Correlational Analysis of Servant Leadership and School Climate

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Abstract
The purpose of this mixed-method research study was to determine the extent that servant leadership was correlated with perceptions of school climate to identify whether there was a relationship between principals' and teachers' perceived practice of servant leadership and of school climate. The study employed a mixed-method approach by first administering two validated quantitative instruments: Laub's (1998) Organizational Leadership Assessment (OLA) measured the perceived servant leadership in the schools and Hoy, Tarter, & Kottkamp's (1991) Organizational Climate Description Questionnaire-Revised (OCDQ-RE) measured the school's climate. These instruments were administered to a randomly selected sample of 231 full-time teachers and 15 principals working in a Catholic school board in Ontario. Upon completion of the quantitative data analysis, focus group interviews were conducted with 10% of the sample. The data revealed a significant positive correlation between servant leadership and school climate.

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Pearson correlations were carried out to explore whether a relationship exists between servant leadership and job satisfaction. The effects of servant leadership on teachers' job satisfaction were tested by utilizing multiple regression analysis. Results. Mean and standard deviation values of the levels that school principals perform servant leadership behaviours and teachers' job satisfaction are presented in Table 1. From Table 1, it can be seen that the mean scores of valuing teachers (mean: 3.58), developing teachers (mean: 3.55), building community (mean: 3.61), displaying authenticity (