitations. These limitations included the following:

1. This study used cross-sectional data rather than longitudinal data and is interpreted accordingly;
2. This study was subject to measurement error;
3. The study was limited to a population and sample size of Alabama public schools within a specific area and should not be generalized to other states; and
4. There were other antecedents to school climate other than servant leadership and organizational citizenship behavior.

Because the population of the study was focused on schools in a specific area of Alabama and the sample is a convenience sample, results may not necessarily be generalized to other states. In addition, although a relatively wide range of grade configurations was used, results may not be generalized to schools that do not fall within those configurations. Finally, this is a cross-sectional study; therefore, results may be limited as opposed to a study done using longitudinal data.

Summary

This dissertation is divided into five chapters. The first chapter is an introduction of the study and presents the statement of the problem, purpose, research questions, theoretical framework, the hypotheses, scope, and limitations. The second chapter presents literature representing both the history of research and current research in the areas of servant leadership, school climate and organizational citizenship behaviors. The third chapter addresses the proposed methodology for the study, including research design, sample, instrumentation, data collection and data analysis techniques. Chapter IV presents the analysis of data and research findings. The final chapter will provide a summary of the researching findings including theoretical implications, implications for practice and further research.

CHAPTER II:
REVIEW OF LITERATURE

Introduction

Servant leadership has been a relatively new leadership concept that first emerged in the business sector in the later part of the twentieth century. Early research has explored the relationships of servant leadership with employee trust, job satisfaction, and production at the corporate level. While gaining popularity and acceptance within business community, there has been little research on the concept of servant leadership within a public education setting. Specifically, the relationship of servant leadership upon organizational citizenship behavior and organizational climate is lacking in the literature. Because of the possible impact of these three constructs on practices in schools, there is a need for studies that investigate any connections which may exist.

The Emergence of Servant Leadership

Throughout the history of civilization, leadership ideologies and paradigms have continued to change and evolve in accordance with the needs of cultures and societies. The ability to identify the ingredients of optimal leadership has been without consensus. During the past century, leadership research has examined different ideologies ranging from trait theories to the behaviors of leaders and finally to examination the leadership environment (Black, 2010). The perceived void in leadership was addressed by Burns (1978) who posed that there was no central concept of leadership which had emerged to meet the needs of modern times. He argued that there was a need for new leadership which was “compelling and creative” and would fill the void. Later in the 1990s, many scholars believed that a necessary step in creating a profitable

business was by finding a new leadership model in which people were the first priority (Spears, 2004). Driven by this belief, organizations began to seek a leadership model which was grounded upon shared decision-making, teamwork, community, ethics, and promoting the growth of people (Yuckl, 2002; Spears, 2004).

During the late 1970s, a new philosophy of leadership was posed by Robert Greenleaf in his essay entitled, *The Servant as Leader*. Greenleaf, former AT&T executive and founder of the Center of Applied Ethics, agreed that the country was in a leadership crisis and he was compelled to seek a viable solution (Greenleaf, 1969). After reading Herman Hesse's *Journey to the East*, Greenleaf developed the idea of servant leadership. This story described a group of men on a spiritual pilgrimage or journey. Accompanying them on this journey was their servant Leo who performed the menial task as well as sustained them with his stories and songs. One day Leo disappeared and because of the absence of Leo, the band of men began to fall in disarray and eventually abandon the journey. After many years of wandering, the narrator found Leo and discovered that Leo was actually the noble leader of the order that sponsored the journey. The overarching theme of the story was that "a great leader is seen as a servant first" (Greenleaf, 1970).

The servant leader was defined by Greenleaf (1970) as one who has a natural feeling of serving others but also makes a conscious choice to lead. Recent studies agreed that a servant leader will place follower's interest above their own (Joseph & Winston, 2005; Laub, 1999). This leader attitude is in contrast from the traditional belief that leaders first serve the needs of the organization without concern for the individual needs of those within the organization. The traditional attitude would suggest that the motivation to lead lies within the desire for power or authority. Sendjaya and Perkerti (2010) also concurred that the focus of the servant leadership

relationship is directed to the needs of the followers within the organization rather than the organization itself.

Greenleaf (1970) posed the method to improve society was by creating an awareness or sense of purpose for the people within the organization. He also contended that servant leadership provided a means in which self-actualization of individuals may occur. Greenleaf (1970) argued that servant leaders nurture their follows both personally and professional until the followers themselves become servant leaders. The success of a servant leader was measured by the extent to which the followers grow personally and professionally, and eventually becoming servant leaders themselves (Spears & Lawrence, 2004).

Characteristics of a Servant Leader

There have been many attempts to identify and define the behaviors of a servant leader (Graham, 1991; Spears, 1995; Russell & Stone, 2002; Sendjaya & Sarros, 2002; Stone, Russell, & Patterson, 2004; Ehrhart, 2004; Barbuto & Wheeler, 2006; Liden, Wayne, Zhao, & Henderson, 2008; Van Dierendonck & Nuijten, 2011). Although many studies have developed their own list of characteristics of a servant leader, the characteristics offered by Spears (1995) serve as the foundation from which others taxonomies have been developed. Larry Spears, a Greenleaf disciple and protégé, worked closely with Robert Greenleaf at the Greenleaf Center for Servant Leadership. Based upon these writings and his relationship with Greenleaf, Spears produced a list of ten characteristics of a servant leader. These characteristics include

1. Listening – A servant leader has a commitment to listening and “actually hearing” what is said and unsaid (Greenleaf, 1970). Individual communication with followers enables the leader to understand the abilities, needs, goals, and potential of each follower (Liden, Wayne, Zhao, & Henderson, 2008).

2. Empathy – Servant leaders strives to genuinely understand the feelings of others. Empathy is a means of extending listening and identifying with the situations of others while being non-judgmental. Polleys (2002) defined empathy as “accepting and recognizing people for their special and unique spirits.”
3. Healing – Liden et al. (2008) defined healing as the “act of showing sensitivity to others’ personal concerns.” Polleys (2002) described healing as repairing broken spirits. Healing or emotional resolution provides comfort for who have experienced failed dreams or disappointing life experiences (Spear, 1995). Healing is an aspect of leadership that separates servant leadership from most leadership theories (Barbuto & Wheeler, 2006).
4. Awareness – Awareness is an ability to know what is going on around you by picking up clues within the environment (Barbuto & Wheeler, 2006). Greenleaf (1977) posited awareness occurs when leaders increase their sensory perception to gather information to be used in the future. To develop awareness one must self-reflect, listening to what other say about ourselves, and making the connection from what we know and believe to what we say and do (Crippen, 2005).
5. Persuasion – Convincing others rather using coercion for compliance is a hallmark of a servant leader (Crippen, 2005; Polleys, 2002). Using a convincing rationale is much more effective than using organizational position (Spears, 1995).
6. Conceptualization – A servant leader must possess the knowledge of the organization, its resources, and the abilities of the members to be in a position to assist and support others with tasks (Linden et al., 2008). The leader must also

foster and environment that uses mental models and encourages “thinking outside the box” (Barbuto & Wheeler, 2006).

7. Foresight – Van Dierendonck and Nuijten (2011) postulated that servant leaders possess intuition and have the ability to foresee outcomes. Greenleaf (1977) defined foresight as a “better than average guess about what is going to happen in the future” (p. 24).
8. Stewardship – A general definition of stewardship is the responsibility of taking care of something which has been entrusted to you by another. Greenleaf (1977) believed it was the leader’s responsibility to “hold institutions in trust for the larger society.” Barbuto and Wheeler (2006) posited that organizations have a legacy to uphold and must tenaciously strive to contribute to society.
9. Commitment to the growth of people – Servant leaders are committed to the professional and person growth of people (Black, 2010; Polleys, 2002). Lowe, Kroeck, and Sivasubramaniam (1996) found that a leader’s commitment to the individualized growth of people will result in positive organizational outcomes.
10. Building community – The importance of building community is vital for a servant leader. Greenleaf (1970) suggested that “human services that require love cannot be satisfactorily dispensed by specialized institutions that exist apart from community” (p. 39). Building community leads to follower commitment as well as organizational identity (Barbuto & Wheeler, 2006).

Comparison of Servant Leadership with other Leadership Models

The construct of servant leadership is one which may be described as abstract and lacking of the logical processes found in most traditional leadership theories. The perceived ambiguity of

servant leadership has resulted in a disagreement among scholars as to its taxonomy among other leadership theories. Some scholars argue that servant leadership is too complex because a simple definition does not present a distinctive leadership approach (Page & Wong, 2000; Stone, Russell, & Patterson, 2004). Other scholars contend that the characteristics of a servant leader are not new and may also be found within other traditional leadership theories. These theories include; ethical, transformational, charismatic, and distributive leadership (Northouse, 2010; Burns, 1978; Graham, 1991).

Comparison with Ethical Leadership

Northouse (2010) characterized servant leadership as “a somewhat paradoxical approach to leadership” (p. 384) and poses a relationship with ethical leadership. Ethical leaders not only strive for an effective organization but also are driven for establishing and ensuring moral standards and conduct within the organizations. The leader-follower relationship is central to ethical leadership theory. Northouse (2010) also argued that the servant leader is an advocate of social justice and feels a personal responsibility towards making everyone an equal stakeholder within the organization and the community.

Comparison with Transformational Leadership

Transformational leadership was a leadership paradigm introduced by Burns (1978) which examined the relationship between leadership and followership. Burns argued that transformational leadership was “follower focused” and addressed their higher order needs for achievement, self-esteem, and self-actualization with the intent of improvement of the overall benefit of the organization. Bass (1985) expanded upon the work of Burns and proposed four components within this concept: idealize influence, inspirational motivation, intellectual stimulation, and individualized consideration. Many scholars (Bass, 1985, 2000; Graham, 1991;

Stone et al., 2004; Van Dierendonck, 2011) have argued that servant leadership has many parallels and overlaps with transformational leadership. Bass (2000) agreed that servant leadership, as well as transformational leadership requires leaders who have vision, influence, and a desire to create autonomous followers however, servant leadership raises the priority of the needs of the follower to the same level as the needs of the organization. Van Dierendonck (2011) posed that the greatest difference between the two leadership styles is that transformational leadership does not contain a focus on authenticity and humility of the leader and the leader's personal acceptance of others.

Comparison with Charismatic Leadership

Graham (1991) categorized servant leadership as one of four types of charismatic leadership. She argued that two types of charismatic leadership; servant leadership and transformational leadership, both offer individualized consideration and intellectual stimulation. The component that differentiates servant leadership from transformational leadership is the moral component found in the servant leadership construct. Within this moral component the servant leader has strong desires to ensure social justice for the stakeholders and also encourage growth for ones' own autonomy.

Comparison with Distributive Leadership

The concept of distributed leadership emerged in the mid 1950's in the writings of Gibb (1958). Gibb argued that leaders and followers often exchange roles within organization and leadership acts frequently emerge from followers. Yukl's (1998) defined distributed leadership as a "shared process of enhancing the individual and collective capacity of people to accomplish their work effectively...Instead of a heroic leader who can perform all essential leadership functions, the functions are distributed among different members of the team or organization" (p.

432). Evidence of distributed leadership may be found in identified within current educational settings as leadership teams or professional learning communities. In comparison with servant leadership it can be argued that both leadership models emphasize collaboration and role sharing and create interdependency within members of the organization. This collaboration between members of the organization includes decisions that affect the routines, functions, and structure of the organization. However, distributive leadership does not address the personal needs of the individual follower within the organization. While both constructs share many of the same functions servant leadership provides the leader the opportunity to lead by “serving” the needs of their followers.

It is evident within the leadership literature that a conflict exists among scholars as to the validity of servant leadership as a unique theory of leadership. Even though there may be construct overlap between servant leadership and other leadership theories, it can be argued that servant leadership is a legitimate leadership theory that provides unique contributions to the general leadership literature. First, servant leaders exhibit transparency in their behaviors in such a way that it is apparent to those around him that he is authentic in his motives and actions. A servant leader is not only concerned with the well-being of the organization but has a genuine and sincere interest in the ethical treatment of the members within the organization. Second, servant leadership is very similar to transformational leadership in the leaders concern for the professional development of the followers however the servant leader is equally concerned with the followers’ personal well-being and growth. Third, servant leadership is not limited to individuals who are viewed as charismatic by their followers. It may be argued that the positive social exchange relationships that occur between a servant leadership and their followers may foster a perception of charisma. Finally, the characteristics of a servant leader include a desire to

build community within the institution. In order to build community within an organization the members of the organization must be involved with the decision making process. A servant leader utilizes the members within the organization in various roles and allows them to actively participate in making decisions which affect the welfare of the institution. Although servant leadership may be considered abstract it does contain constructs found in other leadership theories. The singular dimension which differentiates servant leadership from the more traditional theories is the overarching theme of leading by serving others.

Development of the Servant Leadership Construct

Greenleaf's work identified many attributes of servant leadership that were addressed; however, Greenleaf did not provide a clear construct for operationalization. The characteristics of servant leadership identified by Spears (1995) provided the foundation for the numerous efforts to operationalize the construct. Over the past two decades, many constructs have emerged to provide construct clarity and measure the dimensions of servant leadership.

The first construct of servant leadership was proposed by Graham (1991). In her position paper she posited that there were four variations of charismatic leadership:

1. Weberian charismatic authority;
2. personal celebrity charisma;
3. transformational leadership which combines charisma and follower development;
and
4. servant-leadership which could be considered as transformational with an added moral dimension.

Graham (1991) conceptualized a servant leader as humble, focused on the common good, has relational power, has vision and models a way of life that is service oriented, encourages follower autonomy and moral development, and works to enhance the common good.

Laub (1998) reviewed the literature and used a Delphi survey with experts who included Larry Spears, to develop a construct and identify the characteristics of a servant leader on an organizational level. Okoli and Pawlowski (2004) characterized a Delphi study as “a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem. Laub determined there were six themes of a servant leader on two dimensions. He also posed six identifying themes of a servant leader: valuing people, development of people, building community, displaying authenticity, providing leadership, and sharing leadership. He further operationalized and measured servant leadership by using the Organizational Leadership Assessment (OLA). The measurement consists of a 66 survey questions on a 5-point Likert-type scale that is divided into six subscales of the six themes developed by Laub. A factor analysis revealed that the 66-item instrument identified two underlying dimensions; one that focuses on leadership and the other which focuses on the organization.

In a later study Page and Wong (2000) proposed a construct of servant leadership based on an extensive literature review and determined that there were 12 distinct categories within the construct. These include integrity, humility, servanthood, caring for others, empowering others, developing others, visioning, goal-setting, leading, modeling, team-building, and shared decision making. Their construct was measured by the Servant Leadership Profile (SLP). This self-assessment instrument consists of 99-items on a 7-point Likert scale and resulted in eight dimensions. Wong and Davey (2007) revised the instrument and reduced the number of

dimensions to five: serving and developing others, consulting and involving others, humility and selflessness, modeling integrity and authenticity, and inspiring and influencing others.

In an attempt to clarify the construct of servant leadership, Barbuto and Wheeler (2006) reviewed the literature and found 11 characteristics that represent the tenets of servant leadership. Ten of these characteristics were the same as presented by Spears (1995); however, they added another characteristic, calling, to the list because of the frequency of use of the term in the writings of Greenleaf. The Servant Leadership Assessment Questionnaire (SLQ) was developed to measure and validate the construct. This 23 item survey utilized a 4-point Likert-type scale which measured the five dimensions of: Altruistic Calling, Persuasion Mapping, Emotional Healing, Wisdom, and Organizational Stewardship.

Russell and Stone (2002) found twenty attributes which formed their model of servant leadership. There were nine functional attributes along with eleven accompanying attributes of servant leadership. Their hypothetical construct argued that the nine functional attributes encompass: vision, honesty, integrity, trust, service, modeling, pioneering, appreciations of others, and empowerment. The eleven additional attributes consist of: communication, credibility, competence, stewardship, visibility, influence, persuasion, listening, encouragement, teaching and delegation.

In a later study Sendjaya, Sarros, and Santora (2008) used a mixed method study to develop the Servant Leadership Behavior Scale (SLBS). The SLBS contains 35 items representing 22 characteristics of a servant leader. The questionnaire utilized a 4-point Likert-type scale ranging from not representative to strongly representative. This instrument measured six core dimensions: voluntary subordination, authentic self, covenantal relationships, responsible morality, transcendent spirituality, and transforming influence. This study utilized

qualitative interviews with 15 experts in addition to a literature review. There was no data presented which addressed the factorial validity of the model.

Linden, Wayne, Zhao, and Henderson (2008) used a review of leadership literature from Barbuto and Wheeler (2006), Page and Wong (2002), and Spears and Lawrence (2002) to develop and operationalize servant leadership. Their 85-item survey was a 7-point Likert-type instrument to measure nine dimensions of servant leadership contained in their construct. The nine dimensions identified by Linden et al. include: emotional healing, creating value for the community, conceptual skills, empowering, helping subordinates grow and succeed, putting subordinates first, behaving ethically, relationships, and servanthood. This study included both an exploratory factor analysis, and a confirmatory factor analysis.

The most recent construct of servant leadership was developed and operationalized by Van Dierendonck and Nuijten (2011). The authors used a literature review, interviews with experts, as well as an exploratory factor analysis and confirmatory factor analysis to formulate 99 items which represented eight dimensions of servant leadership. The sample for this study used 1571 participants from the Netherlands and the United Kingdom. The participants were representative of various occupational backgrounds. The final result included was an eight dimensional measure of 30 items Likert instrument as well as eight dimensions of servant leadership. Using the Servant Leadership Survey, Van Dierendonck and Nuijten (2011) identified the dimensions of servant leadership as

- Empowerment – a concept of motivating the followers by encouraging and enabling them to grow and develop personally and professionally (Conger, 2000). Greenleaf (1998) believed that the servant leader's belief in the intrinsic value of each individual is the central issue of empowerment.

- Accountability – ensures that people know what is expected of them and provides boundaries for achievement of goals. It also promotes responsibility to individuals for performance which they control (Van Dierendonck & Nuijten, 2011).
- Standing Back – the extent to which a leader gives priority to the needs of others and gives credit for accomplishment (Van Dierendonck & Nuijten, 2011). This is closely related to Greenleaf’s (1977) ideas regarding authenticity, empowerment, humility, and stewardship.
- Humility – the ability to put one’s own accomplishments and talents in a proper perspective (Patterson, 2003). Humility is also the awareness of one’s strengths and weaknesses. The humble leader seeks assistance when needed.
- Authenticity – staying true to one’s inner thoughts and feelings and displaying this awareness to others. Halpin and Croft (1966) posed that authenticity is behaving in such a way that one’s professional role is secondary to who they are as a person.
- Courage – behavior which relies on values and convictions that to guide your actions (Russell & Stone, 2002). Daring to take risk and trying out new approaches to old problems is what differentiates servant leaders from other leaders (Greenleaf, 1991).
- Interpersonal acceptance – the ability to listen and empathize with the feelings of others. Ferch (2005) suggested that servant leaders create an atmosphere of trust in which people are free to make mistakes and will not be rejected.
- Stewardship - Greenleaf (1977) believed it was the leader’s responsibility to “hold institutions in trust for the larger society.” Stewardship is closely related to social

responsibility, loyalty, and teamwork and stimulates others to act in common interest (Van Dierendonck & Nuijten, 2011).

Non-Educational Servant Leadership Research

The construct of servant leadership was first adopted by the business sector as a means of improving productivity as well as customer service. It was argued that serving the needs of employees would result in the employees serving the needs of the customer. Greater customer service provided by the employees could result in an increase in patronage by their customers. The theory was viewed by some in the business sector as too time consuming in development and was not consistent with short term gains. Corporations such as Southwest Airlines and Fedex posed that servant leadership improved the culture of the corporation, enhanced long term customer relationships and resulted in long term gains.

Ehrhart (2004) examined the relationship of servant leadership with unit level Organizational Citizenship Behavior (OCB). This multi-level study collected data from 3,914 store employees representing 249 departments within a grocery store chain located in the eastern region of the U.S. The study revealed servant leadership had a direct effect on the helping dimension of OCB and conscientiousness dimension of OCB and also suggested that servant leadership was an antecedent to OCB.

Joseph and Winston (2005) examined the relationship between employee perceptions of servant leadership and leadership, as well as organizational trust. Their sample included 69 employed persons, 51 of who were employed students attending a small Bible College and 15 who were employed at a Christian high school in the Republic of Trinidad and Tobago, West Indies. The results of this study revealed a positive correlation between employee perceptions of organizational servant leadership with leader trust as well as trust in the organization. It was also

determined that servant led organizations have higher levels of leader trust and organizational trust than non-servant led organizations.

Van Dierendonck and Nuijten (2011) utilized a multi-level study to investigate the relationships between their construct of servant leadership to organizational dimensions of vitality, engagements, job satisfaction, organizational commitment, extra-role behaviors, performance, and leadership clarity. Their eight samples for their multi-phase study used 1,571 participants from the Netherlands and the United Kingdom. The participants were representative of various occupational backgrounds within their respective countries. Using the 33-item Servant Leadership Survey, the results suggested engagement and job satisfactions were related to all eight dimensions of the SLS except stewardship. The strongest relationships were found for empowerment, accountability, and humility. In the second study a positive correlation was found between the dimension of stewardship and vitality. Van Dierendonck and Nuijten (2011) argued servant leadership is relevant in the behaviors of followers within organizations. They argued that servant leaders provide an opportunity for a social reciprocity between the leader and the followers. The servant leader influences the behaviors and job attitudes of their followers which in turn may have influenced the behaviors of the followers toward their leader.

Education Research

Even though empirical research of servant leadership applied in an education setting is limited, there are many studies that suggest positive relationships within schools (Taylor, Martin, Hutchinson, & Jinks, 2007; Cerit, 2009; Sendjaya & Pekerti, 2010; Black, 2010; Salameh, 2011). These studies provide insight into the impact of servant leadership within the various dimensions of school organizations as well as present possibilities of for further investigation.

Servant leader school principals display practices and behaviors which are visible and identifiable to the teachers within the school. They are also mindful of these practices. In an early study Taylor et al. (2007) examined servant leadership practices of principals based upon five leadership practices identified by the Leadership Practices Inventory (LPI) (Kouzes & Posner, 1997. 2001). These practices included challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. Their results found that the demographic variables such as gender, age, experience and degree did not affect the self-ratings of the principals. They also argued that principal perceptions of their leadership practices correlated with the perceptions of their leadership by the teachers within their schools.

Retaining good teachers within the school is a high priority for school principals. Teachers who are satisfied with their jobs do not desire to leave and many times the leadership of the school may affect their decision. Servant leader principals provide leadership that creates high levels of job satisfaction. Cerit (2009) examined the six dimensions of servant leadership described by Laub (1999) as it related to job satisfaction of teachers. These six dimensions included: valuing people, development of people, building community, displaying authenticity, providing leadership, and sharing leadership. Results of the study revealed that authenticity and valuing people were found to be the most important dimensions in providing both extrinsic and intrinsic job satisfaction of teachers. It was also suggested that sharing of leadership by the principal had no significant effect on the intrinsic job satisfaction of the teachers.

High levels of teacher trust is an essential dimension found in healthy and successful schools. Principals who subscribe to the practices of servant leadership create and foster teacher trust within their schools. Sendjaya and Pekerti, (2010) have affirmed the correlation of servant leadership and trust and argue that the higher the level of servant leadership behaviors practice

by the principal result in higher trust levels by the teachers. Their study also revealed that servant leadership was correlated to teachers' job satisfaction which suggests an increase in teacher retention. Low teacher turnover would allow the principals to spend less time on seeking replacement teachers and focus more of their attention to the other dimensions of the school.

School climate is greatly enhanced by servant leader principals. Black (2010) conducted a mixed method study to investigate the relationship of servant leadership with perceptions of school climate. Black administered the Organizational Leadership Assessment (Laub, 1998) and the Organizational Climate Description Questionnaire (Hoy & Tarter, 1997) to teachers and twelve principals from twelve Catholic schools in Canada. The results suggested that there were significant positive relationships the perceptions of servant leadership practices and perceptions of school climate.

Trust is an important dimension found within public schools. Trust relationships may be determined by teacher perceptions of the motives and intentions of their principal. Teachers are aware of principals who display servant leadership behaviors. Building on previous research Salameh (2011) investigated teacher perception of the levels of servant leadership of their principals. Utilizing the Organizational Leadership Assessment (Laub, 1999) the study revealed that teachers ranked builds community and shares leadership as the highest of the six dimensions followed by displays authenticity. The remaining dimensions were ranked in order as: provides leadership, develops people, and values others. This would suggest that teachers value involvement in the decisions made within the school and also realize the importance of building a community of stakeholders.

The introduction of servant leadership into education institutions is a relatively new thus there are only a few dissertations that examine the relationship of servant leadership with other

variables within a school setting. These dissertations seem to be sufficiently rigorous as to be useful in this review of the literature.

The relationship between servant leadership and student achievement was examined in a study conducted by Herbst (2003). The author of the study surveyed 24 high schools in Florida to determine if there was a relationship between the degree of servant leadership and student achievement on the Florida Comprehensive Assessment Test (FCAT). Herbst used Laub's (1999) SOLA and the results of the FCAT to measure the constructs of servant leadership and student achievement. His results revealed that schools with greater practices of servant leadership achieve at a higher rate than schools with lower degrees of servant leadership practice. Herbst found strong positive correlations were found between levels of servant leadership in school and the areas of 9th grade math achievement, 10th grade math achievement, annual gains in reading, and annual gains in math. This dissertation suggests servant leadership behaviors improve teacher effectiveness within the classroom therefore resulting in an increase in student achievement.

Lambert (2004) also investigated the relationships between servant leadership, student achievement with the additional construct of school climate. Lambert used servant leadership surveys from seven middle schools and one high school in Florida along with FCAT scores. Results from her analysis indicated a significant relationship between servant leadership and student achievement on the 2004 FCAT Sum Score ($r = .35, p < .05$). The relationship was even stronger when controlled for lower socioeconomic schools ($r = .66, p < .05$). Lambert was unable to find evidence to link servant leadership to improved student achievement over a three year period. Within the study it was also determined that servant leadership behaviors of principals had a strong relationship with the teacher perceptions of the school climate.

The relationship between servant leadership and job satisfaction of public school employees was explored by Miers (2004). Using data from teachers of 15 different high schools in Texas, Miers found evidence of a strong relationship linking servant leadership and job satisfaction. In another study of servant leadership and job satisfaction Girard (2000) examined servant leadership as it specifically related to acting public school superintendents. The study specifically addressed the relationship between superintendents' servant leadership and job satisfaction for themselves as well as the job satisfaction of their principals. Results of the study indicated a positive correlation between a superintendent's self-perception of servant leadership and job satisfaction. The study also revealed a strong positive correlation between the principals' perceptions of the superintendents' servant leadership and their own job satisfaction.

Summary of Servant Leadership Research

In summary of the literature on servant leadership, the construct is relatively new, especially in the education sector. Since the introduction of servant leadership by Greenleaf there have been numerous attempts to provide a clearly defined construct. Despite numerous studies there is still no consensus about a definition and theoretical framework of servant leadership. Research studies within the business sector have shown positive and significant relationships between servant leadership and organizational climate, follower trust, job satisfaction, citizenship behaviors, and productivity. Businesses and corporations also found servant leadership as a valuable means to increase both productivity and customer satisfaction. The application of the servant leader construct is relatively new within public schools. Limited research in education environments have revealed results which are similar to those found in the business sector. Especially in the areas of increased job satisfaction, higher levels of leader trust and trust in the organization, and school climate.

School Climate

Organizational Climate

The theory of organizational climate emerged in the late 1950s as social scientist examined the variations in work environments. Organizational climate has been defined as “those characteristics that distinguish the organization from other organizations and that influence the behavior of people in the organization” (Gilmer, 1966, p. 57). Tagiuri (1968) posed that the organizational climate could be defined as the “personality of the organization.” Within the literature there are two perspectives for measuring the environment of the workplace: organizational culture and organizational climate. Although the two perspectives are similar, there are differences within their conceptions. Culture has been described as the collective manifestation of basic assumptions, shared values and behavioral norms that members have regarding the organization (Kilmann, Saxton, Serpa, & Associates, 1985; Schein, 1985; Hoy & Miskel, 1987). These basic assumptions, shared values and behavioral norms are very abstract in nature and bring about “complexity and confusion” in conceptualization (Hoy, Tarter, & Kottkamp, 1991). This complexity makes the construct of organizational culture difficult to measure in a qualitative method therefore most culture studies utilize a qualitative approach. In contrast, organizational climate describes the unique characteristics of the organization as it is perceived by the members within the organization (Ashford, 1986; Hoy et al., 1991). This “member perception” provides a more concrete construct which enables researchers to utilize multivariate statistics to determine how climate influences organizational outcomes.

The employee’s perception of the workplace environment is an important dimension of the organization and has an effect on the organizations productivity and success. Public schools environments are no exception. School climate has been defined as “a relatively enduring

quality of the entire school that describes the collective perceptions of the participants of routine behavior and affects their attitudes and behaviors in the school” (Hoy, Tarter, & Kottkamp, 1991). Within many studies it is argued that the construct of school climate has significant relationships with other dimensions such as: student achievement, school effectiveness, teacher trust, and teacher satisfaction (Hoy, Hannum, & Tschannen-Moran, 1998; Hoy et al., 1991; Hoffman, Sabo, Bliss, & Hoy, 1995; Hoy & Sabo, 1998). More recently school climate has also been related to Organization Citizenship Behavior (DiPaola & Tschannen-Moran, 2001).

Development of the Organizational Climate Construct

Early research addressing organizational environment was introduced by scholars in the late 1950s. In the business sector, Argyris (1958) provided a study of group dynamics in a bank and defined climate in terms of formal organizational policies, employee needs, values, and personalities. Results of the study suggested that the influences found within the organizational environment determined employee morale, turnover and productivity. That same year Pace and Stern (1958) created a systematic measuring instrument for college environments which measured the college press (the environmental pressures that students perceived to be put forth by the college). The College Characteristics Index (CCI) was based on the theory that persons respond differently to significant environmental features according to their individual needs. As the construct of organizational climate continued to evolve within the business sector literature, the same interest occurred within the education research.

Open Schools and Healthy Schools

Within the literature there are two metaphors that are used to describe school climate: open schools and healthy schools. The conceptualization of school climate being open or closed was introduced by Halpin and Croft (1963) and based on the idea that the “personality” of a

school. This “personality” would be measured on a continuum from open to closed. Within an open climate there is cooperation and respect that exist within the faculty and between faculty and principal. The principal is highly supportive and has a low level of directive behavior. The faculty has a high level of collegial relationships and has strong personal relationships with their co-workers. Acts of leadership and efforts directed toward goal attainment emerge easily between the principal and the teachers. Both the principal and teachers are committed to the education of their students. A closed climate may be characterized by a low level of support by the principal as behaviors which are restrictive and directive. Teachers are disengaged and their behaviors with their co-workers are distant and non-professional. There is very little commitment to the education of students from both principal and teachers.

The use of the metaphor of health to describe school climate was adapted by the earlier works of Miles (1969). He defined a healthy organization as one that “not only survives in its environment, but continues to cope adequately over the long haul, and continuously develops and expands its coping abilities”(p. 378). Based on task needs, maintenance need, and the growth and development needs, Miles (1969) developed ten properties of a healthy organization. Hoy, Tarter, and Kottkamp (1991) outlined the needs as

1. Goal focus – acceptable and realistic goals which are clear to the members and consistent to the demands of the environment;
2. Communication adequacy – an efficient method of communicating relevant information to the members or the organization;
3. Optimal Power and Equalization – an equitable distribution of influence for both subordinates and their superiors;

4. Resource Utilization – effective use of personnel in which there is congruency between the personal needs of the members and the role demands or the organization;
5. Cohesiveness – providing the members with a sense of identity with the organization;
6. Morale – providing an atmosphere which fosters member satisfaction and well-being;
7. Innovativeness – a willingness and ability to adapt to a changing environment through changing processes, procedures and goals;
8. Autonomy – the ability to remain uninfluenced by negative influences which may arise within its environment;
9. Adaptation – the ability to bring change within the organization in order to grow and development; and
10. Problem Solving Adequacy – the ability to permanently solve problems with minimal energy thereby strengthening the problem solving mechanisms.

A healthy school climate is characterized by a principal who gets need resources, has influence with their superiors, and has concern for the task at hand. The principal also protects the institution from disruptive outside forces and has a genuine concern for the well-being of the teachers. The morale in a healthy school is very high and as well as the press for the level of academic achievement of the students. Unhealthy schools are characterized by a principal who is has little influence with their superiors and does not provide effective leadership nor support for the teachers. The institution is vulnerable to disruptive outside forces, morale is low and there is very little press for the academic achievement of the students.

Development and Measurement of School Climate

Open schools. Halpin and Croft (1963) were pioneers in the study of the school climate construct. They suggested that the organizational climate of the school could be defined or viewed as the “personality” of the school. Their first study examined principal and leader behaviors within elementary schools. Within the study, Halpin and Croft (1963) proposed eight dimensions of school climate based on a single continuum, which ranged from open to closed. These dimensions were open, autonomous, controlled, familiar, paternal, and closed. Results of the study resulted in the Organizational Climate Description Questionnaire (OCDQ). The OCDQ measures and addresses the important aspects of the teacher-teacher interactions and teacher-principal interactions. Four of the dimensions within the OCDQ measure the characteristics of the faculty and contain the following dimension: disengagement, hindrance, esprit, and intimacy. The remaining four dimensions address the behaviors of the principal and include: aloofness, production emphasis, thrust, and consideration. These combined dimensions provide a “snapshot” of the location of the school on the open-closed continuum. An open school features a high degree of authenticity between the teachers and the principal (Hoy et al., 1998). The characteristics of an open school also include: high teacher commitment to the task, enabling structure from the principal, high morale, and a perception of warm and friendly relations within the members of the school (Hoy, 1990). One of the major criticisms of Halpin's research was that his OCDQ was designed for elementary schools and would not be appropriate at the middle or high school levels. Kottkamp, Mulhern, and Hoy (1987) argued that another defect within the OCDQ was that “the unit of analysis in the development of the OCDQ was the individual; it should have been the school” (p. 37).

Kottkamp, Mulhern, and Hoy (1987) revised the OCDQ to provide a valid and more reliable measure of high school climate. The sample of the study included 1,178 teachers in 78 public high schools within the state of New Jersey. The Organizational Climate Description questionnaire for Secondary Schools (OCDQ-RS) is 34-item instrument and measures five dimensions of school climate, two dimensions of principal behavior, and three dimensions of teacher behavior. The principal behavior factors are supportive principal behavior and directive principal behaviors. Teacher behavior factors include engaged behavior, frustrated behavior, and intimate behavior.

Identifying a need for a measurement of climate at the middle school level Hoy, Hoffman, Sabo, and Bliss (1996) developed the Organizational Climate Description Questionnaire-RM (OCDQ-RM). The pilot study utilized a 72-item Likert instrument which was administered to 78 teachers from 78 middle schools in New Jersey. The results of the study yielded a 50-item instrument and indicated six dimensions which describe the behavior of middle school teachers and principals. The two dimensions of the OCDQ-RM measure the behaviors of the principal and the behaviors of the teacher. The three aspects of principal behavior are: supportive, directive, or restrictive. The three teacher behaviors are: collegial, committed, or disengaged. These six dimensions define two openness dimensions of middle school climate: the openness of the teacher – principal relations and also the openness of the teacher-teacher and student-teacher relations.

Hoy, Tarter, and Kottkamp (1997) revised the earlier work of Kottkamp et al. (1987) to develop a more appropriate measurement for elementary school climate. The OCDQ-RE is a 42-item Likert instrument that addresses two general factors of behaviors; teacher behaviors and principal behaviors. The final sample for the study included 1,071 teachers from 70 elementary

schools in New Jersey including a broad range of schools from urban, suburban, and rural areas. The revised instrument examines three principal behaviors and three teacher behaviors. The principal behaviors are supportive, directive, and restrictive. The teacher behaviors include collegial, intimate, and disengaged.

Healthy schools. School climate has also been examined through a perspective of organizational health (Hoy, 1990). A healthy organization is one which “not only survives in its environment, but continues to cope adequately over the long haul, and continuously develops and expands its coping abilities” (Miles, 1969, p. 378). Healthy organizations are successful because they are able to manage disruptive forces from outside the organization and are able to direct their full attention and energies to the mission of the organization (Hoy, 1991). The foundation for organizational health is based upon Parsonian Social systems theories (Parsons, Bales, & Shields, 1953; Parsons, 1967). Parsons et al. (1953) posed that social systems must fulfill four basic needs or “imperative functions” if they are to thrive. These functions include adaptation, goal attainment, integration, and latency. Adaptation indicates the organization is able to acquire sufficient resources and works cooperatively within the external environment. The organization must be able to set and attain goals. The organization must also solve the problems of integrating new members into the organization and finally, the values of the organization must be maintained. Parsons (1967) suggested that formal organizations contain three distinct levels of responsibility and control of the needs of the organization; technical, managerial, and institutional levels. The technical level of the organization produces the product, the managerial level controls the internal activities of the organization, and the institutional level connect the organization to the external environment (Hoy, Hannum, & Tschanned-Moran, 1998).

An attempt to operationalize and measure school health at the secondary level was conducted by Hoy and Feldman (1987). Using the Parsonian perspective, Hoy and Feldman (1987) developed the Organizational Health Inventory (OHI), a 44-item Likert instrument that examines seven dimensions of school health on three levels of the organization. The seven dimensions include the following:

1. Institutional Integrity- a measure at the institutional level which can be defined as the ability of the central office to protect the teachers are from unreasonable community and parent demands. The school is not vulnerable to the whims of the public especially when their demands are not consistent with the educational programs;
2. Principal Influence- a measure at the managerial level which can be de defined as the principal's ability to influence decisions of his superiors. Get additional support and not be impeded by the hierarchy are important facets of leadership;
3. Consideration- a measure at the managerial level which can be de defined a measurement of the principal's demeanor. Is the principal friendly, open and is genuinely concerned;
4. Initiating Structure- a measure at the managerial level which can be de defined the principal's ability to define expectations, standards, and procedures;
5. Resource Support- a measure at the managerial level which can be de defined the principals ability provide teachers with the basic materials that they need to do an outstanding job be successful;
6. Morale- a measure of the technical level which refers to the collective sense of friendliness, openness, trust within faculty;

7. Academic Emphasis- a measure of the technical which measures the teachers' quest for excellence;

Hoy, Tarter, and Kottkamp (1991) used the construct of organizational health to develop the Organizational Health Inventory for Elementary Schools (OHI-E) to measure the interpersonal relationships within elementary schools. Using a sample of 78 elementary schools, the authors found five health dimensions within the three levels of the organization. The first dimension, institutional integrity, is a factor found at the instructional level that describes a schools ability to cope with outside forces that may be disruptive. Two dimensions are found within the managerial level of the school: collegial leadership and resource influence. Collegial Leadership refers to behavior by the principal that is friendly, supportive, but set high performance goals.

Resource influence describes principal's ability to affect the action of superiors to the benefit of his school. The final two dimensions are found at the technical level of the school and are teacher affiliation and academic emphasis. Teacher affiliation refers to teachers having high levels of commitment to their colleagues and their students. The academic emphasis refers to the schools press for achievement.

The Organizational Health Inventory for Middle Schools (OHI-M) was developed by Hoy and Sabo (1998) and measures organizational health at the middle school level. The OHI-M is a 45-item Likert type instrument that examines seven dimensions of middle school health: instructional integrity, collegial leadership, consideration, principal influence, resource support, teacher affiliation, and academic emphasis. The subtest of institutional integrity is found at the institutional level and measures a schools ability to cope with disruptive forces that are outside of the school, such as parent groups. The four subtests at the managerial level are: collegial

leadership, consideration, principal influence and resource support. The two remained subtest can be found in the technical level and are academic emphasis and teacher affiliation.

A Synthesis of the Openness and Health Constructs

Although climate has been viewed through two lenses; openness and health, there is commonality between the two. Hoy, Smith, and Sweetland (2002) stated that open schools are most likely healthy and most health schools are open. The Organizational Climate Index (OCI) was developed to integrate the six dimensions of the OCDQ and the six dimensions of the OHI into one instrument (Hoy, Smith, & Sweetland, 2002). The OCI is a 27-item questionnaire that measures four critical areas of school climate: institutional vulnerability, collegial leadership, professional teacher behavior, and achievement press. The environmental press, also known as institutional vulnerability, refers to the extent that the school receives pressure from outside groups or parents. The collegial leadership dimension examines the principal's behavior in meeting the social needs of the teachers as well as the organizational goals of the school. Professional teacher behavior can be determined by the commitment students, commitment to the organization and its goals, and finally respect for competence of colleagues. The achievement press dimension describes a school which sets high academic standards and goals which are achievable. All stakeholders work together to exert pressure for high standards and school improvement.

Climate Research in Educational Settings

The climate of a school is directly affected by the organizational citizenship behaviors practiced by the teachers within the school. DiPaola and Tschannen-Moran (2001) conducted two studies to explore the relationship between school climate and organizational citizenship behaviors. The first study involved 664 teachers from 42 schools in Ohio and Virginia. The

sample included a representation of teachers from elementary schools, middle schools, and high schools. The second study utilized a sample of 1,210 teachers exclusively from 97 public high schools. Both studies used the School Climate Index (SCI) to assess school climate. The SCI examines four dimensions of school climate: collegial leadership, teacher professionalism, academic press and community pressure. Results of both studies confirmed a relationship between organizational citizenship and the climate of the school. In the first study, OCB was correlated with the collegial leadership of the principal ($r = .75, p < .01$) teacher professionalism ($r = .67, p < .01$), and academic press ($r = .81, p < .01$). There was also a relationship between OCB and community pressure ($r = .74, p = .01$). The results for the second study were consistent with the results of the first with the exception of community pressure. The second study revealed no relationship between OCB and the dimension of community pressure.

Hoy, Hoffman, Sabo, and Bliss (1996) examined the relationship between authenticity and school climate at the middle school level. This study used a sample of 2,777 teachers from 87 middle schools within New Jersey. Middle School climate was measured using the Organizational Climate Description Questionnaire-RM, a Likert survey used to measure the six factors of teacher and principal perceived behaviors. Results of the study indicated openness of principal behavior was more strongly related to principal authenticity ($r = 0.72, p < 0.01$) than to teacher authenticity ($r = 0.37, p < 0.01$). It was also found that indicated openness of teacher behavior ($r = 0.57, p < 0.01$) was more strongly related to teacher authenticity ($r = 0.37, p < 0.01$). Hoy et al., contend that while all three dimensions of principal behavior are related to principal authenticity, supportive principal behavior makes a greater contribution. They also argue that all three dimensions of teacher behavior; collegial, committed, and disengaged were related to teacher authenticity however, the collegial dimension was found to have the greatest

effect on teacher authenticity. The results of this study suggested that open and authentic behaviors by the principals and teachers enhance the climate of the school.

Hoy, Smith, and Sweetland (2002) investigated the relationship of organizational climate to faculty trust in Ohio schools. Within the study the authors examined the effects of the four dimensions found within the Organizational Climate Index to faculty trust in colleagues, faculty trust in principals, and faculty trust in clients. Results indicated that faculty trust in colleagues was related to collegial leadership, professional teacher behavior, and achievement press ($r = .27, p < .05$; $r = .44, p < .01$; $r = .26, p < .05$). A strong relationship was found between faculty trust in the principal and collegial leadership of the principal ($r = .77, p < .01$). The results of the third hypothesis revealed that the achievement press dimension of school climate had a strong relationship with faculty trust in clients ($r = .67, p < .01$). Professional teacher behavior was revealed to be the strongest predictor of faculty trust in colleagues (Beta = .40, $p < .01$).

DiPaola and Guy (2009) examined the relationship of organizational justice on climate and trust in high schools. The authors used the Organizational Climate Index (OCI) to measure teacher perceptions from 36 public high schools. A strong positive correlation was found between organizational justice and school climate ($r = .76, p < .01$). When examining the four dimensions of school climate results suggested teacher professionalism showed a moderately strong correlation with organizational justice ($r = .59, p < .01$). However, when all the climate dimensions were regressed only collegial leadership demonstrated a significant effect. Organizational trust was found to have a positive correlation with trust specifically trust in the principal.

A later study to examine servant leadership and climate was conducted by Black (2010). Black utilized a mixed method study to determine the possible relationship between school

climate with servant leadership behaviors of the principal. Black (2010) surveyed 246 teachers and 12 principals in a private Catholic school in Canada and found a strong relationship between the six dimensions of the OCDQ and servant leadership. It was also revealed that servant leadership behaviors were greater in the self-assessments of the principals than their teachers.

Summary of School Climate

The construct of organizational climate may be found in numerous studies within the literature. Organizational climate has its roots in both the business sector and within higher educational settings. Climate is an organizational characteristic that relates to the perceptions of the working environment by members within the organization. The construct was formally introduced into an educational setting by Haplin and Croft (1963). Since that time numerous studies have been conducted to provide construction clarification and modification for applications at the different school levels (Hoy & Feldman, 1987; Hoy, Tarter, & Kottkamp, 1991; Hoy & Tarter, 1997; Hoy, Hoffman, Sabo, & Bliss, 1996; Hoy, Smith, & Sweetland, 2002). Numerous studies also have suggested positive and significant relationships to organizational citizenship behaviors, authenticity, trust, and servant leadership.

Organizational Citizenship Behavior (OCB)

The term Organizational Citizenship Behavior (OCB) was first used by Bateman and Organ (1983) to describe the unsolicited behaviors of workers who go above and beyond to assist others in accomplishing the task at hand. These behaviors are performed by the worker with acknowledgment that such behaviors are non-contractual and are not recognized by the organizations formal reward system. These extra-role behaviors are generally beneficial to the overall effectiveness of the organization. OCB is relatively new construct that was first developed in the business sector and has been given much consideration in organizational

research. The OCB construct is also gaining attention in the education community. Numerous studies explore the role of OCB and its relationship with other dimensions found in the school setting.

Early Research of OCB

The concept of OCB can be traced the writings of Barnard in his book, *The Functions of the Executive* published in 1938. Barnard posed the Acceptance Theory of Authority, which suggested that authority flows downward but depends on acceptance by the subordinate. He also suggested that the level of authority given to the leader was determined by the follower. Barnard explained what he described as the “*zone of indifference*” as a scale of an employees’ willingness to comply with the mission of the organization. He posed that an employee will accept a task or order from the leader under the following conditions that 1) he can and does understand the communication; 2) he believes it to be consistent with the purpose of the organization; 3) it is compatible with his personal interest; and 4) he is able mentally and physically able to comply. Barnard also argued that the willingness of individuals to give cooperate efforts to the organization was indispensable.

The importance of the social exchange relationship was accentuated by Katz (1964) who posed that organization success was dependent on three employee behaviors: dependability in task accomplishment, commitment to the company, and spontaneous actions which go above and beyond their formal duties. Katz and Kahn (1966) posed that employee behaviors could be classified as either in-role behaviors or extra-role behaviors and organizational success optimized by the extra-role behaviors of its members. Bateman and Organ (1983) argued that supervisors would value extra-role behaviors because it would make their job easier and would allow more to focus on more substantive tasks. More recent research (Boorman & Motowidlo, 1993)

proposed that individuals contribute to organizational effectiveness by doing things that are not main task functions. These actions are important because they “shape the organizational and social context that supports task activities” (p. 426).

Development of the OCB Construct

The OCB construct first appeared in a study by Bateman and Organ (1982) in their attempt to determine a causal relationship between citizenship behaviors and overall job satisfaction and more specifically the relationship between job satisfaction and supervision. The construct was re-visited by Smith, Organ, and Near (1983). Their study revealed that OCB contained two dimensions: altruism and generalized compliance. Altruism was defined in the study as helping behaviors directed toward specific individuals. An example of this behavior would be assisting a new employee with a task that was unfamiliar to the new employee or helping a new employee move materials into their office. The study also revealed that job satisfaction and leader supportiveness had direct effects on altruism although leader supportiveness had the lesser effect of the two. Generalized compliance has been defined by DiPaola, Tarter, and Hoy (2007) as doing the right things that help the organization to achieve its goals. The wise use of time and other conscious behaviors by an employee demonstrate the generalized compliance dimension of OCB.

Organ (1988) revisited OCB to in attempt to provide further clarification to the construct. He argued that citizenship behavior was discretionary and was not recognized by the formal reward system of the organization. He also proposed five specific categories of these discretionary behaviors and explained their contributions to the organization. These five categories included (a) altruism, (b) conscientiousness, (c) sportsmanship, (d) courtesy, and (e) civic virtue. Altruism behavior is one which is directed to assisting specific individuals within

the organization accomplish task. Increasing the performance of individuals will result in enhancing the group efficiency therefore being beneficial to the organization. Conscientiousness refers to the effective use of time and effort directed toward the goals organization and benefits the organization by higher levels of productivity. DiPaola et al. (2007) defined sportsmanship as behavior in which less time is spent complaining by individuals and more time is directed to the activities of the organization. Courtesy promotes proper and effective communication that facilitates a constructive use of time. Civic virtue refers to the individual's involvement within the governance of the organization by serving on committees and attending organizational functions (DiPaola, Tarter, & Hoy, 2007).

Non-Educational OCB Research

OCB has been examined through numerous studies within the business sector organizations. Bateman and Organ (1983) surveyed 82 employees from non-academic, administrative departments within a major university and found job satisfaction positively related to OCB. MacKenzie, Podsakoff, and Fetter (1991) conducted a study using 372 sales agents of a large insurance company. Their study found OCB positively related to manager's subject performance ratings. This would suggest that workers who performed citizenship behaviors would be viewed more favorable than those who did not perform citizenship behaviors. In a study of 105 female secretaries employed within a southeaster university, McNeely and Meglino (1994) found a statistically significant relationship between job satisfaction and pro-social behaviors directed at both organization and specific individuals. This could imply that citizenship behaviors directed to the organization as well as co-workers resulted in higher levels of job satisfaction within the ranks of the employees. Podsakoff and MacKenzie (1994) used a sample of 987 full time insurance agents and concluded that helping behaviors, sportsmanship

and civic virtue has a significant effect on managers' overall evaluation of the performance of their agents. The study also revealed that the practice of these helping behaviors resulted in greater efficiency and increased job satisfaction. In a meta-analysis of OCB literature, Podsakoff, MacKenzie, Paine, and Bachrach (2000) summarized the effects of OCBs on organizational performance and success. They pose that OCBs contribute to performance and success of organizations by (a) enhancing productivity of the co-workers and managers; (b) free up resources so they may be directed to more efficient use; (c) reducing the need to devote scarce resources to strictly maintenance functions; (d) assist in coordinating activities between groups and within groups of the organization; (e) strengthens the organizations ability to attain and retain the best employees; (f) increase the stability of the organization; and (g) enable the organization to quickly adapt to change. Their meta-analysis also posed that some forms of OCB is stronger than others in their relationship to overall organizational performance.

Measurement of OCB in Schools

The first application of the OCB construct in a school environment was developed by DiPaola and Tschannen-Moran (2001). Utilizing the construct proposed by Smith et al. (1983), they developed the 9-item *Organizational Citizenship Behavior in Schools Scale* (OCBSS). The OCBSS was applied in two separate studies involving a total of 139 public schools within Ohio and Virginia. This five-point Likert-type ranged from 1 (never), 2 (rarely), 3 (sometimes), 4 (often), and 5 (continuously) and revealed good construct validity. Results of their studies revealed OCB in schools to be a one dimension bi-polar construct that contained; behaviors that helped the individual and behaviors that helped the organization. DiPaola and Hoy (2005) agreed with the results of the study and argued that evidence suggested the OCB was context specific and public schools were different from private sector organizations. They further added that

public schools were service organizations staffed by teaching professionals who are generally committed to the education of their students.

Building upon the earlier research of DiPaola and Tschannen-Moran (2001), DiPaola, Tarter, and Hoy (2005) attempted to replicate the study and operationalize the construct of organizational citizenship behavior to all levels of schools. Their study utilized a sample of 281 schools that represented three school levels; elementary, middle, and high. Results of the three level study resulted in a 12-item instrument that was found to be valid and reliable. The Organizational Citizenship Behavior Scale (OCB scale) had a correlation of .97 with the OCBSS and was deemed valid and reliable measure of organizational citizenship for all levels of schools. The OCB was first used in a study of 75 middle schools within Ohio to study the relationship between OCB and the four variables from the Organizational Climate Index (OCI). These variables included collegial leadership, teacher professionalism, academic press, and institutional integrity. Results of this study suggested a significant and positive relationship between organizational citizenship behavior and all four variables from OCI. The results found a relationship between OCB and school mindfulness, and school effectiveness.

OCB Research in Educational Settings

Schools which have higher levels of OCB also have an environment that is conducive to effective instruction and greater academic achievement. DiPaola and Hoy (2005) examined the relationship between OCB and student achievement in public high schools. The researchers administered the OCBSS to 97 high schools in Ohio and found a significant and positive relationship between organizational citizenship behavior of a faculty of a school and the student achievement of the schools for both reading and mathematics. It was revealed that the greater the

amount of faculty organizational citizenship behavior, the higher the level of student achievement on the 12th grade proficiency test.

School climate is an important dimension in the education setting and has a strong relationship with teacher organizational citizenship behavior. DiPaola and Tschannen-Moran (2001) conducted two studies to examine OCB and the four dimensions of school climate; collegial leadership, teacher professionalism, academic press, and community pressure. The researchers administered the OCBSS and the School Climate Index (SCI) for both studies. The first study sample was 664 teachers in 42 public schools in Ohio and Virginia. This sample included elementary, middle and high schools and represented all schools across the socio-economic range. The results of the first study revealed a positive and significant relationship between OCB and four dimensions of school climate. The sample for the second study contained 1,210 teachers in 97 public high schools across Ohio. The results of the second study also revealed a positive and significant relationship between OCB and three dimensions of school climate; collegial leadership, teacher professionalism, and academic press. There was no relationship between OCB and the level of community pressure that the school was experiencing. These results suggest that acts of OCB will be greater in schools where teachers effectively collaborate with each other and have high expectations for their students.

Trust between the teachers and the principal has an effect on the organizational citizenship behaviors of teachers. In a recent study, Tschannen-Moran (2003) explored the possible relationship between OCB, trust and transformational leadership of the principal. Using a sample of 3,066 middle school teachers from 55 middle schools in a mid-Atlantic state the author found that trust in the principal was significantly related to the citizenship behavior of teachers ($r = .38, p < .01$). It was also revealed transformational leadership of the principal was

not significantly related to organizational citizenship behavior. This results of this study that trust in the principal contributes more to acts of teacher OCB than the leadership of the principal.

Somech and Ron (2007) conducted a mixed method study to investigate the relationship between OCB, individuals' characteristics, and school culture. The two main categories of individual characteristics used were: employees' attitudes and dispositional variables. (Podsakoff, MacKenzie, Paine, & Bacharach, 2000). The sample for the study included 104 teachers at eight elementary schools. Perceived supervisor support was measured using an adaptation of the 15-item Perceived Supervisor Support Scale (Kottke & Sharafinske, 1988). Dispositional affectivity was measured by using a 49-item questionnaire developed by Watson and Tellegan (1985). School culture was measured by an adaptation of the 6-item individualism-collectivism scale developed by the GLOBE project (Hanges & Dickson, 2004). OCB was measured by the 24-item OCB Scale of Podsakoff et al. (1990). Results of the study revealed a positive and significant relationship between perceived superior support and four dimensions of OCB: altruism, conscientiousness, sportsmanship and civic virtue. The study also revealed a positive and significant relationship between the organizational characteristic of collectivism and four dimensions of OCB: altruism, conscientiousness, sportsmanship and civic virtue. It was argued by the researchers that a collectivist organizational culture coupled with perceived superior support promote teachers' OCB.

Several dissertations were found that examined the relationship between OCB and school variables. Cooper (2010) surveyed 1,859 teachers from a random sample of 45 public high schools in Alabama and found a significant relationship between collective teacher efficacy and OCB. However, there was no significant contribution of OCB to school effectiveness by student achievement. McKenzie (2011) explored the relationship between OCB and trust by sampling

112 elementary schools in south central Texas. Using the Omnibus T-Scale (Hoy & Tschannen-Moran, 2003) and the Organizational Citizenship Scale (DiPaola, Tarter, & Hoy, 2005), McKenzie found trust in colleagues and trust in clients as significant indicators of organizational citizenship in elementary schools. In addition, collegial trust proved to be the best predictor of organizational citizenship. Furthermore, it was also found trust in the principal did not make a statistically significant individual contribution to the variance in organizational citizenship. A study by Tindle (2012) investigated the relationship between OCB, principal support, and academic achievement when controlling for SES. Using 34 high schools from Virginia as the sample, Tindle found that principal support has two dimensions; expressive support and instrumental support. Expressive support can be described as the emotional and professional support given by the principal while instrument support addresses the logistical and technical needs of the teacher. Only expressive support was found to have a significant positive relationship with organizational citizenship behavior. Furthermore the study found a significant and positive correlation between SES and all measures of student achievement. It also suggested a significant positive correlation between Organizational Citizenship Behaviors and the measures of student achievement for Biology and English 11. No significant correlation was found between instrumental support and organizational citizenship.

Summary of OCB Research

The Organizational Citizenship Behavior (OCB) construct is relatively new in the literature. Although the construct of OCB was first introduced into in the business sector, the application into the school environment has proven to be relevant. Citizenship behavior is an organizational characteristic that relates to worker behaviors that are not formally prescribed in a contract but freely occur within the organization and provides benefits to the organization. The

construct was formally introduced by Bateman and Organ (1983) in their research on organizations and job satisfaction. OCB was first applied in a school setting by DiPaola and Tschannen-Moran (2001). Education scholars have provided many studies that have suggested relationships between Organizational Citizenship Behavior to other dimensions found within a school setting. These studies suggest positive and significant relationships to school climate student achievement, principal leadership, trust, and teacher efficacy.

CHAPTER III:
METHODOLOGY

Introduction

The goal of this study was to test the research questions that related servant leadership to school climate as well as organizational citizenship behavior as outlined by the hypothesis in Chapter I. The methodology used to test the research questions are outlined in this chapter. This chapter contains five sections: population, sample, data collection measurements, methods, and data analysis.

Population

The population of this study consisted of 202 Alabama public high schools. The definition of high schools for this study was schools with grade configuration of 9-12 or 10-12. The population for the study did not include any Career Technology or Vocational Centers. A list of schools meeting these criteria was obtained from the Alabama State Department of Education (2012).

Sample

A random sample of Alabama public high schools which met the criteria was selected to test the hypothesis of this study. Using a random numbers generator, a sample of 70 high schools was selected from the 202 public high schools in Alabama that met the criteria for the study. The sample represented public schools throughout the state and is not limited to a specific geographical area. All survey participants within the study were full-time teachers, guidance

counselors, and library media specialist. Participation in this study was voluntary and participation was also anonymous and confidential.

Permission to participate was granted by 58 of the 70 high schools randomly selected for the study. This was a participation rate of 73%. Within the 58 schools who agreed to participate there were 41 schools that completed and returned the survey data for a participation rate of 71%.

Instrumentation

The Servant Leadership Survey (SLS) is a 30-item Likert survey that measures eight dimensions of leadership identified by Dierendonck and Nuijten (2011). These dimensions include empowerment, accountability, standing back, humility, authenticity, courage, interpersonal acceptance and stewardship. Empowerment examines the extent to which the principal motivates the teachers by encouraging grow both professionally and personally. Accountability promotes responsibility for teachers for performance which they control as well as establish boundaries for the achievement of goals. Standing back is the extent to which the principal gives priority to the needs of teachers and gives them credit for their accomplishment. Humility is the ability of the principal to put their accomplishments and talents into proper perspective. Authenticity examines the principal's ability to stay true to their beliefs and morals when interacting with teachers. Courage measures the principal's willingness to take risk when action is required. The dimension of interpersonal acceptance is the principal's ability to listen and empathize with the feelings of others. Stewardship is the degree to which the principals ability to hold the institutions of the school in trust for the larger society. The SLS has a reliability that ranges from .69 to .91.

The Organizational Climate Index (OCI) is a 27-item questionnaire developed by Hoy, Smith, and Sweetland, (2002) and measures four critical areas of school climate in terms of openness and health. The four dimensions of the OCI include collegial leadership, professional teacher behavior, achievement press and environmental press. The collegial leadership dimension examines the principal's behavior in meeting the social needs of the teachers as well as the organizational goals of the school. Professional teacher behavior can be determined by the commitment to the students, commitment to the organization and its goals, and finally respect for competence of colleagues. The achievement press dimension describes a school that sets high academic standards and goals that are achievable. All stakeholders work together to exert pressure for high standards and school improvement. The environmental press refers to the extent that the school receives pressure from outside groups or parents. The instrument has a high reliability that ranges from .87 to .94 and has been applied in numerous studies.

The Organizational Citizenship Behavior Scale (OCB scale) is a 12-item Likert-type scale developed by DiPaola, Tarter, and Hoy (2007) that measures the degree to which the teacher of a school engages in organizational citizenship behavior. The OCB is a refinement of the earlier OCBS (DiPaola & Tschannen-Moran, 2001) and has a correlation of .97 to the previous version. The instrument has a high reliability that ranges from .86 to .93. The OCB scale has been successfully applied in studies that involve the three levels of schools; elementary, middle, and high schools.

Socioeconomic Status

The SES of each school was determined by using data from each school's 2012 Free and Reduced Lunch Report as determined by the Alabama State Department of Education (2012).

The percentage of students not receiving a free and reduced meal rate was used as an indicator in this study as an indicator of each school's SES.

Data Collection

Once permission was granted by the Instructional Review Board data collection began by sending a participation request to the superintendents of the schools which were randomly selected for the study. The letters provided an overview of the study, IRB approval letter, copies of the surveys to be used, and a participation consent form. Upon receipt of permission from superintendents, letters were sent to the principals of schools identified within the random sample. The letter to the school principal provided information relating to the purpose of the study, IRB approval letter, copy of the surveys, and a school participation form.

After permission has been received from the superintendents and principals, data collection will begin within the schools. Each participating school received a package containing the survey instruments, consent forms, scripted instructions of how to surveys were to be administered, and instructions for the return of completed surveys. The library media specialist at each school was designated to serve as the survey administrator. All survey data was collected during a regularly scheduled faculty meeting between December 2012 and March 2013. Each potential participant was guaranteed anonymity, confidentiality and the option not to participate. To maintain methodological independence amount the measures, teachers in each school were randomly chosen to complete one of three survey instruments that addressed areas of servant leadership, school climate or organizational citizenship behaviors. The data collection procedure took approximately fifteen minutes in each school. A self-addressed, stamped envelope was provided to each school for the return of the completed instruments.

Data Analysis

The unit of analysis for this study is the school. Survey data from individual teachers responses to the SLS, OCB Scale, and the OHI were entered into the *Statistical Package for the Social Science* (SPSS) software program. The first level of analysis included descriptive and bivariate correlations of all of the variables in the study. The second level of analysis involved ordinary least squared multiple regression to test the effects of the predictor variables on my criterion variables.

Conclusion

The various organizational properties found within a school setting relate to the effectiveness and success of the school. This study sought to add to a growing body of research literature regarding the constructs of *servant leadership*, *organizational citizenship behavior (OCB)*, and *school climate*. The results of this research obtained through descriptive statistics, factor analyses, correlational analyses, and multiple regression analyses provide a comprehensive understanding of how these variables relate to each other in a school setting.

CHAPTER IV:

DATA ANALYSIS AND RESULTS

The purpose of this chapter is to present the findings of the study concerning the relationships between *servant leadership*, *organizational citizenship behavior (OCB)*, and *school climate* in Alabama public high schools. The findings are based on survey analysis described in the previous chapter. Descriptive statistics for the variables, characteristics of the sample, measures and main study will be presented.

This chapter is presented into four sections. The first section provides descriptive statistics for respondent demographics and also for each research variable. The second section presents findings for correlations among the research variables. Section three provides data for multiple regressions. The fourth section contains a brief summary of the data and findings of the study.

Descriptive Statistics

All of the survey instruments administered in this study contained standard respondent demographic questions. All variables for this study have been aggregated to the school level.

Descriptive statistics for the research variables are provided in Table 1. The statistics include the number of sample schools (N), mean (M), standard deviation (SD), variance (V), and the low and high scores. Data were aggregated at the school level. The mean scores for the variables SL, OCB, and OCI were calculated first by aggregating all teacher responses to the school level and then calculating means. School means were then used to calculate and overall

mean for each variable. The overall mean scores for SES are the results of the mean SES from each of the 41 school who participated.

Table 1

Descriptive Statistics for Research Variables (N=41)

Variable	M	SD	V	Low	High
SL	4.65	.70	.49	2.84	5.53
OCB	4.27	.50	.25	1.68	4.89
OCI	4.64	.29	.09	1.80	3.37
SES	53.96	19.11	365.29	19.00	100.00

Both of the survey instruments administered in this study contained standardized respondent demographic questions. The demographics included (a) total years teaching (TYT), (b) total years teaching in their current school (TYTICS), (c) gender, (d) ethnicity, and (e) highest degree. Within the 708 participants there were 223 (32%) male respondents and 485 (68%) female respondents. There were also 707 (99%) participants who responded to the question regarding their ethnicity. The following are the ethnicity results: Black/African-American 58 (8.2%), Asian 3 (.4%), Hispanic 7 (1.0 %), Native American 5 (.7%), White 634 (89.3%), and Other 2 (.3%). Other respondent demographics are presented in Table 2. These results include total years teaching experience (TYT), total years teaching in current school (TYTICS), and highest degree attained (DEG). The highest degree attained (DEG) was coded as follows: BA/BS = 1; MA/MS = 2; AA/Ed.S = 3; and Ed.D. /Ph.D. = 4.

Table 2

Descriptive Statistics for Demographic Variables (N= 708)

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Low</i>	<i>High</i>
Total Years Teaching (TYT)	708	14.49	9.14	1	41
Total Years Teaching in Current School (TYTICS)	706	9.3	7.18	1	33
Highest Degree Attained (DEG)	702	1.81	0.65	1	4

Three measurements within the survey instruments were tested individually to ensure consistent internal reliability. Even though the Highest Degree Attained (DEG) is a categorical variable, it was viewed as a continuous variable for this study. The higher degree score indicates the highest level of education achieved. Reliabilities for both the individual and the school as the unit of analysis were calculated. Muijs (2004) proposes that instruments that have a Cronbach’s coefficient alpha of .70 or greater may be deemed reliable. All three instruments used in this study meet that standard. Considering the individual as the unit of analysis, reliability was confirmed in each of the three measurements: SLS (.95), OCB (.81), and OCI (.87) (see Table 3).

Table 3

Alpha Coefficients of Reliability using Individual as Unit of Analysis

Variable	Instrument	Number of items	Cronbach's Alpha	N
Servant Leadership	SLS	30	0.95	348
OCB	OCB Scale	12	0.81	348
School Climate	OCI	30	0.87	361

Because the unit of analysis was the school, reliability for each instrument was tested using the aggregate score of the school. Results of the tested indicated the following: SLS (.98), OCB (.90) and OCI (.85). Table 4 illustrates reliability of instrument reliability using the school as the unit of analysis.

Table 4

Alpha Coefficients of Reliability using School as Unit of Analysis (N=41)

Variable	Instrument	Number of items	Cronbach's Alpha	N
Servant Leadership	SLS	30	0.98	41
OCB	OCB Scale	12	0.90	41
School Climate	OCI	30	0.85	41

Further analysis was performed on the four sub-test found within the OCI. The sub-test include Collegial Leadership (CL), Professional Teacher Behavior (PTB), Academic Press (AP), and Environmental Press (EP). Reliability for each sub-test indicated: CL (.89), PTB (.88), AP (.83) and EP (.77). Table 5 illustrates reliability of sub-test reliability using the school as the unit of analysis.

Table 5

Alpha Coefficients of Reliability for Sub-test of OCI using Individual as Unit of Analysis

Dimension	Number of items	Cronbach's Alpha	N
Collegial Leadership	7	0.89	362
Professional Teacher Behavior	7	0.88	361
Academic Press	8	0.83	362
Environmental Press	5	0.77	362

Correlational Analysis

Correlation coefficients were computed to examine the descriptive statistics between the dependent and independent variables to investigate an existence of significant relationships between the variables. The independent variable for the first hypothesis is servant leadership. The first dependent variable for the first hypothesis is organizational citizenship behavior of the teachers. The second dependent variable for the first hypothesis is school climate, more

specifically the four dimensions found in school climate: collegial leadership, professional teacher behavior, academic press and environmental press. The control variable is the socioeconomic status (SES), which was calculated by subtracting the percentage of students eligible for free or reduced lunch services from one. All correlations were found to be positive and significant (see Table 6.) The correlational results provide evidence to continue the analysis and evaluate Hypotheses 1 and 2.

Table 6

Intercorrelational Matrix of Research Variables and Demographics

	SLS	OCB	C.L	PTB	AP	E.P	SES
SLS		.638**	.676**	.488**	.215**	-.008	.114*
OCB			.680**	.693**	.172**	-.175**	.068
C.L				.655**	.328**	-.035	.050
PTB					.306**	-.058	.090*
AP						.230**	.514**
E.P							.417**
SES							

Note. ** $p < .01$, * $p < .05$

H1: There is a significant positive correlation between Servant Leadership, OCB and School Climate. As SL increases both OCB and OCI will increase. Correlational analysis statistics support the first hypothesis (see Table 7). As the servant leadership behaviors of the principal increase, teacher organizational citizenship behaviors and organizational climate becomes more open and healthy. Correlations were positive and significant for OCB ($r = .64, p < .01$) and OCI ($r = .57, p < .01$). Within the four dimension of OCI positive and significant correlations were found for three of the dimensions: collegial leadership ($r = .67, p < .01$), professional teacher behavior ($r = .49, p < .01$) and academic press ($r = .22, p < .01$). Servant

leadership (SL) had the strongest correlations with collegial leadership (CL) and OCB. There was a moderate relationship between servant leadership (SL) and professional teacher behavior (PTB). The academic press (AP) and SES were found to have a weak correlation with servant leadership. There was no significant correlation found between servant leadership (SL) and environmental press (EP).

Table 7

Correlational Analysis of SL with OCB and OCI

	OCB	OCI	CL	PTB	AP
SL	.64**	.57**	.68**	.49**	.22**

Note. $p < .01$

H₂: Servant Leadership will make a greater contribution to School Climate than OCB. As SL and OCB increase, OCI will increase however, SL will contribute more to the increase in OCI than OCB. Correlational analysis statistics does not support the second hypothesis (see Table 8). As both servant leadership behaviors of the principal and teacher organizational citizenship behaviors increase, the results suggest OCB contributes more to the increase in OCI. Correlations were positive and significant for SL ($r = .57, p < .01$) and OCB ($r = .57, p < .01$). Positive and significant correlations were found within three of the four dimensions of OCI and SL: collegial leadership ($r = .68, p < .01$), professional teacher behavior ($r = .49, p < .01$) and academic press ($r = .22, p < .01$). There was no significant correlation found between SL and institutional vulnerability. Positive and significant correlations were also found within three of the four dimensions of OCI and OCB: collegial leadership ($r = .68, p < .01$), professional teacher behavior ($r = .64, p < .01$) and academic press ($r = .17, p < .01$). OCB had a significant and negative correlation with environmental press (EP) ($r = -.18, p < .01$). Servant leadership (SL) had a strong correlation with collegial leadership (CL), a moderate correlation with professional

teacher behavior (PTB) and a weak relationship with academic press (AP). Organizational citizenship behavior has strong correlations with collegial leadership (CL) and professional teacher behavior (PTB). A weak relationship was found between OCB and academic press (AP). Analysis also reveals a weak negative correlation between OCB and environmental press (EP).

Table 8

Correlational Analysis of SL, OCB, and OCI

	OCI	C.L	PTB	AP	E.P
SLS	.57**	.68**	.49**	.22**	
OCB	.57**	.68**	.64**	.17**	-.18**

Note. ** $p < .01$,

Correlational coefficients were computed for all research and demographic variables (see Table 9). Demographic variables include (a) total years teaching (TYT), (b) total years teaching in current school (TYTICS), (c) gender (G), and (d) highest degree earned (DEG). Means for each demographic variable were calculated for each school. Significant correlations were found between Total Years Teaching (TYT) and OCB, OCI, CL, and PTB. A significant correlation was also found Total Years Teaching in Current School (TYTICS) and OCB, OCI, CL, and PTB. Gender was found to have a correlation with AP.

Table 9

Intercorrelation matrix of Research Variables and Demographics

	2	3	4	5	6	7	8	9	10	11	12
1. SL	.683**	.569**	.676**	.488**	.215**	-.008	.114*	.013	.031	-.036	.050
2. OCB		.570**	.680**	.693**	.172**	-.175**	.068	.128**	.080*	.009	.045
3. OCI			.805**	.747**	.725**	.317**	.373**	.107**	.106**	.049	.076*
4. CL				.655**	.328**	-.035	.050	.118**	.111**	.026	.057
5. PTB					.306**	-.058	.090*	.116**	.101**	.023	.035
6. AP						.230**	.514**	.050	.039	.076*	.073
7. EP							.417**	-.025	.022	-.007	.032
8. SES								.019	-.007	.050	.093*
9. TYT									.748**	.114**	.228**
10. TYTICS										.111**	.206**
11. G											.015
12. D											

Note. ** $p < .01$, * $p < .05$.

Multiple Regression Analysis

Multiple regressions were used to further investigate Hypothesis 1 and Hypothesis 2. Measurements of servant leadership were regressed on OCB, OCI, and SES to test the predictions of the hypotheses. An attempt was made to determine which variable best predicts school climate.

H1: There is a significant and positive correlation between Servant Leadership, OCB and School Climate. As SL increases both OCB and OCI will increase. The first part of the analysis examined OCB followed by the second part which examined OCI.

Multiple regression was used to explore the possible relationships between Servant Leadership and OCB (see Table 10). OCB was regressed onto the independent variable of Servant Leadership and the control variable of SES. Servant leadership had significant and positive effect on organizational citizenship behaviors of the teachers and was the strongest predictor of citizenship behaviors of teachers as measured by the OCB Scale ($\beta = .64, p < .01$). SES ($\beta = -.02, p < .01$) did not have a significant relationship on teacher citizenship behaviors. The combined effect of the two variables explained 41% (Adjusted $R^2 = .403$) for the variance for organizational citizenship behavior, as measured by the OCB Scale.

Table 10

Summary of Regression Analysis for Variables Predicting OCB

Dependent variable: OCB	B	β	Sig.
Predictor variables			
SL	.544**	.640	.000
SES	-.001	-.020	.625

Note. ** $p < .01, R^2 = .407^{**}, \text{Adjusted } R^2 = .403^{**}$

The second part of the analysis regressed OCI onto the independent variable of Servant Leadership and the control variable of SES (see Table 11). Servant Leadership had significant

and positive effects on the school climate and was the strongest predictor of school climate as measured by the OCI Scale ($\beta = .54, p < .01$). SES ($\beta = .25, p < .01$) had a small effect on school climate. The combined effect of the two variables explained 39% (Adjusted $R^2 = .384$) for the variance for school climate, as measured by the OCI.

Table 11

Summary of Regression Analysis for Variables Predicting School Climate

Dependent variable: School Climate	B	β	Sig.
Predictor variables			
SL	.265**	.541	.000
SES	.005**	.253	.000

Note. ** $p < .01, R^2 = .387^{**}$, Adjusted $R^2 = .384^{**}$

Multiple regressions did not support Hypothesis 2. Measurements of OCI were regressed on SL, OCB and SES to test the prediction of Hypothesis 2. Multiple regression analysis was used to determine the possible relationships between the dependent variable of OCI and the independent variables of SL and OCB. SES was included as the control variable. Further regression analyses were conducted to examine the possible relationships between the independent variables and the four dimensions found within the OCI construct. These dimensions include Collegial Leadership (CL), Professional Teacher Behavior (PTB), Achievement Press (AP), and Environmental Press (EP).

H₂: Servant Leadership will make a greater contribution to School Climate than OCB. As SL and OCB increase, OCI will increase however, SL will contribute more to the increase in OCI than OCB. OCI was regressed onto SL and OCB with the control variable of SES (see Table 12). Both SL and OCB have significant and positive relationship with OCI. OCB was the strongest predictor of school climate as measured by the OCI. OCB made a unique contribution

to OCI ($\beta = .53, p < .01$) while controlling for both SL and SES. SL also made a unique contribution to OCI ($\beta = .20, p < .01$) while controlling for OCB and SES. SES had a significant positive relationship with school climate and made a unique contribution to OCI ($\beta = .26, p < .01$). Results of the analysis suggest that OCB is the greatest predictor of OCI than SL and SES. The combined effects of the variables explain 55% (Adjusted $R^2 = .55$) of the variance for School Climate as measured by the OCI.

Table 12

Summary of Regression Analysis for Variables Predicting OCI

Dependent variable: School Climate	B	β	Sig.
Predictor variables			
SL	.099	.201**	.000
OCB	.306	.531**	.000
SES	.005	.264**	.000

Note. ** $p < .01, R^2 = .554^{**}, \text{Adjusted } R^2 = .550^{**}$

Additional multiple regressions were used to determine the possible relationship between the independent variables of SL and OCB and the dimensions of OCI which were found to have positive correlations. SES was included in the analysis a control variable.

The first regression explored the possible relationship between the independent variables of SL and OCB with Collegial Leadership (CL) using SES as a control variable. Results suggested that both SL and OCB made significant and positive contributions to Collegial Leadership (see Table 13). OCB was found to be the strongest predictor of CL ($\beta = .56, p < .01$) while controlling for SL and SES. SL also had a significant and positive relationship with CL ($\beta = .32, p < .01$) while controlling for OCB and SES. There was no significant relationship found between SES and CL. The combined effects of the variables explained 64% (Adjusted $R^2 = .64$) of the variance of CL.

Table 13

Summary of Regression Analysis for Variables Predicting CL

Dependent variable: CL	B	β	Sig.
Predictor variables			
SL	.292	.324**	.000
OCB	.591	.556**	.000

Note. ** $p < .01$, $R^2 = .641^{**}$, Adjusted $R^2 = .638^{**}$

A second regression was used to determine the possible relationship between the independent variables of SL and OCB and Professional Teacher Behavior (PTB). SES was used as the control variable. Results suggested that OCB made significant and positive contributions to PTB (see Table 14). OCB was found to be the strongest predictor of PTB ($\beta = .80$, $p < .01$) while controlling for SL and SES. There were no significant relationships found between SL and PTB as well as SES and PTB. The combined effects of the variables explained 61% (Adjusted $R^2 = .61$) of the variance of CL.

Table 14

Summary of Regression Analysis for Variables Predicting PTB

Dependent variable: PTB	B	β	Sig.
Predictor variables			
OCB	.618	.795**	.000

Note. ** $p < .01$, $R^2 = .612^{**}$, Adjusted $R^2 = .611^{**}$

The third regression was used to determine the possible relationship between the independent variables of SL and OCB and Achievement Press (AP) using SES as a control variable. Results suggested that SES made significant and positive contributions to AP (see Table 15). SES was found to be the strongest predictor of AP ($\beta = .46$, $p < .01$) while controlling for SL and OCB. Results indicated no significant relationships found between the independent

variables of SL and OCB with the dependent variable AP. The combined effects of the variables explained 25% (Adjusted $R^2 = .25$) of the variance of AP.

Table 15

Summary of Regression Analysis for Variables Predicting AP

Dependent variable: AP	B	β	Sig.
Predictor variables			
SES	.010	.459**	.000

Note. ** $p < .01$, $R^2 = .257$ **, Adjusted $R^2 = .251$ **

The final regression was used to determine the possible relationship between the independent variables of SL and OCB and Environmental Press (EP) using SES as a control variable. Results suggested a negative significant relationship between OCB and AP (see Table 16). SES was found to be the strongest predictor of EP ($\beta = .40$, $p < .01$) while controlling for OCB and SL. OCB also had a significant negative relationship with EP ($\beta = -.14$, $p < .01$). Results indicated no significant relationships found between SL and EP. The combined effects of the variables explained 18% (Adjusted $R^2 = .175$) of the variance of EP.

Table 16

Summary of Regression Analysis for Variables Predicting EP

Dependent variable: IV	B	β	Sig.
Predictor variables			
OCB	-.142	-.192	.003
SES	.009	.399	.000

Note. ** $p < .01$, $R^2 = .179$ **, Adjusted $R^2 = .175$ **

Summary

Correlational statistics were used to investigate Hypothesis 1 and 2. Hypothesis 1 was supported. Data indicated a significant and positive relationship between Servant Leadership and

School Climate. This suggests an increase in servant leadership behaviors of the principal results in increase in the school climate. Data also indicated a significant and positive relationship between Servant Leadership and Organizational Citizenship Behaviors. As the servant leadership of the principal increases so does the organizational citizenship behaviors of the teachers.

Analysis of the data suggested that Servant Leadership had a slightly stronger relationship with OCB than OCI. Further results revealed that Servant Leadership had a significant relationship with three of the four dimensions found within OCI: Collegial Leadership, Professional Teacher Behavior, and Achievement Press. The strongest significant relationship was with Collegial Leadership followed by Professional Teacher Behavior. The weakest significant relationship was found between Servant Leadership and Achievement Press. There was no significant relationship between Servant Leadership and Environmental Press.

Multiple regressions were used to investigate Hypothesis 2. Five separate regressions were completed using the independent variables of SL and OCG and the intervening variable of SES. Data did not support Hypothesis 2. Results of the first regression indicated that OCB was the better predictor of OCI than SL. This suggests that the OCB of the teachers make a greater contribution to the school climate than the servant leadership behaviors. The second regression indicated that SL and OCB were predictors of CL. Again OCB was the stronger predictor. This could suggest that increases in OCB of teachers promoted increases in CL within the school. The third regression revealed that OCB was a greater predictor of PTB. As the teacher OCB increased, the perception of PTB also increased. Results of the fourth regression found SES to be the greatest predictor of AP. There were no significant relationship found between SL and AP as well as between OCG and AP. This suggests that schools with higher levels of SES have greater concern for AP those with lower levels. The final regression indicated that SES was the

best predictor of EP. Data indicates that SL and OCB did not have a significant relationship with the EP of the school. This suggests schools with higher levels of SES experience more EP than those schools with lower SES levels.

In summary, Hypothesis 1 was supported and Hypothesis 2 was not supported. Further discussions of the findings and implications for future practice and research will be provided in the next chapter.

CHAPTER V:
SUMMARY OF RESEARCH

This chapter presents a summary of the findings of this study, those hypothesized and un-hypothesized. It also shares the theoretical and practical implications of this research. Finally, recommendations for further research are provided.

Findings

Hypothesized Findings

Servant Leadership (SL) is positively and significantly correlated to Organizational Citizenship Behavior (OCB) and school climate. As the servant leader behaviors of the principal increased so did OCB and also the school climate improved. This would suggest that principals who exhibited servant leader behavior would increase the levels of OCB within his faculty and also improve the school climate.

OCB had a stronger relationship and was a greater predictor of school climate than SL. Both servant leadership behaviors of the principal and OCB of the teachers had a positive and significant relationship with the school climate. However, OCB of the teachers was a much stronger predictor of school climate than the servant leadership behaviors of the principal. This could suggest that OCB has a greater contribution to the school climate than servant leadership behaviors of the principal

Non-Hypothesized Findings

In addition to the hypothesized findings, other results that were not included in the study hypothesis were discovered. The post hoc analysis revealed several correlations between the

research variables and the demographic variables. There were significant correlations between the demographic and research variables for OCB and total years teaching ($r = .128, p < .01$), and OCB and total years teaching in current school ($r = .080, p < .05$). These results suggest weak positive correlations between OCB and the total years teaching and the total years teaching in their current school. Even though these relationships are minimal they are none the less significant.

The school climate was found to have significant correlations with total years teaching ($r = .107, p < .01$), and school climate and total years teaching in current school ($r = .106, p < .01$). Finally, school climate had a weak but positive correlation with highest degree attained ($r = .076, p < .05$).

The socioeconomic status (SES) is defined as the proportion of students who were not receiving a free or reduced lunch and was used as a control variable. School climate as a whole had a moderate correlation ($r = .373, p < .01$) with SES. Within the dimensions of school climate, results indicated significant correlations between Environmental Press ($r = .417, p < .01$) and SES as well as Academic Press ($r = .514, p < .01$) and SES.

Thirty-four principals within the 41 sample schools also participated in this study. The instrument used for the principals was a modified version of the SLS. The SLS was modified by editing the questions to the appropriate context for their role. Results of the principals' surveys yielded a higher mean score than the mean scores of the teachers within their respective school. Upon further examination an independent samples t-test reveal no statistical significance between the scores of the principals and the teachers ($t(66) = .184, p = 0.070$). This would suggest that teachers are keenly aware of servant leader behaviors that are exhibited by their principals.

Theoretical Implications

This study serves to extend the literature of servant leadership and its relationship with the constellation of organizational properties found in the education setting. It is based on the theoretical framework that the social reciprocity fostered by servant leadership behaviors of the principal would promote higher levels of OCB among the faculty as well as promote an open/healthy school climate. Based on the review of the literature and the empirical data of this study, it may be argued that servant leadership has a place in the organizational life of the school.

Servant Leadership and OCB

At this time this study is still the only one that examines the relationships between the constructs of servant leadership and OCB in a school setting. Results of this study revealed a robust relationship between servant leadership and OCB ($r = .64, p < .01$). One possible explanation is that teachers believe that the servant leader principal is truly concerned for their individual well-being in addition to the well-being of the school. This perception may be a result of positive interactions between the principal and the teachers. Teachers are keenly aware of the behaviors of a servant leader principal (Taylor, et al, 2007), therefore it may be argued that teacher OCB is affected by the behavior of the school principal. My study supports the findings of Taylor et al, (2007).

Cerit (2009) argued that the authenticity of a servant leader leads to more interactions between the servant leader and the followers. Both servant leadership and OCB share a foundation of altruism and a need to serve others. Many individuals choose the teaching profession not because of the financial compensation but rather to provide a needed service to students. Both servant leader principals and teachers strive to serve the needs of the school as well as those involved with the process. Ehrhart (2004) found that interactions between a servant

leader and a follower would cause the follower to emulate these interactions with others. This “trickle down” approach increases the collective OCB within the interaction. This was confirmed by Van Dierendock and Nuijten (2011) who opined that servant leaders influence the behaviors and attitudes of their followers which in turn may influence the behaviors and attitudes of their followers toward their leader.

According to Tschannen-Moran (2003), trust is an important factor in OCB. Previous studies (Joseph & Winston, 2005; Sendjaya & Perkerti, 2010) argue that servant leadership results in higher levels in trust between leader and follower. Furthermore, it was found that as servant leader behaviors increased, the level of leader-follower trust increased (Sendjaya & Perkerti, 2010). While trust was not measured in this study the positive social reciprocity between the principal and teacher would build trust, which would in turn promote OCB.

Multiple regression analysis confirmed that servant leadership was a strong predictor of OCB in schools ($\beta = .64, p < .01$) while controlling for SES. Servant leadership explained 41% of the variance for OCB.

Servant Leadership and School Climate

Servant leadership and school climate were examined to determine if there were any significant relationships between these two constructs. Similar to findings by Black (2010), this study showed a strong and significant relationship between servant leadership and the school climate ($r = .57, p < .01$). Principals attuned to the attributes of servant leadership provide an atmosphere of openness and support for teachers within the schools. Teachers perceive the working environment to be one in which they are sheltered from negative distractions and free to focus on the educational process of their students. Authentic behavior is a common thread found in both servant leadership and school climate. Hoy et al. (1998) examined school climate and

found that open and authentic behaviors by the principals and teachers enhance the climate of the school. In a later study, Cerit's (2009) found that the authenticity of a servant leader has a profound effect on the job satisfaction of the followers. It may be suggested that servant leader principles retain good teachers and are able to focus their attention on other matters rather than the process of hiring new teachers.

In his research, Hoy et al. (2003) identified four dimensions within the school climate index. Collegial leadership was defined as the "openness of the behavior of the principal" within the school. It is no surprise that the characteristics of a servant leader principal provide interactions and communications with teachers that are open and authentic. A servant leadership principal engages in honest and productive dialogs with teachers. This open relationship between leader and follower promotes problem solving which may increase the effectiveness of the processes found in schools.

Multiple regression analysis confirmed that servant leadership was a strong predictor of school climate ($\beta = .54, p = .01$) while controlling for SES. Servant leadership explained 41% of the variance for the perceived climate of the school. Results also revealed that the number of students receiving free and reduced lunch (SES) had a minimal effect on the perceived school climate in a school ($\beta = .25, p = .01$).

Even though the effect of SES was minimal in this study it warrants mentioning. Sirin (2005) suggested that SES is significantly related to many constructs found within the education process. He further argued that family SES affects the ability to purchase needed school supplies, provide social capital and also determines the kind of schools to which students have access. Participants representing urban, suburban and rural schools within Alabama were invited to participate in this study; however, only suburban and rural schools chose to participate.

Results of these findings suggest that servant leadership increases positive perceptions of the school climate more so than the SES of the student population.

Predicting School Climate

The second hypothesis tested the predictability of servant leadership and OCB on the perceived school climate. Correlations between SL and school climate showed a positive and significant relationship ($r = .57, p = .01$). The relationship between OCB and school climate was also positive and significant ($r = .57, p = .01$). A possible explanation for these results could be that both SL and OCB contain an element of altruism within their constructs.

Further investigation examined SL and OCB and their respective relationship with the four dimensions found within school climate. Results of this analysis provided a more succinct snapshot of these unique relationships. Both SL and OCB were found to have a positive and significant relationship with collegial leadership ($r = .68, p < .01$). These findings suggest that both servant leadership and OCB contribute to the collegial leadership provided with the school. Previous studies tell us that leadership within organizations is not role restrictive (Katz & Kahn, 1996; Ogawa & Bossert, 1995). Many teachers assume leadership position within the school such as grade level chairman or as member of the school leadership team. The perception of the respondents may have viewed collegial leadership as a broad role within the school setting not only limited to the principal.

Professional Teacher Behavior had the strongest relationship to OCB after controlling for the other three dimensions ($r = .64, p = .01$). These results confirm a previous study by DiPaolo & Tschannen-Moran (2001) in which revealed that OCB had a greater correlation to teacher professionalism than the other three dimensions found in school climate. Within a school faculty it may be suggested that teachers view the behavior of their colleagues as one that is determined

by individual choice. In a school where high levels of OCB occur, teachers may be more likely to reciprocate these “helping behaviors” extended by their colleagues.

The academic press had a greater relationship with servant leadership ($r = .22, p < .01$) than OCB ($r = .17, p < .01$). This weak relationship was surprising. Previous research by DiPaola and Tschannen-Morsan (2001) found a strong significant correlation between OCB and the academic press in a school. This study suggests that the respondents involved in this study did not perceive servant leadership and OCB as promoting academic excellence within their school.

The environmental press dimension of school climate was not related to servant leadership and was inversely related to OCB ($r = .17, p < .01$). This would suggest that the teachers believe the pressures from the community have an adverse effect on the level of the OCB within the school. Strong pressure from forces outside of the school would eventually break down the morale of the teachers. This would in turn erode the cohesiveness of the teachers within the school. Without cohesiveness there can be no OCB within the organization.

Regression analysis results identified OCB as the greater predictor of school climate ($\beta = .54, p = .01$) and accounted for 55% (Adjusted $R^2 = .550$) for school climate. The assumption of this study was that a servant leader could be an effective change agent in a school that had an unhealthy climate and low levels of OCB. One possible explanation is that over time the school leaders may improve the levels of citizenship behavior through their interaction with the teachers. This in turn would improve the school climate. Another explanation is that a school may have many administrators who come and go, while the faculty remains constant. Teachers who have long standing relationships with their colleagues are reluctant to trust a new administrator as much as their co-workers.

It may also be that interactions between teacher-teacher are more frequent than teacher-principal due to the increasing duties of the school principals. Teachers interact frequently during class changes, team meetings and other events. These interactions lead to greater social reciprocity between the teachers more so than those between the teacher and their principal.

Further examination of the servant leadership and OCB with each climate dimension provided a more comprehensive examination of the relationships. OCB was found to be a greater predictor of collegial leadership. This may be explained by the perception of the participants that collegial leadership is not limited to the role of the principal because teachers also have a role in leadership within the school. It was no surprise that OCB was the greater predictor of professional teacher behavior. It was not expected that SES was the greater predictor of the academic press and environmental press. This would suggest that the participants in the study believe that the academic achievement and pressures from the community are dependent upon the median household income of the families within their school community. Parents from upper SES levels exert pressures for the academic achievement of their children to maintain their respective intergenerational status within their community.

Implications for Practice

Today's educators are challenged by our society to provide their students with an effective educational experience that will allow them to successfully participate within a new global society. School administrators are charged with the task of providing leadership which would enable this process to occur. While public sentiment calls for increased accountability, school leaders must be concerned with more than just test scores.

Findings of this study indicate servant leadership contributes to school success by fostering OCB among the teachers and also improving the perceived climate of the school.

School leaders seeking to improve the learning environment of their schools should consider adopting and modeling servant leadership behaviors within their building.

Servant leadership may be implemented at the school level in many ways. First, school administrators should be informed of the contributions of servant leadership behaviors to other constructs found within an educational setting. District level training opportunities should be provided for all levels of administrators within the school district. The training should be facilitated and given by presenters who understand servant leadership and how it can be applied to the education organization. Principals within the district should collaborate on strategies that promote the ideals of servant leadership at their respective schools. Supervisors and managers at the district level should seek candidates for administrative positions who exhibit characteristics of servant leadership.

At the local school level, principals should model servant leadership for their teachers and students. This could be accomplished by taking a genuine interest in the personal lives of the teachers and students. Teachers and students appreciate a principal who is highly visible within the building during the day and also in attendance of the many extra-curricular which occur after school. Servant leader principals do not spend their day isolated in their office working with little contact with others within the building. It is necessary to establish positive socially reciprocal relationships with other by personal contact.

Greenleaf (1970) believes that a servant leader listens to others. Not simply listening but “hearing” what is not being said. This could be put into practice by implementing an “open door” policy for teachers, staff members, and students within the school. Servant leader principals will listen to the concerns and recommendations of others. True concern for the

emotional as well as the professional well-being of teachers and students promotes trust relationships which affect other constructs within the school such as OCB and climate.

Leadership teams within schools is an effective model for a shared decision making process. The concept of a leadership team incorporates many characteristics found within servant leadership such as empowerment, stewardship, and courage (Dierendonck & Nuijten, 2011). Within the leadership team the stakeholders and the principal collaborate to find solutions to meet the needs of the institution. In developing solutions a servant leadership principal will maintain the integrity of the school as well as courageously taking the risk for change. This sharing of power by the principal would promote collegial leadership within the school environment and the leader should have “skin in the game.”

Finally, a servant leader principal should celebrate successes of those who follow. This may include personal or professional success stories and may be viewed in two categories; faculty and student. Faculty birthdays, an impending marriage, or the birth of a child are examples of personal success which should be recognized and celebrated by servant leadership. Teachers professional success would include; attainment of a higher degree or recognition of professional accomplishments at the local, state, or national level. Students should also be recognized for their academic achievements along with their extra-curricular accomplishments. One goal of a servant leader principal would be to have student success recognized within the individual classroom setting.

Implications for Further Research

This section proposes several areas of further research as related to servant leadership of the principal and other constructs found within an educational setting. These include enabling school structure, collective efficacy, and principal support.

An enabling school structure has been described as a “hierarchy that helps rather than hinders” (Hoy & Miskell, 2008, p. 110). The structure of the organization is determined by two dimensions: centralization and formalization. Centralization of authority determines the amount of employee input into the decision making process (Hoy & Sweetland, 2001). Many studies argue that a servant leader empowers their followers (Laub, 1998; Page & Wong, 2000; Russell & Stone, 2002; Linden et al., 2008; Van Dierendonck & Van Nuijten, 2011). A principal who subscribes to the tenants of servant would advocate shared decision making with organization which would result in an enabling centralization structure. Formalization refers to written policies, practices, and procedures within an organization and necessary to maintain the institution. Greenleaf (1970) believed that it was the leader’s responsibility to “hold institutions in trust for the larger society.” A servant leader principal would maintain the integrity of the institution while giving consideration to policies and rules which would foster both personal and professional development of the teachers. Thus, one would expect to find that as servant leadership increased, enabling school structures increased.

Collective teacher efficacy may be defined as “the perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students” (Goddard, Hoy, & Hoy, 2000). This collective perception is the result of the individual “teacher’s belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular contest” (Tschannen-Moran, Hoy, & Hoy, 1998). The construct of collective efficacy contains four factors that are critical in developing collective teacher efficacy (Bandura, 1986, 1997). One of these factors, social persuasion, is achieved through professional development opportunities and feedback about achievement. Bandura (1986) also argued that the degree of group cohesiveness affects the ability of social persuasion

to influence collective efficacy. Servant leadership includes developing the professional abilities of the followers as well as building a sense of community within the organization (Greenleaf, 1970; Polleys, 2002; Conger, 2008; Black 2010). It can be argued that principals who display servant leadership behaviors may be effective in building group cohesiveness as well as foster collective efficacy within the faculty of the school and thus, the greater the degree of servant leadership, the greater the degree of collective efficacy.

Principal support is the attention given by the principal to fulfill the needs of the faculty. House (1981) identified four categories of supportive behaviors; emotional support; appraisal support; instrumental support; and informational support. The characteristics of a servant leader lend themselves to promote the emotional support need by teachers. The constructs of servant leadership and principal support share common relationships within the school setting, specifically with collegial leadership, job satisfaction, and employee retention. One would expect, therefore, to find that as servant leadership behaviors increase, the teachers perceive a more supportive principal.

Summary

Throughout the years scholars have pursued leadership styles that promote an effective educational experience with the public education community. Both prior research and this study have found that servant leadership may promote and enhance other constructs found within the school setting. The limited research of servant leadership in education present many opportunities for future investigations into the numerous constructs found in a public education setting. It may be argued that those who choose to enter the teaching arena do so out of a desire to serve the future generations of our society. Following the blueprint provided by Robert Greenleaf (1977), school leaders of today and tomorrow may truly serve others.

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APPENDIX A

RANDOM RESEARCH SAMPLE OF 70 ALABAMA PUBLIC HIGH SCHOOLS

1	Albertville High Schools	36	Madison County High School
2	Andalusia High School	37	Montevallo High School
3	Auburn High School	38	Mortimer Jordan High School
4	Boaz High School	39	Mountain Brook High School
5	Bob Jones High School	40	Munford High School
6	Brindlee Mountain High School	41	Muscle Shoals High School
7	Brookwood High School	42	North Jackson High School
8	Carroll High School	43	North Sand Mountain High School
9	Central High School - Tuscaloosa	44	Northridge High School
10	Cherokee County High	45	Oxford High School
11	Chilton County High School	46	Paul W. Bryant High School
12	Cullman High School	47	Pelham High School
13	Decatur High School	48	Piedmont High School
14	Dora High School	49	Pinson Valley High School
15	Douglas High School	50	Prattville High School
16	Elmore County High School	51	Rehobeth High School
17	Enterprise High School	52	Russell County High School
18	Fairhope High School	53	Russellville High School
19	Fayette County High School	54	Saint Clair County High School
20	Foley High School	55	Scottsboro High School
21	Gadsden City High School	56	Section High School
22	Geneva High School	57	Shades Valley High School
23	G. W. Carver High School	58	Shelby County High School
24	Greene County High School	59	Smith Station High School
25	Guntersville High School	60	Spain Park High School
26	Hale County High	61	SR Butler High School
27	Hartsell High School	62	Sylacauga High School
28	Hokes Bluff High School	63	Talledega High School
29	Holly Pond High School	64	Thompson High School
30	Hoover High School	65	Tuscaloosa County High School
31	Jemison High School	66	Vestavia High School
32	John L. Leflore High School	67	Walker High School
33	Lafayette High School	68	West Blockton High School
34	Leeds High School	69	Winfield High School
35	Lincoln High School	70	WS Neal High School

APPENDIX B

LETTER TO SUPERINTENDENTS REQUESTING PERMISSION TO CONDUCT STUDY

November 8, 2012

(Sample school name and address)

Dear (Superintendents Name):

My name is David Dixon. I am a doctoral student at the University of Alabama. My faculty advisor is Dr. C.J. Tarter. Having completed all requirements for the doctoral course work in Educational Administration at the University of Alabama, I am in the dissertation stage and seeking assistance from Alabama public high schools to complete my research.

My research focus will be in the area of organizational theory as it relates to schools and is entitled *Relationships among Servant Leadership, Organizational Citizenship Behavior, and School Climate in Alabama High Schools*. It will specifically examine the level of servant leadership behavior and organizational citizenship behavior in schools, and how they are related to school climate. Briefly, servant leadership behaviors refer to the leadership of the principal in which the principal “serves” the needs of his followers. Organizational citizenship behavior is related to the degree to which staff members go beyond their formal job descriptions in order to ensure the success of their co-workers, students and the organization as a whole. School climate refers to the collective perceptions of teachers in regards to their daily work environment.

The research is to be completed in the spring of 2013. It will involve staff members in high schools completing one of three different surveys. The surveys contain less than 57 items. The study also involves the principal of the school completing one survey. This survey contains less than 31 items. Copies of the survey instruments for this study are enclosed. The surveys would need to be completed in a regularly scheduled faculty meeting. The process should take approximately 15 minutes.

Participation would be strictly voluntary, and results specific to individuals or specific schools would be confidential and not released to anyone except you. However results of the overall study will be furnished to you or your school superintendent upon request.

Random selection was used to identify a research sample of 60 Alabama public high schools with grade configurations of 9-12 or 10-12. The school(s) selected from your school district include: (School name)

I respectfully request permission to contact the school principal at the aforementioned high school(s) about surveying their staff members for this research effort. Each individual school

principal may accept or decline the opportunity for teachers at their school to participate. The principal will be requested to complete and return a consent form.

I hope you will grant me permission to contact principals of the sample schools in your district about participating in this study. Thank you in advance for returning the attached consent form to me in the enclosed stamped, self-addressed envelope as soon as is convenient for you, but hopefully within the next week.

If you have questions about this study, please feel free to call or email me (205-266-3496; DLDixon1@crimson.ua.edu). I am indeed appreciative of your assistance. I look forward to hearing from you.

Sincerely,

David L. Dixon

Enclosures: District Permission Form
IRB Letter of Approval
Sample surveys

APPENDIX C

LETTER TO PRINCIPALS REQUESTING PERMISSION TO CONDUCT STUDY

December 1, 2013

(School Address)

Dear (Principal's Name):

My name is David Dixon. I am a doctoral student at the University of Alabama. My faculty advisor is Dr. C.J Tarter. Having completed all requirements for the doctoral course work in Educational Administration at the University of Alabama, I am in the dissertation stage and seeking assistance from Alabama public high schools to complete my research.

My research focus will be in the area of organizational theory as it relates to schools and is entitled *Relationships among Servant Leadership, Organizational Citizenship Behavior, and School Climate in Alabama High Schools*. It will specifically examine the level of servant leadership behavior and organizational citizenship behavior in schools, and how they are related to school climate. Briefly, servant leadership behaviors refer to the leadership of the principal in which the principal "serves" the needs of his followers. Organizational citizenship behavior is related to the degree to which staff members go beyond their formal job descriptions in order to ensure the success of their co-workers, students and the organization as a whole. School climate refers to the collective perceptions of teachers in regards to their daily work environment.

The research is to be completed in the spring of 2013. It will involve staff members in high schools completing one of three different surveys. These surveys each contain less than 57 items. The study involves the principal of the school completing one survey. This survey contains 30 items. Copies of the survey instruments for this study are enclosed. The surveys would need to be completed in a regularly scheduled faculty meeting. The process should take approximately 15 minutes.

Participation would be strictly voluntary, and results specific to individuals or specific schools would be confidential and not released to anyone. However results of the overall study will be furnished to you or your school superintendent upon request.

Random selection was used to identify a research sample of 80 Alabama public high schools with grade configurations of 9-12 or 10-12. Your high school was one of the schools selected.

Your school superintendent has given me permission to contact you about the possibility of your school participating in this study. I am respectfully asking your assistance in helping me complete this research. You may accept or decline the opportunity; however, your school's input

is vital to the success of this research project. Please kindly complete and return the attached consent form to me in the enclosed stamped, self-addressed envelope as soon as is convenient for you, but hopefully within the next week. If you elect to participate, I will mail you a packet of instructions, appropriate surveys, and a stamped, self-addressed return envelope.

I hope you will grant me permission to include your school in this survey. Thank you in advance for returning the attached consent form to me in the enclosed stamped, self-addressed envelope as soon as is convenient for you, but hopefully within the next week.

Again, I hope you will be so kind to participate in this study. If you have questions about this study, please feel free to call or email me (205-266-3496; DLDixon1@crimson.ua.edu). I am indeed appreciative of your assistance. I look forward to hearing from you.

Sincerely,

David L. Dixon

Enclosures: District Permission Form
IRB Letter of Approval
Sample surveys

APPENDIX D

LETTER TO PARTICIPATING PRINCIPALS

January 10, 2013

(School Address)

Dear (Principal's Name):

Thank you for allowing me to survey your staff for this research project. I greatly appreciate your assistance.

Please remember, all participation is strictly voluntary. Participants are guaranteed complete confidentiality and anonymity. Survey results will only be used to test the hypotheses of this study. Only aggregate data for the school will be used, and no attempt will be made to link responses to a specific teacher or group of teachers in a particular school. Individual school data will NOT be released to anyone, except to those administrators who requested their school's results. Also, the school data will NOT be identifiable in the research report.

I have enclosed in this packet the following items: (1) instructions for administering the survey; (2) survey instruments collated in a manner to distribute each staff member only one of the two surveys; and (3) a self-addressed, stamped return envelope.

The surveys should be completed in a regularly scheduled faculty meeting, as soon as is convenient to you and your staff. Please designate the library media specialist in your school to act as the survey administrator. The survey process for this study should take approximately 15 minutes. For validity and reliability reasons, it is important to follow the directions provided.

Again, I am deeply appreciative of your willingness to assist me in this research effort. If you have any questions or concerns, please don't hesitate to contact me.

Sincerely,

David L. Dixon

Enclosures: Instructions for Administering the Surveys
Surveys
Postage Paid Return Envelope

APPENDIX E

SURVEY A (includes OCI)

Survey A

Thank you for taking the time to complete this survey. Your returned, completed survey will indicate your understanding of your participation in this study, recognizing that: (1) your participation is strictly voluntary; (2) you may choose to respond to all, any, or none of the survey items; and your responses will remain strictly confidential and anonymous.

Demographic Data:

1. What is your total number of years teaching? _____
2. What is the total number of years you have taught in this school? _____
3. What is your gender? (Check) Male Female
4. Please check your ethnicity.
 Black/African American Asian Hispanic Native American
 White Other
5. Check Highest Degree: B.S. M.S. Ed.S/AA Ed.D/Ph.D

Survey Directions:

Indicate the extent to which you disagree or agree with the following statements about your school by circling the appropriate number for each item:

Organizational Climate Inventory Scale (OCI-Scale)

	strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
1. The principal explores all sides of topics and admits that other opinions exist.	1	2	3	4	5	6
2. A few vocal parents can change school policy.	1	2	3	4	5	6
3. The principal treats all faculty members as his or her equal.	1	2	3	4	5	6
4. The learning environment is orderly and serious.	1	2	3	4	5	6
5. The principal is friendly and approachable.	1	2	3	4	5	6
6. Select citizens groups are influential with the board.	1	2	3	4	5	6
7. The school sets high standards for academic performance.	1	2	3	4	5	6
8. Teachers help and support each other.	1	2	3	4	5	6
9. The principal responds to pressure from the parents.	1	2	3	4	5	6
10. The principal lets faculty know what is expected of them.	1	2	3	4	5	6
11. Students respect others who get good grades.	1	2	3	4	5	6
12. Teachers feel pressure from the community.	1	2	3	4	5	6
13. The principal maintains definite standards of performance.	1	2	3	4	5	6
14. Teachers in this school believe that their students have the ability to achieve academically.	1	2	3	4	5	6
15. Students seek extra work so they can get good grades.	1	2	3	4	5	6
16. Parents exert pressure to maintain high standards.	1	2	3	4	5	6
17. Students try hard to improve on previous work.	1	2	3	4	5	6
18. Teachers accomplish their jobs with enthusiasm.	1	2	3	4	5	6
19. Academic achievement is recognized and acknowledged by the school.	1	2	3	4	5	6
20. The principal puts suggestions made by the faculty into operation.	1	2	3	4	5	6
21. Teachers respect the professional competence of their colleagues.	1	2	3	4	5	6
22. Parents press for school improvement.	1	2	3	4	5	6
23. The interactions between faculty members are cooperative.	1	2	3	4	5	6

(Turn over to complete)

- | | | | | | | | |
|-----|--|---|---|---|---|---|---|
| 24. | Students in this school can achieve the goals that have been set for them. | 1 | 2 | 3 | 4 | 5 | 6 |
| 25. | Teachers in this school exercise professional judgment. | 1 | 2 | 3 | 4 | 5 | 6 |
| 26. | The school is vulnerable to outside pressures. | 1 | 2 | 3 | 4 | 5 | 6 |
| 27. | The principal is willing to make changes. | 1 | 2 | 3 | 4 | 5 | 6 |
| 28. | Teachers "go the extra mile" with their students. | 1 | 2 | 3 | 4 | 5 | 6 |
| 29. | Teachers provide strong social support for their colleagues. | 1 | 2 | 3 | 4 | 5 | 6 |
| 30. | Teachers are committed to their students. | 1 | 2 | 3 | 4 | 5 | 6 |

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Omnibus T-Scale (OTS)

- | | | | | | | | |
|-----|---|---|---|---|---|---|---|
| 1. | Teachers in this school trust the principal. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | Teachers in this school trust each other. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | Teachers in this school trust the students. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | The teachers in this school are suspicious of most of the principal's actions. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | Teachers in this school typically look out for each other. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | Teachers in this school trust the parents. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | The teachers in this school have faith in the integrity of the principal. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. | Teachers in this school are suspicious of each other. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. | The principal in this school typically acts in the best interest of teachers. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. | Students in this school care about each other. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. | The principal of this school does not show concern for the teachers. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. | Even in difficult situations, teachers in this school can depend on each other. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. | Teachers in this school do their jobs well. | 1 | 2 | 3 | 4 | 5 | 6 |

APPENDIX F

SURVEY B (includes SLS and OCB Scale)

Survey B

Thank you for taking the time to complete this survey. Your returned, completed survey will indicate your understanding of your participation in this study, recognizing that: (1) your participation is strictly voluntary; (2) you may choose to respond to all, any, or none of the survey items; and your responses will remain strictly confidential and anonymous.

Teacher Demographic Data:

1. What is your total number of years teaching? _____
2. What is the total number of years you have taught in this school? _____
3. What is your gender? (Check) Male Female
4. Please check your ethnicity.
 Black/African American Asian Hispanic Native American
 White Other
5. Check Highest Degree: B.S. M.S. Ed.S/AA Ed.D/Ph.D

Survey Directions:
 Indicate the extent to which you disagree or agree with the following statements about your school by circling the appropriate number for each item:

	strongly disagree	disagree	somewhat disagree	somewhat agree	agree	strongly agree
Servant Leadership Survey (SLS)						
1. My principal gives me the information I need to do my work well.	1	2	3	4	5	6
2. My principal encourages me to use my talents.	1	2	3	4	5	6
3. My principal helps me to further develop myself.	1	2	3	4	5	6
4. My principal encourages the teachers to come up with new ideas.	1	2	3	4	5	6
5. My principal keeps himself/herself in the background and gives credits to others.	1	2	3	4	5	6
6. My principal holds me responsible for the work I carry out.	1	2	3	4	5	6
7. My principal keeps criticizing people for the mistakes they have made in their work.	1	2	3	4	5	6
8. My principal takes risks when he/she is not certain of the support from his/her supervisor.	1	2	3	4	5	6
9. My principal is open about his/her own limitations and weaknesses.	1	2	3	4	5	6
10. My principal learns from criticism.	1	2	3	4	5	6
11. My principal emphasizes the importance of focusing on the good of the whole.	1	2	3	4	5	6
12. My principal gives me the authority to make decisions which make work easier for me.	1	2	3	4	5	6
13. My principal is not chasing rewards for the things he/she does for others.	1	2	3	4	5	6
14. I am held accountable for my performance by my principal.	1	2	3	4	5	6
15. My principal maintains a hard attitude towards people who have offended him/her at work.	1	2	3	4	5	6
16. My principal takes risks and does what needs to be done in his/her view.	1	2	3	4	5	6
17. My principal is often touched by the things he/she sees happening around him/her.	1	2	3	4	5	6
18. My principal tries to learn from the criticism he/she gets from his/her superior.	1	2	3	4	5	6
19. My principal has a long term vision.	1	2	3	4	5	6

(Turn over to complete)

20.	My principal enables me to solve my problems myself instead of just telling me what to do.	1	2	3	4	5	6
21.	My principal appears to enjoy his/her colleagues success more than his/her own.	1	2	3	4	5	6
22.	My principal holds me and my colleagues responsible for the way we handle a job.	1	2	3	4	5	6
23.	My principal finds it difficult to forget things that went wrong in the past.	1	2	3	4	5	6
24.	My principal is prepared to express his/her feelings even if this has undesirable consequences.	1	2	3	4	5	6
25.	My principal admits his/her mistakes to his/her superior.	1	2	3	4	5	6
26.	My principal emphasizes the societal responsibility of our work.	1	2	3	4	5	6
27.	My principal offers me abundant opportunities to learn new skills	1	2	3	4	5	6
28.	My principal shows his/her true feelings to his/her staff.	1	2	3	4	5	6
29.	My principal learns from the different views and opinions of others.	1	2	3	4	5	6
30.	If people express criticism, my principal tries to learn from it.	1	2	3	4	5	6

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Organizational Citizenship Behavior Scale (OCB-Scale)

1.	Teachers help students on their own time.	1	2	3	4	5	6
2.	Teachers waste a lot of class time.	1	2	3	4	5	6
3.	Teachers voluntarily help new teachers.	1	2	3	4	5	6
4.	Teachers volunteer to serve on new committees.	1	2	3	4	5	6
5.	Teachers volunteer to sponsor extra-curricular activities.	1	2	3	4	5	6
6.	Teachers arrive to work and meetings on time.	1	2	3	4	5	6
7.	Teachers take the initiative to introduce themselves to substitutes and assist them.	1	2	3	4	5	6
8.	Teachers begin class promptly and use class time effectively.	1	2	3	4	5	6
9.	Teachers give colleagues advanced notice of change in schedule or routine.	1	2	3	4	5	6
10.	Teachers give an excessive amount of busy work.	1	2	3	4	5	6
11.	Teacher committees in this school work productively.	1	2	3	4	5	6
12.	Teachers make innovative suggestions to improve the overall quality of our school.	1	2	3	4	5	6

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APPENDIX G

INSTRUCTIONS FOR ADMINISTERING SURVEYS

(Script to be read to staff by survey administrator – library media specialist)

1. Statement of Research to Faculty:

“David Dixon, a doctoral student at the University of Alabama, is requesting your participation in his research study. This will involve completing an anonymous 15-minute survey. There are three versions of the survey for teachers and one for the principal. Specific information regarding this research study is provided on the form attached to your survey. After completing the survey please fold and place into the white envelope and seal.”

2. Distribute surveys:

Please distribute the surveys and white envelopes to the principal and teachers. The principal survey is the first survey in the stack. Distribute the remaining surveys to the faculty.

3. Return surveys:

After the 15-minute time period please collect completed surveys and place into the return envelope and mail to the researcher.

4. If you have any questions please contact me at:

Mail:	Phone:	Email:
David L. Dixon	205-266-3496	DLDixon1@crimson.ua.edu
217 Grande View Circle		
Maylene, AL 35114		

You may also contact Dr. John Tarter, the University of Alabama faculty chair of this research effort, at the following:

Mail:	Phone:	Email:
The University of Alabama	205-348-7827	ctarter@bamaed.ua.edu
c/o Dr. John Tarter		
P.O. Box 870302		
Tuscaloosa, AL 35487		

You may also contact Tanta Myles at The University of Alabama’s Office for Research Compliance at the following toll free number: 1-877-820-3066.

THANK YOU for your contribution to this research study.