THE RELATIONSHIP BETWEEN SERVANT LEADERSHIP AND ORGANIZATIONAL COMMITMENT

By

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Abstract

The focus of servant leadership is on the growth of the entire person. One of the characteristics of servant leadership is the commitment to the growth of individuals, as well as the building of a community. These two qualities are directly related to teachers and how they feel about their identity within an educational setting. The identity and commitment levels of teachers are reflected in the longevity of teachers who teach in private Christian schools. Teacher turnover rates in private Christian schools have been increasing year to year, due to many factors. The purpose of this mixed methods study was to examine the servant leadership qualities of administrators and to analyze how they relate to the organizational commitment levels of teachers, in a private Christian school. In doing so, this study addressed the relationship between servant leadership, teachers’ organizational commitment and turnover rates among teachers. The aim of the study was to compose a comprehensive list of administrators’ servant leadership characteristics which affect the organizational commitment levels among teachers. Data about the servant leadership qualities of administrators from the teachers’ perspective, and how those qualities related to organizational commitment levels of teachers were collected in a private Christian school in California through online surveys and personal interviews. The quantitative data for the study found a positive, moderately weak linear correlation between the servant leadership qualities of administrators and the affective commitment levels of teachers. The study also found a positive, weak linear correlation between the servant leadership qualities of administrators and the continuance and normative commitment levels of teachers. Furthermore, the data showed that the highest ranked servant leadership qualities which an administrator can possess are wisdom and
organizational stewardship. The qualitative data provided evidence which suggested that
teachers who continue to stay teaching in this private Christian school in California are
because of a higher calling, which is found in a personal relationship with Jesus Christ.
The mixed method inferences indicated that all areas of servant leadership and
organizational commitment were supported except for continuance and normative
commitment levels. The proposed solution to increase organizational commitment levels
among teachers and decrease teacher turnover is the implementation of professional
development which focuses on servant leadership, but also the implementation of the
Gallup StrengthsFinder. These two solutions could strengthen the leader-follower
relationship and decrease teacher turnover rates among teachers. Research which
includes different religious school sites could offer a different perspective on the servant
leadership qualities of administrators and how they affect the organizational commitment
levels of teachers.

Keywords: servant leadership, servant leadership qualities, organizational
commitment, private Christian schools, teachers, administration, teacher turnover,
leadership, leader-follower relationship
Dedication

This paper is dedicated to:

My mother and father who taught me that anything is possible with hard work and perseverance and that giving to others will always fill my heart with love.

My husband, Paul. Life with you is more than I could have ever hoped for. I am a better person because of you. Thank you for loving me unconditionally.

My daughter, Lincoln. You are everything I ever wanted in a daughter. You are my pride and joy.

My son, George. Life with you is so sweet. You are my heart and soul.
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CHAPTER ONE: INTRODUCTION

Introduction and Background

To create an educational environment with conditions where students are allowed to acquire knowledge and collaborate with each other requires teachers who are committed to their jobs. The teachers who are responsible for arranging tasks in the classroom need to be efficient, able to motivate, and able to create a constructive learning environment that models the organization’s mission. A teacher’s organizational commitment consists of these common factors: “the employee’s belief and acceptance of the organization’s goals and values, the employee’s willingness to exert effort on behalf of the organization, and a strong desire to keep membership in the organization” (Celep, 2000, p. 4). The effectiveness of the educational institution depends on the details under which the school operates. The administrators of the school are the level of authority for the teachers, just as the teachers are the level of authority for the students. This axiom means that the teachers’ level of commitment, commitment to themselves, and commitment to the school has a direct influence on the outcome which impacts the effectiveness of the school.

Teachers are the key factors for success in education reforms (Tsui & Cheng, 1999), and that success demands a greater commitment from teachers (Nguni, Sleegers, & Denessen, 2006). Organizationally dedicated teachers are more likely to work toward school goals, to invest more effort in their jobs, and are more willing to exert effort in creating school reform (Yousef, 2000). One of the leading factors that influence teachers’ performance and commitment levels is the leadership behaviors of the administration. Examining the association between servant leadership and organizational
commitment is important because it “contributes to increasing the awareness of principals regarding the relationship between servant leadership and teachers’ school commitment” (Cerit, 2010, p. 302). School commitment, in turn, relates directly to the servant leadership characteristics reflected in the administration. The effectiveness of the institution depends on how well particular reform efforts in education are implemented. It is crucial to understand the level of teachers’ commitment ensuring that the best possible teaching is happening inside the classroom.

Statement of the Problem

Teacher commitment is shown to be a predictor of teacher attrition, turnover, and absenteeism, but also teacher performance (Day, Elliot, & Kington, 2005). Committed people are more likely to remain with the organization, to work toward organizational goals, and to invest more effort in their job (Allen & Meyer, 1996). Schools with a higher level of organizational commitment among teachers provide students with a more in-depth educational service, promote a school climate that encourages learning, as well as includes teachers in the decision-making process (Kushman, 1992). Teachers who have a higher level of commitment will serve students more efficiently and contribute to the growth of the educational institution as a whole. Teachers reflect servant leadership, specifically as it relates to the growth of the community and putting the needs of others (students) above everything else. Servant leadership focuses on serving teachers; it acts to develop teachers, stimulates participation in decision-making, shares leadership, and suggests that active and sincere communication will positively affect school performance (Russel & Stone, 2002).
The problem, then, is that inadequate support from school administration, student discipline problems, limited faculty input into school decision making, and lower salaries are all associated with high turnover rates among teachers. Phillips (2015) noted, every year thousands of teachers are entering the classroom, and within five years, nearly half of those teachers will transfer to a new school or leave the profession. What then can be done to improve organizational commitment levels among teachers and to encourage longevity within a school site? The high rates of teacher turnover are of concern, because the rates may be an indicator of an underlying problem in how the school functions, and can be disruptive to the quality of the school community and performance (Ingersoll, 2001). The functionality of the school points toward the leadership style of the institution as well as toward the relationship between the administration and the teachers.

Servant leadership includes a moral component, a concept which could be lacking in other leadership theories (Walumbwa, Hartnell, & Oke, 2010). This moral component connects the leader and follower as it displays the servant leader’s ability to place focus on the development of others (Hale & Fields, 2007). The connection between the leader and follower supports the individual-differences perspective of leadership. The individual-differences perspective of leadership suggests that employees’ attitudes influence their perceptions of leadership behaviors (Hall & Lord, 1995). The moral component is also consistent with social exchange theory where leader behavior is concerned with follower development and involvement. The moral component is cultivated by forming personal relationships with the follower, thereby fostering a commitment to the superior (Liden, Wayne, Zhao, & Henderson, 2008). The
commitment levels of teachers to their administration should then have positive effects on the school community.

Increasing the commitment levels of teachers will establish a faculty which is committed to the organization's goals, mission statement, and purpose statement of the educational institution. Having more committed teachers will improve school climate, communication between the parties, and achievement scores of students. An administration that is composed of servant leaders can help establish these goals because they are concerned with the overall well-being of the teacher.

**Purpose of the Study**

The purpose of this mixed methods study is to examine the servant leadership qualities of administrators and to analyze how they relate to the organizational commitment levels of teachers, in a private Christian school in California. In doing so, this study addresses the relationship between servant leadership, teachers’ organizational commitment, and turnover rates among teachers.

**Research Questions and Hypotheses**

This study seeks to understand the relationship between the servant leadership qualities of administrators and teachers’ organizational commitment and how they relate to positive school outcomes such as student achievement, school climate, and teacher/administration communication. The following research question guided the quantitative portion of this study:

*Research Question #1:* What servant leadership qualities found in administrators can increase organizational commitment in teachers?

The following research question guided the qualitative portion of this study:
Research Question #2: What are teachers’ perceptions of servant leadership qualities in administrators?

The following research question guided the mixed methods portion of this study:

Research Question #3: How do the quantitative and qualitative results of servant leadership and organizational commitment compare?

Aim of the Study

The focus of this study was to compose a comprehensive list of administrators’ servant leadership characteristics which were associated with the organizational commitment levels among teachers in a private Christian school in California.

Methodology Overview

The research approach selected for this study was a mixed method convergent design. The mixed method convergent design was chosen to provide a more in-depth and well-rounded response to what the relationship is between servant leadership and organizational commitment. Qualitative research provided methods for examining social research data without converting the data to a numerical format. Qualitative research is an “approach which explores and understands the meaning of how individuals or groups contribute to a social problem” (Creswell, 2014, p. 4). The qualitative data collection consisted primarily of interviews which were designed to ascertain the first-hand experiences of teachers. Gathering detailed information about how and why teachers feel a certain way gave answers about what can be done to improve the commitment levels of teachers. The sample consisted of 27 junior high and elementary school teachers from a private Christian school in California.
The quantitative data collection instrument which was selected to measure servant leadership was the Servant Leadership Questionnaire (SLQ) of Followers developed by Barbuto and Wheeler (2006). This instrument consisted of 23 questions subdivided into categories: altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. The questions were answered with five responses: never, rarely, sometimes, often, or always. The measure developed was used for pre-and post-testing of servant leadership characteristics in leadership development (Barbuto & Wheeler, 2006). The data collection instrument was used to gather data from teachers about the particular qualities of administrators which mirror servant leadership.

The quantitative data collection instrument which was selected to measure organizational commitment was the Three-Component Model (TCM) Employee Commitment Survey (Meyer & Allen, 1991). The tool measured three forms of employee commitment to an organization; affective commitment, normative commitment, and continuance commitment. The survey included three validated scales; the Affective Commitment Scale (ACS), the Normative Commitment Scale (NCS), and the Continuance Commitment Scale (CCS). Each scale is scored separately and can be used to identify the commitment of the organization (school) (Meyer & Allen, 2004). The data collection instrument gathered data from the teachers on the levels of organizational commitment found within the school. The data showed with which category teachers most identified with and produced an accurate profile of commitment within the Christian school in California.

The qualitative data were collected through semi-structured interviews lasting 45 to 60 minutes. The semi-structured interview focused on ten interview questions. The
questions were open-ended, which allowed the participants to respond purposefully and naturally. An interview protocol was used as a guide for the interview questions. The interviews were audio recorded to ensure that correct information was included in the coding process. Finally, the qualitative and quantitative data results were merged for the mixed methods analysis to compare results. The mixed methods analysis established a clear understanding of the relationship between servant leadership and organizational commitment in a private Christian school in California.

Definition of Relevant Terms

Listed below are the terms which were included in the present study.

**Servant Leadership**: a leader who is “servant-first” (Greenleaf, 2002, p. 27). A leader who demonstrates this leadership style is focused on bringing out the best in his/her followers. Leaders use one-on-one communication to understand the abilities, needs, desires, goals, and potentials of their followers. This person is sharply different from the one who chooses to lead first, perhaps because of the need for superior power or the drive to acquire material possessions.

**Servant Leadership Qualities**: the term applied by Spears (1998) who described the ten attributes of a servant leader which include; listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to groups of people, and community building.

**Organizational Commitment**: the level of commitment a staff member has to an organization (Meyer & Allen, 2004). The TCM Employee Commitment Survey measures affective commitment, normative commitment, and continuance commitment. A person with affective commitment is defined as one who has a strong, emotional
attachment to the organization. A person with a normative commitment is defined as one who feels obligated to stay with the organization. A person with continuance commitment is defined by what he/she is going to receive for the work that he/she performed.

*Organization:* a social unit of individuals who meet a set of collective goals. It is a management structure that facilitates relationships between team members and assigns roles, responsibilities, and authority to carry out different tasks. Organizations are open systems they affect and are affected by their environment (Business Dictionary, 2016).

*School Outcomes:* (1) the desired learning objectives or standards that schools and teachers want students to achieve, or (2) the educational and life effects that result from students being educated. Student outcomes, the designated goals of a class, program, or learning experience, are the results that students either achieve or fail to achieve during their educational journey (The Glossary of Education Reform, 2014).

*Retention:* staying in the same school from one year to the next. *Average retention* rate refers to the average percentage of teachers or administrators who remained in the same school from year to year.

*Turnover:* the rate at which teachers whose primary function is classroom teaching leave the district or change from their classroom teaching to another position in another school district. This rate is determined by comparing the classroom teachers reported in the current year with those reported in the past years (Colorado Department of Education, 1999-2016).

*Administration:* the superintendents, principals, vice principals, or assistant principals at a school site.
Delimitations and Limitations

The delimitations for this study include the location and type of school in which this study was done. The study will not have the same outcomes as or apply to every private Christian school. The results of the surveys and interviews may vary depending on the type of religious denomination. The results could also be different depending on the length of time the administration has been employed at the school.

The limitations of the study include the sample of teachers who were interviewed. The sample included the school’s full-time teaching faculty. The sample was not probabilistic. The timing of the study could also be a limitation; meaning conditions may exist that cause a teacher to answer a question in a certain way. The time of year at a school can affect how teachers respond to individual situations. For example, the months of April-June are particularly intense for teachers because this is usually when state testing is scheduled, end of the year report cards are due, student files need to be updated, field trips are scheduled, and graduation preparations are underway. The time period could influence the data that were collected. When conducting merging integration in a convergent mixed method study, the exact same participants are compared. However, in this study, the qualitative sample was a subset of the larger quantitative sample. They are comparable but not identical.

I have worked at the school site for five years. I have children who attend the school, and I also attended the school K-8th grade. I have personal feelings about the school as a faculty member, but also as a parent and alumni. I am aware of my bias in the presentation of this study to my administration as well as to the teachers who participated in this study. To reduce bias, member checking was incorporated into the qualitative data
collection. An interview protocol was used to ensure consistency throughout the interview process. The interviews were recorded and transcribed verbatim to ensure the material was entered into MAXQDA qualitative software accurately. It was important to get an accurate answer from the teachers about how they viewed the administration with regards to servant leadership and where they landed on the organizational commitment scale.

**Leader’s Role and Responsibility in Relation to the Problem**

The servant leadership model is well suited to provide employees with the empowerment and job characteristics that are related to both leader and follower satisfaction (Melchar & Bosco, 2010). Educational leadership is viewed as possibly the most important catalyst of an active learning environment (Kelley, 2005). Principals must be ready to handle the complex and rapidly changing environment caused by the implementation of new school reforms, as well as the pressure to increase student achievement, to develop a positive school environment, and to maintain effective communication. School leaders must be able to anticipate the needs of teachers, empower them to share ideas, and encourage them to create an effective school environment (Kelley, 2005).

The role of servant leadership, transformational leadership, and transactional leadership incorporates all leadership styles which could have an association with this study. Each leadership style is present in the educational institution. Transformational leadership has been linked to “higher levels of collective teacher efficacy, greater teacher commitment to school mission, school community, and school-community partnerships, as well as higher student achievement” (Ross & Gray, 2006, p. 798). Transactional
leadership is consistent with keeping the status quo within an organization, whereas transformational leadership is used to generate significant levels of change (Nguni, Sleegers, & Denessen, 2006). A recent study by Cerit (2010) found that teachers’ school commitment is positively associated with servant leadership.

**Significance of the Study**

The current dissertation in practice adds to the scholarly literature as it seeks to examine the association between the servant leadership qualities of administrators and teachers’ organizational commitment levels. Further, the study seeks to understand how this relationship can lead to a decrease in teacher turnover and an increase in school performance. The levels of organizational commitment among teachers may help to achieve long-term educational goals as well as to encourage teachers to work beyond their potential. Understanding the relationship between servant leadership and organizational commitment could potentially contribute to the impact that servant leadership has on a school site. These findings could be used to help decrease turnover rates of teachers as well as to increase school climate, communications levels, and students’ achievement scores. Having an increase in commitment levels can also have an impact on how teachers address curriculum, which may then be connected to student achievement. The qualitative research will add individual, real-life experience to the data collection providing an inside look into the lives of a small group of specific teachers.

The majority of research on servant leadership consists of “developing a theoretical framework and establishing measurement tools with the intention that future scholars can apply these tools to explore servant leadership in practice as a tenable theory” (Parris & Peachey, 2013, p. 378).
This study will help to improve practice by looking at the relationship between leadership, school climate, school achievement, and communication in a private Christian school. Small private schools experience a loss of almost one-quarter of their faculty each year (Scheopner, 2010). This study adds to the knowledge of why teachers leave a school site and what can be done to encourage them to stay. The study is important for principals to gain a better understanding of how their followers (teachers) perceive them to improve their leadership skills. By understanding the servant leadership qualities which foster commitment levels in teachers, principals may be able to create a school environment which projects caring for the entire person, whether it is teacher or student.

This study may improve policy by focusing on the main characteristics of servant leadership that encourage organizational commitment levels among teachers. Administrators may ascertain which leadership characteristics may potentially help to foster high levels of commitment in order to build better relationships between principals and teachers. Teachers who are more committed to the values of an organization are more likely to implement the instructional practices which are recommended by administration/policymakers. Such commitment contributes to higher student achievement if school goals are focused on academic achievement (Koh, Steers, & Terborg, 1995). School administrators or school boards may use the results of this study to encourage organizational commitment as well as to influence policy for how the structure of a school is governed. This study will highlight particular characteristics which may be identified as catalysts to increase commitment levels among teachers.
Summary

Teachers are leaving the teaching profession at an alarming rate. Approximately 9.3% do not make it through the first year (Weiss & Weiss, 1999) and by the end of 5 years, 50% of beginning teachers will have left (Ingersoll, 2001). With these statistics, it is important to understand the relationship between the servant leadership qualities of administrators and how these qualities are associated with the organizational commitment levels of teachers.

By conducting quantitative research among the 27 teachers at Stockdale Christian school, the primary characteristics which directly affect the teachers’ commitment levels will be identified. Commitment levels are important to study as they are directly related to the growth of the educational institution as a whole. The focus was to understand how teacher commitment levels relate to positive school outcomes such as student achievement, school climate, and communication levels.

The two assessment tools which have been chosen for the quantitative inquiry were the Servant Leadership Questionnaire (SLQ) developed by Barbuto and Wheeler (2006) and the Three-Component Model (TCM) Employee Commitment Survey designed by Meyer and Allen (1991). The qualitative inquiry consisted of 7 interview questions which were developed from the current literature which reflects servant leadership and organizational commitment. The qualitative interviews consisted of seven interviews.

The purpose of this study was to better understand the relationship between the servant leadership qualities of administrators and how the qualities are associated with the organizational commitment levels of teachers. It is my hope that with this research a
A clear path can be created to help foster servant leadership, increase student achievement, and communication in private Christian schools.
CHAPTER TWO: LITERATURE REVIEW

Introduction

The following literature review will first present findings of teacher retention and attrition rates, followed by a review of four kinds of leadership: instructional, educational, servant, and transformational leadership. Lastly, the literature review will provide an analysis of organizational commitment and the different levels an individual can experience in the teaching profession. Research by Day, Elliot, and Kington (2005) regarding teacher identity stated “the relationship between teachers’ motivation, efficiency, job satisfaction, and commitment, as well as between commitment and the quality of their work has not been the subject of extensive research” (p. 563). Greenleaf (1977) suggested that servant leadership produces organizational success because it builds a trusting, supportive, community that encourages creativity. Servant leadership creates a community of trust, which is the basis on which organizational success is achieved (Reinke, 2004).

Organizational success is dependent on variables such as organizational commitment, professional commitment, and organizational citizenship behaviors. The changes, demands, and reforms which have taken place in the educational institutions have left teachers with a loss of identity. Commitment is the term associated with caring and dedicated teachers, as opposed to those who put their interests first (Nias, 2010). The servant leader can initiate a cycle, which by modeling servant leadership behaviors can be mirrored by co-workers helping to establish a sense of community, growth, and commitment. The question then is, do the servant leadership qualities of administrators produce higher levels of organizational commitment in teachers?
Literature about Teacher Attrition and Retention

The Alliance for Excellent Education (2014) reported alarming attrition rates: roughly half a million U.S. teachers either move or leave the profession each year – attrition that costs the United States up to 2.2 billion dollars annually. The high attrition rates placed a “burden on the school and students, as well as impact school effectiveness. This strain disrupts program continuity and planning and also brings a financial cost to school districts in the areas of recruiting and managing teachers” (Hong, 2010, p. 1530). Data from Sutcher, Darling-Hammond, and Carver-Thomas (2016) reported that between 2009-2014, teacher education enrollments dropped from 691,000 to 451,000, a 35 % reduction of professionals on their way to the classroom. In California, for the 2016-2017 school year there were multiple subjects which reported shortages; among them were elementary education, secondary English, foreign languages in all grades, health and physical education, high school math, and special education (Strauss, 2017). Given this problem, it is important to understand why teachers are leaving and what can be done to encourage them to stay.

A teacher’s decision to leave a school is not centered around one specific event. It is a combination of individual factors such as burnout, resilience, demographic features, family characteristics, and contextual factors which include: teacher support, salary, professional development, collaboration, the nature of context, student issues, and teacher education (Clandinin, Long, Schaefer, Downey, Steevens, & Pinnegar, 2015). Olsen (2008) looked at beginning teachers’ personal and professional histories to understand the reasons they became teachers in the first place. The focus was to see if their intentions to remain teaching were influenced by their reasons for entering the
Understanding this key element is important in uncovering reasons for teachers’ decisions to stay or leave the workplace. Day, Flores, and Viana (2007) reported in a study which focused on teacher identity that there was a lack of support and guidance from school leaders and colleagues which could decrease teacher’s effort in the classroom. The lack of sufficient support clarifies why attrition and retention rate among teachers is so high.

Different types of leadership can enhance teacher recruitment and retention. Leaders can engage teachers in the decision-making process about important curricular and instructional issues as well as school policies. Involving teachers in the decision-making process creates a sense of community and allows for personal ownership.

Research suggested that leadership is a core issue which affects teachers’ level of commitment and general productivity. If teachers were committed, there would be a decline in the consequences of organizational goals (Park, 2005). Another study found that principal behaviors represented an important determinant of teacher commitment; principal behaviors could help establish supportive organizational climates (Maehr, Smith & Midgley, 1990). A study by Horng, Klasik, and Loeb (2010) focused attention on interpersonal characteristics of principal leadership. The results of their study indicated that school leaders who spend more time nurturing personal relationships had a more positive teacher satisfaction level, a better school climate, and a greater commitment from teachers. Based on this research Devos, Tuytens, and Hulpia (2014) found that a principals’ supportive leadership was positively related to teachers’ organizational commitment.
Gallup’s Talent-Based Approach

The Gallup Management Journal (Krueger & Killham, 2007) found that managers who play a significant role in the development of employee talents and strengths have higher levels of creativity and workplace engagement. The interest and support of the manager are crucial, leading to increased employee encouragement of ideas, a higher level of commitment that the employee will stay with the company, and higher productivity (Gallup, 2006). Gallup’s research suggests that “the relationship between strengths development and innovation strongly indicates that organizations that emphasize developing employee strengths may reap the benefits of increased levels of workplace innovation” (Krueger & Killham, 2007, p.4).

The Gallup Organization has researched the features of well-being that can be influenced by managers and employees. Gallup has developed techniques for promoting well-being in the workplace through the design and implementation of a strengths-based approach to business and management (Buckingham & Clifton, 2001). Gallup has designed a Web-based assessment called the StrengthsFinder to help individuals discover their talents (www.strengthsfinder.com). Thirty-four themes of talent have been identified. These are the areas where the greatest potential for strengths building exists. The tool is used as an initial assessment and is supplemented with developmental suggestions personalized for individuals. The StrengthsFinder helps individuals understand the positive features that they can draw from and contribute to their work setting (Russell, 2008). Using this tool can help to increase organizational productivity and promote overall job satisfaction (Russell, 2008).
Given the importance of leadership in schools, the following sections of the literature review define and explain the roles that leadership, instructional leadership, educational leadership, servant leadership, and transformational leadership have on school sites and how they apply to the administrators/principals in the school setting.

**Leadership Literature**

Leadership is not about the individual man or woman. It is, instead, a system that consists of three parts and works synergistically with the other two. The first part is the leader, the second is the follower, and the third is the context or contexts in which the leader and follower are situated (Kellerman, 2016). Leaders are viewed as ones who control the majority (Kellerman, 2016). Followers are categorized as subordinates who have less authority, power, and influence than their superiors; therefore, followership is a relationship between superiors and subordinates. The leader-follower relationship has been one which over the years researchers have studied in order to define. Bass (1985) reported that the need for a leader was to establish a structure for subordinates. Leadership was also considered a process which was shaped by daily interactions and not regarded as a characteristic of one person. Leaders can improve the performance of an organization by directly influencing the people who work for them.

Definitions of leadership are as different and subjective as those individuals who have studied it. Yukl (1989) cited nine different definitions of leadership; they include the idea that leadership is based on behaviors of individuals, that it is a process of influencing the activities of others while making sense out of what people are doing. Vroom and Jago (2007) defined leadership as a process of encouraging people to work together to accomplish specific tasks. Recently, Yukl (2012) described leadership as the
process of influencing others to understand and agree on how to accomplish goals within an organization. Leadership is the process of facilitating individual and team efforts to achieve a common purpose. The actions taken by the leaders will change depending on their leadership role.

The focus of this dissertation was how an administrator’s servant leadership qualities are associated with the levels of organizational commitment among teachers in a private Christian school in California. In understanding how servant leadership has made its way into school systems, it is important to look at different roles which an administrator/principal fill. The following sections of the literature review include the most common leadership styles for administrators/principals to exhibit. The leadership styles include: instructional, educational, transformational, and servant leadership.

**Instructional Leadership**

Instructional leadership models began in the early 1980s from research on how effective schools are connected to school achievement. The principal’s role during this time was to focus on teachers, while teachers were focused on students. The effectiveness of the school was then directly related to the relationship developed between a principal (administrator) and the teachers. The role of an administrator has evolved over the years to include the instructional leadership proposed by Hallinger (2003). Hallinger’s model described three dimensions of instructional leadership; defining the school’s mission, managing the educational program, and promoting a positive learning environment. The role then of a principal has evolved from being focused primarily on teachers to include a focus on the development and continued organization of schools as a whole. The movement towards greater accountability by an
administrator has increased due to research studies measuring the impact that school leadership has on the organization. New terms from literature have associated themselves with school achievements such as shared leadership, teacher leadership, distributed leadership, transformational leadership, transactional leadership, and servant leadership. According to Hallinger (2003), “the emergence of these models indicated a broader dissatisfaction with the instructional leadership model, which many believed focused too much attention on the principal as the center of expertise, power, and authority” (p.330). The focus has shifted from a principal who is the center of authority to a leader who is responsible for serving as an anchor to staff while providing guidance in times of change and challenge.

**Educational leadership**

The role of a school leader is intricate and differs from school to school (Naidoo, Muthukrishna, & Hobden, 2012). The structure of a school depends on various aspects such as the culture of the school, needs of the students, needs of the parents, educational challenges, population, and school demographics. Those in leadership roles have a tremendous responsibility to lead in a way that meets the needs of all current and future stakeholders. The following is a list of the Seven Strong Claims which Leithwood, Harris, and Hopkins (2008) proposed. These claims aspire to increase awareness of what successful school leadership in practice demonstrates.

- School leadership is second only to classroom teaching as an influence on student learning.
- Almost all successful leaders draw on the same repertoire of basic leadership practices.
How leaders apply these basic leadership practices – not the practices themselves – demonstrate responsiveness to, rather than dictation by, the contexts in which they work.

School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions.

School leadership has a greater impact on schools and students when it is widely distributed.

Some patterns of distribution are more efficient than others.

A small handful of personal traits explains the high proportion of variation in leadership effectiveness. (Leithwood, Harris, & Hopkins, 2008, p.27)

Marzano, Waters, and McNulty (2005) identified 21 responsibilities of school leaders which can lead to more effective schools. The research outlines that there may be a reference point which is research based that points to a set of responsibilities which may facilitate effective school leadership. The 21 responsibilities were:

- Affirmation: Recognizes and celebrates accomplishments and acknowledges failures.
- Change Agent: Is willing to challenge and actively challenges the status quo.
- Contingent Rewards: Recognizes and rewards individual accomplishments.
- Communication: Establishes strong lines of communication with and among teachers and students.
- Culture: Fosters shared beliefs and a sense of community and cooperation.
- Discipline: Protects teachers from issues and influences that would detract from their teaching time or focus.
• Flexibility: Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent.

• Focus: Establishes clear goals and keeps those goals in the forefront of the school’s attention.

• Ideals/Beliefs: Communicates and operates from strong ideas and beliefs about schooling.

• Input: Involves teachers in the design and implementation of important decisions and policies.

• Intellectual Stimulation: Ensures faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school’s culture.

• Involvement in Curriculum, Instruction, and Assessment: Is directly involved in the design and implementation of curriculum, instruction, and assessment practices.

• Knowledge of Curriculum, Instruction, and Assessment: Is knowledgeable about current curriculum, instruction, and assessment practices.

• Monitoring/Evaluating: Monitors the effectiveness of school practices and their impact on student learning.

• Optimizer: Inspires and initiates new and challenging innovations.

• Order: Establishes a set of standard operating procedures and routines.

• Outreach: Is an advocate and spokesperson for the school to all stakeholders.

• Relationships: Demonstrates an awareness of the personal aspects of teachers and staff.
• Resources: Provides teachers with materials and professional development necessary for the successful execution of their jobs.

• Situational Awareness: Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems.

• Visibility: Has quality contact and interactions with teachers and students.

(Marzano, Waters, & McNulty, 2005, p.42-43)

Marzano, Waters, and McNulty’s list of responsibilities mirrored the example Bass (1990) gave that leaders embody the collective will of whom they serve. The leaders must distinguish what the essential problems are, offer possible solutions for those problems, establish priorities, and launch developmental opportunities. The factors not mentioned in the list of responsibilities and claims of administrators in achieving school efficiency are the attributes of love and happiness. One of the most important tasks for educational leaders (leadership) in America is to put love back at the center of the American educational institution (Hoyle & Slater, 2001). Hoyle and Slater (2001) went on to describe how America is losing sight of the most important factor which can help educational leaders achieve the goals and standards they desire. The answer is love. The essential ingredient of love can help foster the correction of self-destructive tendencies among students as well as encourage an educational environment based on caring, compassion, and laughter among administration, teachers, and students. The job required of principals or administrators is to lay a foundation for a community that gives children experiences that will connect them with other human beings (Hoyle & Slater, 2001).
Connecting people to each other is the same responsibility found in servant leaders. Servant leaders develop and care for the individuals they serve with a heart that extends the basic factors of leadership while leading individuals towards personal growth, well-being, and compassion. This leadership focus is able to produce schools that become places of activity-centered learning which combines students and teachers into a collective group. Bass (2000) suggested that the future of servant leadership is strong and encouraging to the educational community. With the focus being on learning and growing of the follower, there are definite links between school principal leadership styles and organizational commitment. The relationship between these two factors can increase school efficiency and student achievement.

**Transformational Leadership Theory**

Transformational leaders invest in the mutual interest of the follower. Burns (1978) defined a transformational leader as one who; (1) raises the followers’ level of consciousness about the importance and value of projected outcomes; (2) gets others to reject their self-interest for the sake of the team; and (3) raises the followers’ level of need from lower level concerns to achievement and self–awareness. Transformational leadership has four primary components;

- **Idealized Influence** - considering the needs of others before their personal needs, avoiding the use of power for personal gain, showing high moral standards, and setting challenging goals for their followers.

- **Inspirational Motivation** – motivating those around them by portraying enthusiasm and optimism, involving the followers in communicating high expectations, and demonstrating a commitment to a particular goal.
• Intellectual Stimulation – stimulating followers to be innovative and creative.

• Individualized Consideration – representing the leader’s efforts to treat others like they are special and acting as a mentor to develop their followers’ potential. The leader gives empathy and encouragement, keeps communication open and challenges the follower in a respectful manner. (Balyer, 2012, p.582-583)

These four components work together to compose the major theme of transformational leadership which is the leader’s ability to encourage the follower to accomplish more than he/she planned to achieve (Krishnan, 2005). Transformational leadership is a process where a person interacts with others and establishes a connection that increases the level of motivation and morality in both leader and follower (Northhouse, 2010). This particular type of leadership occurs when leaders can broaden and elevate their employees’ interests so they can create a focus on awareness and acceptance of the purpose and mission of the group, and they can encourage their employees to look beyond their self-interest for the good of the group (Bass, 1990). An effective transformational leader requires a deep understanding of oneself. The understanding requires skills which support the leader’s personal, authentic, and spiritual growth (Norman, Avolio, & Luthans, 2010). The transformational leader can encourage change not only within the culture but also among followers. The change established by transformational leadership is best viewed as a “relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents” (Burns, 1978, p.4). A transformational culture is a place of purpose with a feeling of family, a place where commitments are long-term, and where leaders and followers share mutual interests (Bass & Avolio, 1993).
Transformational leadership behaviors have a direct and indirect effect on followers’ behaviors and organizational performance. Research states that administrator’s transformational leadership influences teachers’ commitment to change in vision building, high-performance expectations, developing consensus about group goals and intellectual stimulation, communication, support leadership and personal recognition (Balyer, 2012). The goal then within the school is to create an environment which works synergistically as a comprehensive unit rather than as a group of individuals. The accomplishment of this goal is when transformational leaders help to sharpen their followers’ skill set and challenge them to use knowledge based on their experiences. The role or expectation of the transformational leader at a school site is defined by Leithwood and Jantzi (2000) as one who builds school vision, establishes school goals, provides intellectual stimulation and individualized support. The leader not only models best practices and organizational values but also sets high academic standards, creates a productive school culture, and fosters participation in decision-making among employees. Nguni, Sleegers, and Denessen (2006) provided evidence that transformational leaders affect organizational outcomes in the following categories: organizational citizenship behaviors, organizational commitment, job satisfaction, effort, and in-role performance.

**Servant Leadership**

The servant leadership theory emphasis is on service to others and recognizes that the role of the organization is to create people who can build a better tomorrow. This focus resonates with scholars and practitioners who are responding to the growing perceptions that corporate leaders have become selfish; servant leadership is becoming a
way of leading which can help resolve the challenges of the twenty-first century (Parris & Peachey, 2013). Servant leadership is defined not simply as a management technique but as a way of life which starts with “the natural feeling that one wants to serve, to serve first” (Greenleaf, 1977, p. 7). Robert K. Greenleaf introduced the term servant leader to the world. His philosophy emphasized the importance of a leader’s motivation to serve and/or to lead as an identification of servant leadership. The key component of servant leadership which makes it different from other types of leadership styles is whether the followers of servant leaders grow as people; the leaders in return become more of a servant (Black, 2010). The leader’s focus is to make people who are served more competent to meet their needs and be better prepared to serve the organization and society in general. Greenleaf (1970) explained how individuals could assess how well they are living the life of a servant leader by proposing if those served are growing personally and professionally while becoming more autonomous.

The ten leadership traits described by Spears (1998) give an accurate model of what makes up servant leadership. The traits are: (a) listening, (b) empathy, (c) healing, (d) awareness, (e) persuasion, (f) conceptualization, (g) foresight, (h) stewardship, (i) commitment to the growth of people, and (j) building a community. Leaders who listen, communicate, and have decision-making skills which encourage others, are respected. The servant leader looks to identify the will of a group and helps clarify that will (Spears, 2004). Empathy, when servant leaders strive to understand others, is the idea that people are sensitive and accepting of the talents of others. Healing, which happens to be one of the greatest strengths of servant leadership, “is the potential for healing oneself and others” (Spears, 2004, p. 8-9). The servant leaders can recognize that they have the
opportunity to help make the world a better place through the healing process. Awareness aids in the understanding of ethics and values. The servant leader can view most situations from a more holistic perspective. With persuasion, the servant leader seeks to convince others regarding an individual issue, rather than demanding compliance. The servant leader is effective at building unity within a group. Conceptualization is the ability to look at a problem and think beyond the day-to-day realities to focus on a larger scale. Foresight allows the servant leader to understand lessons from the past, to concentrate on the realities of the present, and realize consequences of a decision for the future (Spears, 2004). For the servant leader, stewardship assumes a commitment to serving the needs of others. Stewardship focuses on using openness and persuasion rather than control as a means of getting others to agree in a group discussion. The servant leader also needs a deep commitment level to the growth of every individual within an organization. The focus is to nurture the growth of all employees. Building a community requires the servant leader to find ways which can bring communities together.

The foci for this dissertation in practice research study are the five servant leadership qualities which are mentioned in the Servant Leadership Questionnaire (Barbuto & Wheeler, 2006). They are: (a) altruistic calling - the desire to make a positive difference in someone’s life by putting the other’s interest ahead of one’s own, (b) emotional healing - leaders who create an environment which will foster spiritual growth and make employees feel safe, (c) wisdom - the ability to pick up social cues from surroundings and understand the consequences of one's actions, (d) persuasive mapping - using sound reasoning and mental framework to get others to follow, and (e)
organizational stewardship - the ability to prepare an organization to make positive contributions to society in order to leave a lasting legacy (Melchar & Bosco, 2010).

The servant leader suggests that authentic community is created among those who work in business and other institutions; it can be set up by sharing the same goals and vision of the establishment (Spears, 2004). Servant leadership is based on the idea that leadership is a relationship between individuals, rather than a management position (Reinke, 2004). One views this relationship on many different levels, but none as clearly as the relationship between administrator and teacher or teacher and student. Leaders in educational institutions need to understand human nature to be able to effectively (Cerit, 2010). This relationship is significant particularly in educational institutions, which are dependent on a common purpose, trust, commitment and cooperation (Cerit, 2010). Servant leadership can then be linked to school climate as it can increase commitment levels among teachers.

Organizational Commitment

Organizational commitment is defined as a psychological connection between the employee and his or her organization. This connection makes it less likely that the employee will leave the organization (Allen & Meyer, 1996). Organizational commitment has received substantial attention in past research due to its significant impact on work attitudes such as job satisfaction, performance, absenteeism, and turnover (Yousef, 2000). Organizational commitment is identified by three types of commitment: affective commitment, continuance commitment and normative commitment (Allen & Meyer, 1991). Employees with a sense of strong affective commitment remain with the organization because they want to. Those with a strong continuance commitment remain
because they need to while those with a strong normative commitment remain because they feel obligated (Allen & Meyer, 1991). Mowday, Steers, and Porter (1979) defined organizational commitment as having three components: a strong belief in the organization’s goals and values, a willingness to show considerable effort on behalf of the organization, and a strong intent or loyalty to remain with the organization.

The research collected by Bateman and Strasser (1984) and Vandenberg and Lance (1992) provided the argument that organizational commitment is an antecedent to job satisfaction and employees adjust their levels of job satisfaction to match the levels of organizational commitment. “Transformational leadership factors have more of an influence on organizational commitment than transactional factors” (Nguni, Sleegers, & Denessen, 2006, p.150); the research conducted resulted in an 18% variance of value with regards to commitment.

Commitment levels have taken on many different definitions over the years. This dissertation uses the organizational commitment model created by Allen and Meyer (1991). The following sections give a review of the design and precise definitions of affective, continuance and normative commitment levels as well as provide a clear description of affective, continuance and normative commitment levels.

**Affective, Continuance, and Normative Commitment**

One who is described as having affective commitment or emotional attachment is one within an organization who strongly identifies with, is involved in, and enjoys membership in the organization (Allen & Meyer, 1990). This definition parallels Mowday’s (1979) approach that defined organizational commitment as the strength of an employee’s identification with and involvement in an organization. This type of
commitment is a moral commitment: one in which the individual fully embraces the goals and values of the organization. The individual becomes emotionally involved with the organization, and he/she feels personally responsible for the organization’s level of success. The individual with affective commitment may demonstrate high levels of performance, positive work attitudes, and a desire to remain with the organization.

Continuance commitment, or calculative commitment, is when individuals base their relationship with the organization on what they are receiving in return for their effort and what would be lost if they were to leave. The individual puts forth effort in their jobs, but only when the rewards match their expectations. The employee feels motivated to commit to the organization because the cost associated with leaving is too high (Jaros, Jermier, Koehler, & Sincich, 1993). This level of organizational commitment is developed by two factors: the number of investments an individual makes and a perceived lack of alternatives. This prediction is taken from the theoretical work of Becker (1969); Farrell and Rusbult (1983). According to Becker (1969), individuals make side-bets when they take on an action that increases the costs associated with discounting another related action.

Normative organizational commitment refers to employees who have feelings of obligation which enable them to remain with the organization (Allen & Meyer, 1990). Meyer and Allen (1990) noted that normative commitment might have been developed based on the psychological relationship between employee and the organization. Normative commitment is also viewed as moral and right behavior (Wiener, 1982). The moral responsibility associated is the theme of the individuals incorporating the organization’s goals and values into their identity (Jaros et al., 1993).
Affective, continuance and normative commitment are best categorized as interchangeable components. Allen and Meyer (1990) postulate that employees can experience each of these psychological states at varying degrees and at different times. Employees might feel both a high need and a strong obligation to remain in the organization, while others might feel neither (Allen & Meyer, 1990). Recent research has defined organizational commitment as an individual’s “identification with the goals and values of the organization, a desire to belong to the organization, and a willingness to display effort on behalf of the organization” (McInerney, Ganotice Jr., King, Marsh, & Morin, 2015, p. 11). The restructuring movement of schools, which looks at establishing new strategies and reforms due to changing environments, will need to be more dependent on teachers who are committed to the school, its goals, and values. Teachers must be willing to exert more effort, beyond minimum expectation; they must show a desire to remain a part of the organization (Bogler & Somech, 2002). Rosenholtz (1990) found that teachers in different age groups are sensitive to different organizational factors. These factors can include student achievement, opportunities to be part of the decision-making process, leadership, and school climate (Kushman, 1992). The retention issue among teachers is a growing area of concern which stresses the urgency and the importance of exploring teachers’ commitment to their professions and their organization (Bogler & Somech, 2002).

**Literature about the Professional Practice Setting of a Private Christian School in Central California**

Stockdale Christian School (SCS) opened its doors to students in the fall of 1977 under the pastoral leadership of Dr. Fred Cottriel. He desired to provide children with a
quality education which included a strong Christian foundation. The school started with sixty-six students in 1977 and currently has 520 students in 2018. There are four administrators and 27 full-time teachers who work at the school, as well as teaching assistants, office personnel, daycare workers, and custodial staff. Stockdale Christian School is an extension of the ministry of First Assembly of God Church in Bakersfield, California. SCS is accredited by the Association of Christian Schools International and the Western Association of Schools and Colleges. The Association of Christian Schools International (ASCI) is one of the largest Christian School Associations in the United States. It serves over 2,000 Christian schools and thousands of students worldwide.

The mission statement of Stockdale Christian School is that SCS is a pre-school through 8th-grade Christian educational institution. The mission is to glorify God by educating boys and girls in a program of academic excellence. The goal of SCS is to lead all students to a personal commitment to Jesus Christ and a life of Christian service. The mission statement mirrors the purpose statement in that the goal is to provide a quality Christian education program on the highest spiritual, moral, and academic levels. The purpose statement also seeks to provide a child with a true perspective of his/her life and world as revealed through the Holy Scriptures. SCS believes that for the school to work effectively it must have the cooperation of the home and church. These three establishments work together to provide the child with moral strength, spiritual insight, and academic integrity which is necessary to live a life of faith which can bring honor and glory to God.

Stockdale Christian School has recently developed a position statement, which identifies the beliefs of the school. The position statement is made up of six beliefs;
• SCS believes that God has called us to raise our children in the fear and admonition of the Lord.
• SCS believes that many entertainment choices are entirely unacceptable for Christian participation.
• SCS believes that modesty in dress is a Christian virtue that is supported by scripture.
• SCS believes that young children should respect adults and each other.
• SCS believes that parents are the primary teachers, who play a significant role in Christian training of the student.
• SCS believes that each student receives the maximum benefits of a Christian education when there is a strong connection between home, school, and church.

(www.stockdalechristian.com)

The commitment of students, parents, and faculty to these beliefs is crucial for the extended growth and development of Stockdale Christian School.

Summary

This literature review has provided an overview of teachers’ attrition and retention rates, leadership role of administrators/principals, servant leadership and organizational commitment. Much of the literature suggests that there is a strong correlation between the servant leadership qualities of administrators and the levels of organizational commitment of teachers. It is also made clear that these levels of organizational commitment; affective, continuance, and normative, can change as well as have different levels of longevity among employees. There was substantial evidence to support that servant leadership is not just a leadership role, but it is a way of life. Servant
leaders build a community of followers who are devoted to a school and who are committed to the growth of every individual. This level of commitment is strongly connected to the relationship between administrators and teachers.

The following data provide detailed information from private school teachers about how the servant leadership qualities of administrators in a private Christian school in California are associated with different levels of organizational commitment within the school. The data also show how commitment levels relate to teacher retention and turnover.
CHAPTER THREE: METHODOLOGY

Introduction

The purpose of this mixed methods study was to examine the servant leadership qualities of administrators and how they related to the organizational commitment levels of teachers in a private Christian school in California. In doing so, this study addressed the relationship between servant leadership and teachers’ organizational commitment, positive school outcomes, and turnover rates among teachers. Teacher commitment, an important issue in both public and private schools, relates directly to the issues of school climate, student achievement scores, and positive school outcomes (Rosenholtz, 1985; Sun & Leithwood, 2015; Ross & Gray, 2006).

Organizational commitment refers to the level of identification and involvement that an individual has with an organization (Mowday, Steers & Porter, 1979). Commitment levels are based on an individual’s approval of organization’s goals and values, his or her motivation to exert effort in support of the organization, as well as the desire to remain a working member of the organization (Collie, Shapka, & Perry, 2011). Leadership is a predictor of organizational commitment. Research has suggested that supportive leadership plays a vital role in increasing teachers’ organizational commitment (Devos, Tuytens, & Hulpia, 2014). Increasing organizational commitment among teachers is important as it relates to teachers’ job performance, job satisfaction, and dedication to organizational goals (Harris, Leithwood, Day, Sammons, & Hopkins, 2007).
Research Question(s) and Hypotheses

This study seeks to understand the relationship between servant leadership and teachers’ organizational commitment and how it relates to positive school outcomes such as student achievement, school climate, and communication. The following research question guided the quantitative portion of this study:

*Research Question #1:* What servant leadership qualities found in administrators can increase organizational commitment in teachers?

The following research question guided the qualitative portion of this study:

*Research Question #2:* What are teachers’ perceptions of servant leadership qualities in administrators?

The following research question guided the mixed method portion of this study:

*Research Question #3:* How do the quantitative and qualitative results of servant leadership and organizational commitment compare?

Research Design

To effectively study the relationship between servant leadership and organizational commitment, this study employed a mixed methods convergent design. Combining both quantitative and qualitative methods in a single study will complement each other by providing greater depth and perspective about the results (Roberts, 2010). For the quantitative design, survey research was conducted. For the qualitative design, interviews with individual teachers were done to gather data. A convergent mixed method design was used to compare the findings of both quantitative and qualitative data. This process merges both data sets to provide a comprehensive analysis of the research
problem (Creswell, 2014). The data were collected at the same time, analyzed separately, then compared for overall results.

This type of research design was selected to ensure that comprehensive data were collected from the school site. The survey data, as well as interviews, allowed for the teachers’ real-life perspectives and experiences to be incorporated into the data.

The independent variable was the servant leadership style of administrators. Servant leadership is a leadership style dedicated to serving others. This type of leadership style was introduced by Robert Greenleaf (1970). Servant leadership is centered on the idea that by serving one is leading. The qualities which reflect servant leadership are: listening, empathy, healing, awareness, persuasion, conceptualization, foresight stewardship, commitment to the growth of people, and building a community (Spears, 1998). The dependent variable was the teachers’ organizational commitment levels, which are defined by Meyer and Allen (2004) as the level of commitment a staff member has for an organization. Meyer and Allen (2004) categorized organizational commitment into three different levels. Affective commitment refers to someone who has a strong, emotional attachment to the organization. Normative commitment refers to someone who feels obligated to stay with the organization. Continuance commitment refers to individuals who base their relationship with the organization on what they are going to receive for the work performed.

**Participants/Data Sources**

The participants of this study were teachers from a private Christian school located in California. For this study, 27 teachers were recruited to participate in the mixed methods research. These teachers make up the organization of the school. The
decline of private school teachers is between 40% to 50% of all beginning teachers who choose to leave the teaching profession within the first five years (Ingersoll, 2003). The teachers who are employed at Stockdale Christian School range from beginning teachers to teachers who have taught for 35 years. The goal was 100% participation with regard to my sample. Only full-time teachers were considered for this sample population.

Participants were asked to sign a letter of participation to participate in the servant leadership and organizational assessment survey, see Appendix A for the letter. Participants were also asked to sign a letter of participation to be included in the semi-structured interview portion of this study, see Appendix B for the letter.

Permission to access the sample was granted by the superintendent of Stockdale Christian School. The letter was presented to the school board at the January 2017 meeting. All members agreed that the study could be conducted at Stockdale Christian School. See Appendix C for the letter.

**Data Collection Tools**

The data collection tool used to collect the quantitative data is the Servant Leadership Questionnaire (SLQ), which was developed by Barbuto and Wheeler (2006), see Appendix D for the survey. A request was also made to Dr. Wheeler, see Appendix E, for the use of the servant leadership questionnaire for this research study. A response was given which supported the use of the servant leadership questionnaire for this research study, see Appendix F for the response.

This instrument consists of 23 questions which are subdivided into categories. The questions were answered by using a Likert-type scale, which consisted of the responses: *never, rarely, sometimes, often, or always*. This data collection tool was
chosen for its relevance, validity, and reliability as it relates to servant leadership. The subscales from the survey demonstrated reliabilities ranging from .82 to .92. The development of the tool started with the initial quest to develop an instrument which captured the eleven characteristics of servant leadership. A panel of 11 expert judges consisting of six leadership faculty members and five doctoral students performed an analysis of the questionnaire. A sample of 80 community leaders and 388 followers was selected to take the questionnaire. After analyzing the data, the instrument was reduced from 11 characteristics to the five that were the most relevant in capturing the true meaning of servant leadership. The five categories are altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. From these five categories, Barbuto and Wheeler (2006) developed the self-assessment for leaders and a corresponding follower-leader assessment.

The data collection tool used to measure the organizational commitment levels of teachers is the Three-Component Model (TCM) Employee Commitment Survey (Meyer & Allen, 1991), see Appendix G for the survey. A request was made to Dr. Meyer, see Appendix H, for the use of the organizational commitment survey for this research study. A response was given which supported the use of the organizational commitment survey, see Appendix I for the response. This instrument measures three forms of employee commitment to an organization: affective commitment, normative commitment, and continuance commitment. The survey includes three validated scales: the Affective Commitment Scale (ACS), the Normative Commitment Scale (NCS), and the Continuance Commitment Scale (CCS). Each section consisted of six questions which pertain to the commitment level. A response was given by using a Likert-scale of $1 = \ldots$
strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = undecided, 5 = slightly agree, 6 = agree, and 7 = strongly agree. For scoring purposes, employee responses to all the items within the scale were averaged to combine an overall score for each of the three components of commitment.

Two versions of the survey exist, the original version and a revised version. The original version consists of eight questions per commitment category, and the revised survey consists of six questions per category. I utilized the original version developed by Allen & Meyer (1990), which includes information that pertains to the employees’ commitment; the revised version focuses more on the feelings of obligation to the organization. During development of the first survey it was found that the internal consistency estimates (alpha coefficients) obtained in studies employing these scales range from .74 to .89 for the Affective Commitment Scale, .69 to .79 for the Normative Commitment Scale, and .69 to .79 for the Continuance Commitment Scale (Allen & Meyer, 1990). The only existing instrument which has similarities shared with affective commitment is the Organizational Commitment Questionnaire, which measures commitment in a manner which is similar to the new scales. The scales provide validity when testing (Meyer & Allen, 1991).

The qualitative data were collected through personal interviews. The sample for the qualitative data consisted of seven teachers, which was the point of saturation. An interview protocol was used to ensure accuracy throughout the interview. The research questions mentioned in section one guided the questions which were selected for the interview protocol. There were 8 questions (see Appendix J) which made up the interview. The questions focused on how administrators can influence teacher
commitment, as well as the role the administrator plays in how a teacher feels about his/her job. The questions were open-ended which allowed for free responses and the chance for further questions. The interviews lasted from 45 minutes to an hour. The goal was to prepare a graphic organizer with the servant leadership qualities on one side and the teacher responses on the other. The graphic organizer showed how the servant leadership qualities of the administration are reflected in the responses of the teachers. The strength of the interview questions, as well as the accuracy on how they related to the research, was linked to previous research and studies.

**Data Collection Procedures**

The quantitative surveys were sent to the sample through the web-based tool Qualtrics Survey Software. As an employee, I had access to the school database, so accessing the emails was allowed. Written permission was obtained from the school superintendent to use school emails for this research project. The surveys were sent out on a Monday and asked to be returned the following Monday. A reminder email was sent out on Thursday for those who had not responded. Again, confidentiality of these surveys was ensured with no mention of teachers’ names.

The qualitative data were collected through semi-structured individual interviews. Each teacher was contacted before the interview, with a schedule which displayed specific days and times. The teachers were allowed to choose the day and time that best fit their schedule. The interviews were audio recorded. An interview protocol was followed to ensure a consistent approach.

There were no legal or budgetary issues that impacted this study. The teachers contracted hours at the school site are from 8:00 a.m. till 3:30 p.m. Faculty members
usually stay past that time to work in their classrooms and prepare for the next school day. Participating in this study may have taken time away from the teacher that he/she wished to spend on other things, thus leading to a loss of time and money. Because the school does not pay teachers overtime, participation in this was on a voluntary basis.

**Data Analysis Plan**

For the quantitative study of this research project, IBM Statistical Package for the Social Sciences was used to organize and analyze the data. The information presented shows the similarities between servant leadership and organizational commitment. The statistical tests which were run to show this data were the One-Way ANOVA, the Chi-Square or Pearson’s Chi-Square Test, and a Normal Distribution Test. A Normal Distribution Test was used to compare the scores in the sample to see if they were normally distributed. The One-Way ANOVA is a test which is used to determine whether there are any statistically significant differences between the means of two or more independent groups. The Chi-Square test for independence (Pearson’s Chi-Square) was used to discover if there was a relationship between the two variables: servant leadership and organizational commitment. A statistical significance level of \( p > .05 \) was used for all tests. The research questions which guided the quantitative statistical test was:

*Research Question #1:* What servant leadership qualities found in administrators can increase organizational commitment in teachers?

The research question which guided the qualitative portion of this study was:

*Research Question #2:* What are teachers’ perceptions of servant leadership qualities in administrators?
For the qualitative study of this research project, the data were coded by hand and analyze. The analysis of the data collection process started after the first interview was finished. A thorough thematic text analysis was used to look for emerging themes. Open coding was used to find direct concepts and categories within the qualitative research. In order to check the validity of the qualitative findings, two primary strategies were used: triangulation and member checking. The themes came from the research and literature of multiple sources. The process is known as Triangulation, a systematic process of sorting through data to find common themes and avoid overlapping of areas (Creswell & Miller, 2010). Member Checking, which takes a summary of the findings back to the participants to check for accuracy, was also used to ensure correct information was gathered during the interview process. The research questions which guided the mixed method portion of this study was:

Research Question #3: How do the qualitative and quantitative results of servant leadership and organizational commitment compare?

As previously stated, this study used a convergent design to explain the quantitative and qualitative data results. Integration was used to describe the data analysis portion of this study. This was represented by first explaining that quantitative results followed by the qualitative results and how these two areas compared with each other. The comparison showed at what point both data sets align. A side-by-side joint display table was used to present the findings and show how the qualitative and quantitative results either converged or diverged (Creswell, 2015).
Ethical Considerations

In addition to the approval from the organization’s church and school boards, approval was also given by the superintendent of Stockdale Christian School as well as from Creighton University’s Institutional Review Board. IRB approval was also given as I was conducting qualitative and quantitative research where private information through interaction (personal interviews and surveys) with my sample population was collected.

My research fell into two categories. The first one was the investigation which took place in the educational settings. The investigation included the research that was conducted in an educational setting and involved normal educational practices ("IRB," 2015). The second category included surveys/interviews, standard educational tests, observations of public behavior. This type of research involved the use of educational tests, surveys, interviews, and observations of public behavior ("IRB," 2015).

The ethical issues presented here are in the area of gathering data. Participants could be concerned with keeping the information confidential. It was also important for the teachers to understand that participation in this study would have no consequence to them should they decline; it was entirely voluntary. The principles of research ethics state that the core of the research should be to do good and not to harm (Miller, Birch, Mauthner, & Jessop, 2012). My responsibility as a researcher was to obtain informed consent from potential research participants, minimize the risk of harm, protect confidentiality, avoid using deceptive practices, and give participants the right to withdraw from my research. Participants were given the bill of rights for research participants before the data collection began. See Appendix K for the bill of rights of participants.
The individuals in my study could have been harmed by psychological distress or discomfort by the invasion of their privacy on certain issues with regards to the administration at the school site. The following measures were taken to protect the participants against harm, and to increase the benefits, a briefing was put together, so the participants understood the extent of the research and the reason behind it. It was important to explain to the participants why I chose this topic and why I felt it was essential for the betterment of the private Christian school. Confidentiality was ensured to all participants. No names were listed anywhere in the interview material. Participants were given a code name, and only I knew what answers went with which individual. The information was kept on my home computer, was password protected, and was never brought to the school site. Obtaining written consent forms from the individuals also reduced the risk of harm as they were given detailed information about the nature of the research.

The results of the study will be shared with the church and school boards which govern this school as well as with the current administration. The results were also written in the complete dissertation in practice. Permission will be needed to share results with the entire organization.

**Summary**

This chapter presents a review of the research methodology that was necessary to gather, analyze, and interpret the quantitative and qualitative data which focused on the relationship between servant leadership and organizational commitment. The chapter started with the research design of mixed methods and the appropriateness of each assessment tool that was used to gather data from the selected population. It is followed
by the data collection procedures which consisted of web-based surveys and personal interviews. Once the quantitative data was collected, it was analyzed. The analysis included the statistical tests of a One-Way ANOVA, Chi-Square, and a Normal Distribution Test. The following tests provided statistical information about the relationship between servant leadership and organizational commitment. The qualitative data used open coding to accurately identify themes and categories which are common among the personal interviews.
CHAPTER FOUR: FINDINGS

Introduction

The previous chapters detailed the background, literature review, and methodology of this mixed methods study. Chapter 4 will present the findings obtained through the methodology outlined in Chapter 3. The purpose of this mixed methods study was to examine the servant leadership qualities of administrators and how they relate to the organizational commitment levels of teachers in a private Christian school in California. In doing so, this study addresses the relationship between servant leadership, teachers’ organizational commitment, and positive school outcomes.

This mixed methods research study took place at a private Christian school in California. This study was accomplished by gathering quantitative data from 19 full-time teachers, and qualitative semi-structured interviews from 7 of the 19 teachers who participated in the study. The originally proposed sample for the quantitative data was 27 full-time teachers, with 19 agreeing to participate, providing an overall response rate of 70% for the quantitative portion of the study. Three research questions guided this mixed methods study.

The following research question guided the quantitative portion of this study:

*Research Question #1:* What servant leadership qualities found in administrators can increase organizational commitment in teachers?

The following research question guided the qualitative portion of this study:

*Research Question #2:* What are teachers’ perceptions of servant leadership qualities in administrators?

The following research question guided the mixed methods portion of this study:

*Research Question #3:* How do the quantitative and qualitative results of servant leadership and organizational commitment compare?
The following chapter will present findings from the quantitative and qualitative data. The results of this study are divided into five sections. The first section will report the descriptive statistics. The second section will present the quantitative data; the statistics were obtained by running a linear regression test and Chi-Square goodness of fit-test. The third section will present the qualitative findings gathered by conducting semi-structured interviews. The fourth section will consist of integrated mixed methods results, where the quantitative and qualitative data merged. The final section will provide a summary of the findings.

**Presentation of Findings**

The surveys used to gather data were the Servant Leadership Questionnaire (SLQ) developed by Barbuto and Wheeler (2006) and the Three-Component Model (TCM) Employee Commitment Survey, developed by Allen and Meyer (1991). The categories within each survey were equated and provided a scale score. The scale score provided a descriptive statistic which was the basis for the quantitative data.

The following figures provide the descriptive statistics of data from the Three-Component Model (TCM) Employee Commitment Survey (Allen & Meyer, 1991). Figure 1 shows the level of affective commitment from teachers. Affective commitment refers to the individual who has an emotional attachment to an organization or who strongly identifies with, or is involved in, and/or enjoys membership in the organization (Allen & Meyer, 1990). Figure 2 shows the level of continuance commitment from teachers. Continuance commitment, or calculative commitment, is when individuals base their relationship with the organization on what they are receiving in return for their effort and what they would lose if they were to leave. Figure 3 shows the level of
normative commitment from teachers. Normative commitment refers to employees who have feelings of obligation which enable them to remain with the organization (Allen & Meyer, 1990). The following data tables represent important features of the sample population. Figure 1, which is affective commitment, had the highest percentage, 23.78% in the category of agree. In the next category, Figure 2, of continuance commitment, both categories of agree and disagree were the highest percentages of 22.54%. The last category, Figure 3, of normative commitment, had the highest category of slightly agree with a 23.94%.

![Affective Commitment](image)

*Figure 1. Teachers’ responses to affective commitment questions.*
Figure 2. Teachers’ responses to continuance commitment questions.

Figure 3. Teachers’ responses to normative commitment questions.
Descriptive Statistics and Correlation Analysis

The study included 19 participants in the final analysis of the quantitative study. The servant leadership qualities which were surveyed are listed and defined by Barbuto & Wheeler, (2006);

- Altruistic Calling: The desire to serve and willingness to sacrifice self-interest for the benefit of others.
- Emotional Healing: The ability to recognize when and how to foster the healing process.
- Wisdom: The ability to notice what is going to happen and anticipate the future and its consequences.
- Persuasive Mapping: The ability to influence others by means outside of formal authority.
- Organizational Stewardship: Believing organizations have a legacy to uphold and must purposefully contribute to society.

The organizational commitment themes which were surveyed are listed and defined by Meyer & Allen, (1991);

- Affective Commitment: Employees remain at an organization because they want to.
- Continuance Commitment: Employees remain at an organization because they need to.
- Normative Commitment: Employees remain at an organization because they feel obligated to.

The following descriptive statistic and correlation charts give insight into answering Research Question #1: What servant leadership qualities found in administrators can increase organizational commitment in teachers?

Table 1 refers to affective commitment, calculated an (M = 4.24). The closest figure to this mean was that of organizational stewardship, (M = 4.13). Organizational stewardship involves preparing the organization and its members for great contributions to society (Barbuto & Wheeler, 2006). The statistics show that the teachers who fell into
the affective commitment level felt that organizational stewardship was the most important servant leadership quality an administrator could possess. Table 2 produced an ($M = 3.76$) with regard to continuance commitment. Organizational stewardship ranked the closest with an ($M = 4.13$). The second closest was wisdom, ($M = 3.41$). The statistics show that the teachers who fell within the continuance commitment level felt that organizational stewardship and wisdom were the most important servant leadership qualities of those being compared. The separation between organizational stewardship and wisdom with regards to continuance commitment is 0.0251. The separation between means shows that both qualities were important for teachers who had continuance commitment levels. Table 3 refers to normative commitment, calculated ($M = 4.07$). The closest mean to normative commitment is organizational stewardship, with ($M = 4.19$). The statistics reflect that the teachers who fell within the normative commitment level felt that organizational stewardship was the most important servant leadership quality an administrator can possess. The descriptive statistics indicated that organizational stewardship is the most important servant leadership quality that an administrator can possess relating to organizational commitment levels.
### Table 1
*Affective Commitment (N=14)*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alt Call</td>
<td>3.00</td>
<td>0.84</td>
</tr>
<tr>
<td>Emotional</td>
<td>2.33</td>
<td>1.03</td>
</tr>
<tr>
<td>Wisdom</td>
<td>3.41</td>
<td>0.75</td>
</tr>
<tr>
<td>Persuasive</td>
<td>2.89</td>
<td>0.74</td>
</tr>
<tr>
<td>Organizational</td>
<td>4.13</td>
<td>0.47</td>
</tr>
<tr>
<td>Affective</td>
<td>4.24</td>
<td>0.40</td>
</tr>
</tbody>
</table>

### Table 2
*Continuance Commitment (N=14)*

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>Alt Call</td>
<td>3.00</td>
<td>0.84</td>
</tr>
<tr>
<td>Emotional</td>
<td>2.33</td>
<td>1.03</td>
</tr>
<tr>
<td>Wisdom</td>
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<td>0.75</td>
</tr>
<tr>
<td>Persuasive</td>
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<td>0.74</td>
</tr>
<tr>
<td>Organizational</td>
<td>4.13</td>
<td>0.47</td>
</tr>
<tr>
<td>Continuance</td>
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<td>0.88</td>
</tr>
</tbody>
</table>

### Table 3
*Normative Commitment (N=15)*

<table>
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<th></th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Emotional</td>
<td>2.45</td>
<td>1.08</td>
</tr>
<tr>
<td>Wisdom</td>
<td>3.51</td>
<td>0.81</td>
</tr>
<tr>
<td>Persuasive</td>
<td>2.95</td>
<td>0.75</td>
</tr>
<tr>
<td>Organizational</td>
<td>4.19</td>
<td>0.51</td>
</tr>
<tr>
<td>Normative</td>
<td>4.07</td>
<td>0.27</td>
</tr>
</tbody>
</table>
The correlation analysis began with the development of a correlation matrix. The correlation matrix presents all of the correlations between the commitment levels of affective, continuance, and normative commitment as well as the servant leadership qualities of altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. The correlation between servant leadership qualities of administrators and affective commitment levels was moderately weak, but not significant. The correlation between servant leadership qualities of administrators and continuance commitment levels was positively weak, but not significant. The correlation between servant leadership qualities and normative commitment levels was positively weak, but not significant. The correlations revealed that the strongest relationship was between servant leadership qualities of administrators and affective commitment levels of teachers.
Table 4

*Correlations of Affective Commitment (N=14)*

<table>
<thead>
<tr>
<th>Control Variables</th>
<th>Alt Call</th>
<th>Emotional</th>
<th>Wisdom</th>
<th>Persuasive</th>
<th>Organizational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective</td>
<td>1.000</td>
<td>.457</td>
<td>.684</td>
<td>.271</td>
<td>.310</td>
</tr>
<tr>
<td>Emotional</td>
<td>.457</td>
<td>1.000</td>
<td>.311</td>
<td>.644</td>
<td>.563</td>
</tr>
<tr>
<td>Wisdom</td>
<td>.684</td>
<td>.311</td>
<td>1.000</td>
<td>.237</td>
<td>.238</td>
</tr>
<tr>
<td>Persuasive</td>
<td>.271</td>
<td>.644</td>
<td>.237</td>
<td>1.000</td>
<td>.181</td>
</tr>
<tr>
<td>Organizational</td>
<td>.310</td>
<td>.563</td>
<td>.238</td>
<td>.181</td>
<td>1.000</td>
</tr>
</tbody>
</table>

* = $p < .05$

** = $p < .01$

Table 5

*Correlations of Continuance Commitment (N=14)*

<table>
<thead>
<tr>
<th>Control Variables</th>
<th>Alt Call</th>
<th>Emotional</th>
<th>Wisdom</th>
<th>Persuasive</th>
<th>Organizational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuance</td>
<td>1.000</td>
<td>.496</td>
<td>.670</td>
<td>.443</td>
<td>.370</td>
</tr>
<tr>
<td>Emotional</td>
<td>.496</td>
<td>1.000</td>
<td>.347</td>
<td>.714</td>
<td>.591</td>
</tr>
<tr>
<td>Wisdom</td>
<td>.670</td>
<td>.347</td>
<td>1.000</td>
<td>.380</td>
<td>.288</td>
</tr>
<tr>
<td>Persuasive</td>
<td>.443</td>
<td>.714</td>
<td>.380</td>
<td>1.000</td>
<td>.252</td>
</tr>
<tr>
<td>Organizational</td>
<td>.370</td>
<td>.591</td>
<td>.288</td>
<td>.252</td>
<td>1.000</td>
</tr>
</tbody>
</table>

* = $p < .05$

** = $p < .01$

Table 6

*Correlations of Normative Commitment (N=15)*

<table>
<thead>
<tr>
<th>Control Variables</th>
<th>Alt Call</th>
<th>Emotional</th>
<th>Wisdom</th>
<th>Persuasive</th>
<th>Organizational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normative</td>
<td>1.000</td>
<td>.555</td>
<td>.745</td>
<td>.412</td>
<td>.470</td>
</tr>
<tr>
<td>Emotional</td>
<td>.555</td>
<td>1.000</td>
<td>.453</td>
<td>.717</td>
<td>.686</td>
</tr>
<tr>
<td>Wisdom</td>
<td>.745</td>
<td>.453</td>
<td>1.000</td>
<td>.395</td>
<td>.435</td>
</tr>
<tr>
<td>Persuasive</td>
<td>.412</td>
<td>.717</td>
<td>.395</td>
<td>1.000</td>
<td>.350</td>
</tr>
<tr>
<td>Organizational</td>
<td>.470</td>
<td>.686</td>
<td>.435</td>
<td>.350</td>
<td>1.000</td>
</tr>
</tbody>
</table>

* = $p < .05$

** = $p < .01$
A scatter plot was used to examine the relationship between commitment levels and servant leadership. In this case, I looked at servant leadership qualities and how they related to affective, continuance, and normative commitment levels.

![A scatter plot was used to examine the relationship between commitment levels and servant leadership.](image)

*Figure 4. Teachers’ affective commitment levels.*

*Figure 4* refers to the servant leadership qualities of administrators and how these qualities related to teachers’ affective commitment levels. The data showed a positive, moderately weak linear correlation between the mean scores of servant leadership and mean scores of affective commitment levels. The correlation coefficient, which describes direction and strength of the relationship, is \( r = .41 \) (\( p = .07 \)), which is not statistically significant. The equation for the Least Squares Regression Line is \( \hat{y} = 3.56 + .28x \), with \( x \) = servant leadership qualities and \( y \) = affective commitment levels. The question then is: does the data provide convincing evidence that there is a positive linear relationship between servant leadership qualities and affective commitment in the population of Stockdale Christian School? The null hypothesis is the true slope of the population regression line relating to servant leadership and affective commitment is 0. A linear regression test was performed and produced a \( p = .07 \). Because the \( p = .07 \) was > \( \alpha = .05 \),
the researcher can retain the null hypothesis. There is not enough significant evidence that the true slope of the population regression line relating to servant leadership and affective commitment is greater than 0. Therefore, in this study, there is no relationship between the servant leadership qualities of administrators and the affective commitment levels of teachers.

Figure 5. Teachers’ continuance commitment levels.

Figure 5 refers to the servant leadership qualities of administrators and how they related to teachers’ continuance commitment levels. The data showed a positive, weak linear correlation between the mean scores of servant leadership and mean scores of continuance commitment levels. The correlation coefficient, which describes direction and strength of the relationship, is \( r = .32 \ (p = .13) \). The equation for the Least Squares Regression Line is \( \hat{y} = 2.36 + .46x \), with \( x \) = servant leadership qualities and \( y \) = continuance commitment levels. The question then is: does the data provide convincing evidence that there is a positive linear relationship between servant leadership qualities and continuance commitment in the population of Stockdale Christian School? The null
hypothesis is the true slope of the population regression line relating to servant leadership, and continuance commitment is 0. Linear regression was performed and produced a $p = .13$. Because the $p = .13$ was greater than $\alpha = .05$, the researcher can retain the null hypothesis. There is not enough significant evidence that the true slope of the population regression line relating to servant leadership and continuance commitment is greater than 0. Therefore, in this study, there is no relationship between the servant leadership qualities of administrators and the continuance commitment levels of teachers who participated in this study.

![Figure 6](image_url)

*Figure 6. Teachers’ normative commitment levels.*

*Figure 6* refers to the servant leadership qualities of administrators and how they related to teachers’ normative commitment levels. The data showed a positive, weak linear correlation between the mean scores of servant leadership and mean scores of normative commitment levels. The correlation coefficient, which describes direction and strength of the relationship, is $r = .17$ ($p = .27$). The equation for the Least Squares Regression Line is $\hat{y} = 3.8 + .08x$, with $x =$ servant leadership qualities and $y =$ normative
commitment levels. The question then is: does the data provide convincing evidence that there is a positive linear relationship between servant leadership qualities and normative commitment in the population of Stockdale Christian School? The null hypothesis is the true slope of the population regression line relating to servant leadership, and normative commitment is 0. A linear regression analysis was performed and produced a $p = .27$. Because the $p = .27$ was greater than $\alpha = .05$, the researcher can retain the null hypothesis. There is not enough significant evidence that the true slope of the population regression line relating to servant leadership and normative commitment is greater than 0. Therefore, in this study, there is no relationship between the servant leadership qualities of administrators and the normative commitment levels of teachers.

Table 7 represents a chi-square test which was conducted to determine which of the servant leadership qualities among administrators were most relevant to teachers. Each category was calculated individually: altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. The null hypothesis for each servant leadership quality had the same expected outcome. The highest servant leadership quality among teachers with regards to administration was organizational stewardship. Organizational stewardship had an ($M = 4.13$) ranging from 1-5. Organizational stewardship also had a chi-square value of 71.33, which was significant at $p < .001$. The chi-square value indicates a vast difference between categories within organizational stewardship. The second highest servant leadership quality among teachers with regard to administration was wisdom. Wisdom had an ($M = 3.41$) ranging from 1-5. Wisdom was also significant (chi-square = 37.6, $p < .001$). The results of this study with regard to organizational stewardship and wisdom paralleled the research
results of Barbuto and Wheelers (2006), who report organizational stewardship and wisdom as the most influential qualities of servant leadership.

Table 7  
*Chi-Square Goodness of Fit Test of Servant Leadership Quality Ratings*

**Altruistic Calling**

<table>
<thead>
<tr>
<th>Quality</th>
<th>Never</th>
<th>Rarely</th>
<th>Some</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observed</td>
<td>3</td>
<td>14</td>
<td>24</td>
<td>25</td>
<td>3</td>
</tr>
<tr>
<td>Expected</td>
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<td>13.8</td>
<td>13.8</td>
<td>13.8</td>
<td>13.8</td>
</tr>
<tr>
<td>Difference</td>
<td>-10.8</td>
<td>0.2</td>
<td>10.2</td>
<td>11.2</td>
<td>-10.8</td>
</tr>
</tbody>
</table>

(Differences) $^2$  
|               | 116.64 | 0.04  | 104.04 | 125.44 | 116.64 |

Diff 2/Expected  
|               | 8.45   | 0.0    | 7.54   | 9.09   | 8.45   |

Chi Square  
|               | 33.54  | $p = 0.001$ | Mean | 3 |

**Emotional Healing**

<table>
<thead>
<tr>
<th>Quality</th>
<th>Never</th>
<th>Rarely</th>
<th>Some</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observed</td>
<td>18</td>
<td>19</td>
<td>18</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Expected</td>
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<td>13.4</td>
<td>13.4</td>
<td>13.4</td>
<td>13.4</td>
</tr>
<tr>
<td>Difference</td>
<td>4.6</td>
<td>5.6</td>
<td>4.6</td>
<td>-4.4</td>
<td>-10.4</td>
</tr>
</tbody>
</table>

(Differences) $^2$  
|               | 21.16  | 31.36  | 21.16 | 19.36  | 108.16 |

Diff 2/Expected  
|               | 1.58   | 2.34   | 1.58  | 1.44   | 8.07   |

Chi Square  
|               | 15.01  | $p = 0.005$ | Mean | 2.3393 |

**Wisdom**

<table>
<thead>
<tr>
<th>Quality</th>
<th>Never</th>
<th>Rarely</th>
<th>Some</th>
<th>Often</th>
<th>Always</th>
</tr>
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<td>15</td>
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<tr>
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<td>17.4</td>
<td>17.4</td>
<td>17.4</td>
<td>17.4</td>
</tr>
<tr>
<td>Difference</td>
<td>-17.4</td>
<td>-5.4</td>
<td>12.6</td>
<td>12.6</td>
<td>-2.4</td>
</tr>
</tbody>
</table>

(Differences) $^2$  
|               | 302.76 | 29.16  | 158.76 | 158.76 | 5.76   |

Diff 2/Expected  
|               | 17.4   | 1.68   | 9.12   | 9.12   | 0.33   |
Chi Square 37.66  \( p = < .001 \)  Mean 3.4143

### Persuasive Mapping

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
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<th>Often</th>
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<tr>
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<td>17.8</td>
<td>17.8</td>
<td>17.8</td>
<td>17.8</td>
</tr>
<tr>
<td>Difference</td>
<td>-12.8</td>
<td>-3.8</td>
<td>27.2</td>
<td>5.2</td>
<td>-15.8</td>
</tr>
</tbody>
</table>

\((\text{Differences})^2\) 163.84  14.44  739.84  27.04  249.64

\(\text{Diff}^2/\text{Expected}\) 9.2  0.81  41.56  1.52  14.02

Chi Square 67.12  \( p = .001 \)  Mean 2.885

### Organizational Stewardship

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Some</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observed</td>
<td>1</td>
<td>3</td>
<td>13</td>
<td>42</td>
<td>31</td>
</tr>
<tr>
<td>Expected</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Difference</td>
<td>-17</td>
<td>-15</td>
<td>-5</td>
<td>24</td>
<td>13</td>
</tr>
</tbody>
</table>

\((\text{Differences})^2\) 289  225  25  576  169

\(\text{Diff}^2/\text{Expected}\) 16.06  12.5  1.39  32  9.39

Chi Square 71.33  \( p = .001 \)  Mean 4.1286

### Qualitative Findings Information

The emerging themes which were identified through coding of the personal interviews were: religion, commitment, spiritual leadership, and servant leadership qualities of administrators. The theme of religion revealed that teachers are so connected to their faith that the primary factor for teaching at Stockdale Christian is based on the desire to educate students from Christian families, to lead students to believe in Jesus
Christ as their Savior, to achieve excellence, and to serve others. The theme of commitment revealed that teachers continue to teach at Stockdale Christian because they feel a personal commitment to the Lord to continue spreading the gospel to students. The personal interviews provided a more in-depth and personal perception as to how teachers view administrators with regard to servant leadership qualities as well as why teachers at Stockdale Christian School continue to return. Negative comments were discussed during the interviews; however, the comments were not related to research and did not correspond to themes. Table 8 shows each theme which was identified, the definition, and sample responses from the personal interviews. Quotes were selected carefully to be representative of the entire database and reflect typical comments. The quotes illustrate the theme, drawn from a variety of participants.

Table 8

Major Qualitative Themes, Descriptions, and Illustrative Quotes

<table>
<thead>
<tr>
<th>Qualitative Theme</th>
<th>Description of Findings</th>
<th>Quote from Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>The belief in and worship of a supernatural controlling power, especially a God.</td>
<td>“My relationship with the Lord is the reason why I am at this school. I want to be an example to my students, to continually show Christ in all I do” (Interview 6). “My faith is the backbone of my commitment, without my faith and belief in Jesus I would just be performing a job” (Interview 7).</td>
</tr>
</tbody>
</table>
| Commitment | The state of quality of being dedicated to a cause, activity, or job. Teachers commitment levels were between affective, continuance, and normative. | “My relationship with Christ is the driving force behind my commitment to the school” (Interview 2).  
“I am committed to the work here. I know I am doing God’s work and I think that is the basis for commitment” (Interview 1). |
|---|---|---|
| Spiritual Leadership | Leadership is focused on moving people from where they are to where God wants them to be. Leaders follow the example of Jesus Christ. Spiritual leader’s highest quality is humility. | “The blessing of being at private school is knowing that you are serving the Lord… serving the Lord is my strength “(Interview 1).  
“I am constantly bringing things that have happened in my life which point towards Christ into the classroom. Continually showing the kids who Christ is, this is my primary purpose” (Interview 4). |
| Altruistic Calling | Teachers are aware of the administration trying to make a positive impact in the life of others. Leaders high in altruistic calling will put others’ interests above their own. | “Administration strips away things that would hinder teachers from being servant leaders. They help us to serve others” (Interview 4).  
“When teachers are overwhelmed administration steps in and offer assistance. They help in any way they can” (Interview 7). |
| Emotional Healing | Teachers are aware that their administration is fostering a spiritual sense of healing and recovery from hardship or trauma. Leaders using this quality are highly empathetic and great listeners. | “I feel I can approach administration about anything. They are always there to listen and give advice” (Interview 2).  
“I have always felt respected and listened to, never ignored. I have always felt supported teaching at this school” (Interview 1). |
| Wisdom | Teachers are aware that the administration has an awareness of surroundings. Leaders with this quality are responsive to social cues and observant. | “Administration trusts me to make decisions in my classroom which will help with a student’s spiritual growth” (Interview 5). “Administration is continually growing in their walk with the Lord. They are people who I would go to for guidance, not just academic questions, but personal questions” (Interview 6). |
| Persuasive Mapping | Teachers are aware that the administration is trying to encourage others with sound reason. Leaders with this quality are skilled at mapping issues and looking towards the future. | “Administration gives meaningful advice. They continually tell us to be who God wants us to be and not who we want to be. We need to glorify God in all we do” (Interview 4). “The administration is invested in what is going on in each other’s lives, from a spiritual perspective to praying together, and ready to help in many ways” (Interview 6). |
| Organizational Stewardship | Teachers are aware that the administration is preparing the organization to leave a positive legacy to society. Leaders with this quality believe that the organization plays a moral role in society and encourages others toward a life of service. | “We always fall back on our mission statement. We are here to disciple children in God’s word. We need to be role models, to lead others to serve and to teach children how to be servant leaders” (Interview 1). “Administration is committed to intentionally modeling what they want the students and teachers to do. They are supportive and encouraging, always willing to sacrifice for the benefit of the school and students” (Interview 2). |
**Spiritual Leadership/Commitment**

One of the major emerging themes which arose in the interviews was the idea that the teachers were not committed to the school because of the administration but because of a higher calling within themselves.

My relationship with Christ is the driving force behind my commitment to the school. Christ is a factor for me getting to work every day and doing my job. (Interview 2, personal communication, April 26, 2017)

Spiritual leadership shows similarities with servant leadership; both leadership styles focus on values and organizational practices which reflect setting goals, to make work meaningful, and to build on the strengths of the followers.

The blessing of being at a private school is knowing that you are serving the Lord every day; there is absolutely no doubt that serving the Lord in this place is the strength for me every day. (Interview 1, personal communication, April 11, 2017)

Spiritual development, however, emphasizes a sense of meaning at work and focuses on organizational values which allow for a feeling of transcendence and a feeling of connectedness to others (Pawar, 2009). The connection is found in the teachers’ responses as to why they continue to teach at Stockdale Christian School year after year.

My role first and foremost is to glorify God for the kids. The reason that I am still here is that God has made it clear this is where I am supposed to be. (Interview 4, personal communication, May 5, 2017)

Fry and Slocum (2008) found that spiritual leadership starts with a vision and it is that vision which creates a sense of calling within the establishment of the community. The culture within the school then creates a sense of motivation for the leader and the follower. According to Van Dierendonck (2010), a culture which is based on altruistic
love creates an environment where followers feel understood and appreciated; this creates a sense of community for teachers. The connection between the teachers’ commitment levels and spirituality gives an in-depth look at why teachers continue to stay at Stockdale Christian School year after year.

My relationship with the Lord is the reason why I teach here at this school. As a teacher that is my ultimate goal to be an example of Christ to my students.

(Interview 6, personal communication, May 16, 2017)

These findings support the research done by Striepe and O’Donoghue (2014) which stated that identifying with Jesus Christ as a guide was exemplified by the followers. This perspective by all participants is in line with the school's mission statement and is strategically thought out by the administration to ensure all teachers display the same mindset. The relationship between commitment and servant leadership can be established as one which enhances a teacher’s sense of connection to his/her colleagues and fosters commitment within the workplace (Lawler & King, 2002). Seog (2014) suggested that teachers’ commitment levels are based on favorable relationships and are a collective responsibility of the people involved in the school. However, colleague relationships show a direct path to commitment, while principal–teacher relationships show an emotional and indirect path towards commitment. The results ended in teachers’ commitment levels which incorporate both rational and emotional dimensions.

The qualitative data above supports the emotional dimension of one being called to serve. The data reflects the altruistic calling of educational leaders, one which involves placing the needs of others – students, staff, and the school community-before individual needs (Striepe & O'Donoghue, 2014). The quantitative data suggested that a
positive, weak correlation exists between the servant leadership characteristics of administrators and organizational commitment of teachers. The qualitative data gave clear reasons for teacher commitment levels in private Christian schools. The servant leadership qualities of altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship are present in administration. The characteristics which received the highest score from the quantitative data collection were organizational stewardship and wisdom. However, they are not the determining factors as to why teachers leave or stay. The determining factors are the teachers’ higher calling and faith.

**Mixed Methods Results**

The following section represents the integration portion of this study. The chart is a side-by-side joint display table which shows the qualitative themes, quantitative statistics, and what was learned after reviewing both data sets with regards to the servant leadership of administrators and organizational commitment of teachers. The mixed methods results section answered Research Question #3: How do the quantitative and qualitative results of servant leadership and organizational commitment compare?

Table 9

*Side-by-Side Joint Display Table to Integrate Qualitative and Quantitative Results for Domains of Servant Leadership and Organizational Commitment*

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
<th>Mixed Methods: Inference What was learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altruistic Calling</td>
<td>Supported:</td>
<td>The administration is aware that teachers are dealing</td>
</tr>
<tr>
<td>M = 3.00</td>
<td>Interview #4: I see administration at SCS</td>
<td></td>
</tr>
<tr>
<td>Measure</td>
<td>Supported:</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Stripping away things that</td>
<td>stripping away things that would hinder us from being servant leaders. They help us in others ways so that we can serve.</td>
<td></td>
</tr>
<tr>
<td>would hinder us from being</td>
<td>with more than situations inside the classroom. They consistently take responsibility for issues so teachers can focus on the students.</td>
<td></td>
</tr>
<tr>
<td>servant leaders. They help</td>
<td></td>
<td></td>
</tr>
<tr>
<td>us in others ways so that we</td>
<td></td>
<td></td>
</tr>
<tr>
<td>can serve.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Healing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M = 2.34</td>
<td>Interview #2: I feel I could approach the administration about anything; professional and personal issues.</td>
<td></td>
</tr>
<tr>
<td>SD = 1.03</td>
<td>The administration is approachable and willing to discuss issues which are professional and personal.</td>
<td></td>
</tr>
<tr>
<td>Wisdom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M = 3.41</td>
<td>Interview #5: Administration trusts me to take this and do what is best for the students and not to do anything that is detrimental to their spiritual growth or their family’s spiritual growth.</td>
<td></td>
</tr>
<tr>
<td>SD = 0.75</td>
<td>Administration shows wisdom in hiring teachers who will encourage spiritual development as well as challenge them, not just in academics but in their spiritual walk with the Lord.</td>
<td></td>
</tr>
<tr>
<td>Persuasive Mapping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M = 2.88</td>
<td>Interview #4: We can’t afford to be who we are as an excuse; we need to be who God wants us to be. We need to glorify God, and if we continue doing the same old things and use the excuse that it is who we are, then it is not good enough.</td>
<td></td>
</tr>
<tr>
<td>SD = 0.74</td>
<td>The administration is helping teachers to be better Christians; they are encouraging teacher to turn from the ways of the world and towards the Lord.</td>
<td></td>
</tr>
<tr>
<td>Organizational Stewardship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M = 4.13</td>
<td>Interview #3: I am a</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Administration and teachers</td>
<td></td>
</tr>
<tr>
<td>Commitment Type</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Affective Commitment</td>
<td>4.24</td>
<td>0.40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuance Commitment</td>
<td>3.76</td>
<td>0.88</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normative Commitment</td>
<td>4.07</td>
<td>0.27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These findings represent how the teachers at Stockdale Christian School view their administration. The administration is viewed as being aware of outside issues that teachers deal with on a regular basis. The administration is approachable, shows wisdom,
is encouraging, and is adding to the legacy of Stockdale Christian School. The commitment levels of teachers at Stockdale Christian are based on faith. The teachers’ levels of commitment range from affective, continuance, and normative levels. Regardless of teachers’ commitment levels, the conclusion from the qualitative data were that teachers at Stockdale Christian are committed to the school because they believe God has called them to teach at SCS. The teachers believe that the school is in accordance with their belief system and they would not consider leaving unless God called them to do so. The level of commitment displayed by teachers reflects a direct commitment to their faith and not to the servant leadership characteristics of the administration.

Summary

The need to increase teachers’ commitment levels is vital to students, schools, and communities across the United States. Melchar and Bosco (2010) stated that the “servant leadership model offers a positive alternative to other leadership theories, moving the concept of leadership to one that encompasses behaviors that are effective while also providing a supportive environment for human development” (p.85). Chapter 4 outlined the results of the study which focused on finding the servant leadership qualities of administration which affected teachers’ commitment levels. Following a mixed methods design, I collected, analyzed, and integrated the qualitative and quantitative results. I gathered 17 surveys for the quantitative data collection and conducted seven semi-structured interviews for the qualitative data collection.

The quantitative data results indicated that a positive, weak linear correlation existed between the servant leadership qualities of administrators and the organizational commitment levels of teachers. The data suggested that the highest quality which an
The administrator can possess is organizational stewardship. Organizational stewardship had an \( M = 4.13 \) out of a scale ranging from 1-5. The second highest quality which an administrator can possess is wisdom. Wisdom had an \( M = 3.41 \) out of a scale ranging from 1-5. Organizational stewardship and wisdom both had a \( p < .001 \). The qualitative data reflected corresponding traits which mirrored that of the Servant Leadership Survey created by Barbuto and Wheeler (2006). The qualities which were present were altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. The semi-structured interviews uncovered the importance of spiritual leadership and commitment. The commitment levels of teachers are not simply a reflection of an administration and the servant leadership qualities they possess at Stockdale Christian School but are found in the personal relationship and the foundation the teachers have with Jesus Christ. The side-by-side joint display table integrated the quantitative and qualitative results. The table showed that all categories are supported by both data sets except in the areas of continuance and normative commitment levels.
CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

Introduction

This mixed methods study was designed to add to the existing body of knowledge about servant leadership and organizational commitment. Horng, Klasik, and Loeb (2010) reported that the interpersonal character traits of principals have a lasting effect on teachers’ commitment levels. School administrators should motivate and inspire those around them by displaying qualities which involve followers, communicate high expectations, and demonstrate a commitment to shared goals (Balyer, 2012). Given the high rate of teacher turnover (Riggs, 2013), it is important to understand the reasons why teachers are leaving the profession, the classroom, and the school site. Understanding the turnover rate and reversing the effect could lead to higher achievement scores among students, increased school climate, and higher commitment levels of teachers (Ronfeldt, Lobe, & Wyckoff, 2012).

Purpose of the Study

The purpose of this mixed methods study was to examine the servant leadership qualities of administrators and to analyze how they relate to the organizational commitment levels of teachers in a small private Christian school in California. In doing so, this study addresses the relationship between servant leadership, teachers’ organizational commitment, and turnover rates among teachers.

Aim of the Study

The aim of the study was to create a comprehensive list of servant leadership characteristics among administrators which can be used to increase organizational commitment levels among teachers in a private Christian school in California.
Discussion of Qualitative Findings

Servant leadership describes a person who has a natural feeling “to serve, to serve first” (Greenleaf, 1991, p.7). Servant leadership has been embraced as an overarching guide to the cognitive framework of faith-based schools. Servant leadership has been implemented by school leaders to guide their work and the nature of their leadership theory (Striepe & O’Donoghue, 2014). Servant leaders gain leadership skills through serving their workers (Greenleaf, 1977).

Servant leaders then create a style of leadership which is based on autonomy, not authority. These qualities encourage individuals to adopt and follow the guidelines established by an organization. The follower's interests, needs, and expectations are important to the leader. Therefore, the leader-follower relationship is of the utmost interest with regard to servant leadership. Patterson (2003) described servant leaders as focused on their followers’ needs and interests; the work environment is organized and structured. Spears (2002) noted that an important source of servant leadership is one's personality. The leader can help to solve problems with a humble attitude which can have a positive effect on people’s attitudes and emotions. Research supports the altruistic perceptions mentioned above and how they affect an organization. Avolio and Locke (2002) stated that altruistic attitudes and behaviors create positive effects on organizational processes such as work commitment, sense of belonging, and dedication. Altruistic behaviors focus on the follower's needs, rather than selfish behaviors, and attitudes (Sendjaya & Cooper, 2011). The key character traits of servant leadership include altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship; and these place servant leadership in a unique position in that
it combines a drive to be a leader with a focus on serving followers’ needs (Van Dierendonck, 2011).

As stated in Chapter Two, servant leadership has the ability to foster an authentic community among those who work in business and other institutions. A community of servant leadership can be created by sharing the same goals and vision of the establishment (Spears, 2004). Servant leadership is based on the idea that leadership is a relationship between individuals rather than a position (Reinke, 2004). This relationship is found in many different levels, but none as clear as the relationship between administrator and teacher. Given the data provided, a conclusion can be made that the teachers at Stockdale Christian School perceive their administrators as displaying the servant leadership qualities of altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. This research is vital to leaders in educational institutions because they need to be able to understand human nature in order to lead effectively (Cerit, 2010). Understanding human nature and human needs come with being perceived as one who possesses the character traits of a servant leader. The character traits mentioned above encourage positive outcomes such as job satisfaction (Barbuto & Wheeler, 2006; Mayer, Bardes, & Piccolo, 2008), organizational commitment (Liden, 2008), and task performance (Ehrhart, 2004; Hu & Liden, 2011; Schaubroeck, Lam, & Peng, 2011). Yousef (2000) stated that organizationally committed teachers are more likely to work toward school goals, invest more effort in their jobs, and are more willing to exert considerable effort in school reform. This commitment and focus are found in the policy which governs Stockdale Christian School.
Proposed Solution

Establishing a connection between the servant leadership characteristics of administrators which can affect the organizational commitment levels among teachers was the focus of this mixed methods study. Sutcher, Darling-Hammond, and Carver-Thomas (2016) reported that administrative support is the factor most constantly associated with teachers’ decisions to stay or leave a school. Others factors are the quality of school leadership, professional learning opportunities, instructional leadership, time for collaboration and planning, collegial relationships, and decision-making input. Research suggests that leadership practices can have a positive impact and has the ability to empower teachers toward a higher commitment level, enhance learning, and overall productivity in the classroom (Bogler, 2001; Fullan, 2002; and Day, Flores, & Viana, 2007). A leader should adopt strategies which will motivate teachers and increase their commitment levels to the school, the stakeholders, and the students.

The quantitative data gathered in this study showed a positive, moderately weak linear correlation between the commitment levels of teachers and the servant leadership characteristics of administrators. The servant leadership qualities which are most relevant to teachers about the administration are organizational stewardship ($M = 4.13$) and wisdom ($M = 3.41$). The results of this study parallel Barbuto and Wheeler’s (2006) study, which reported organizational stewardship and wisdom as the highest ranked characteristics of servant leadership. The study done by Barbuto and Wheeler (2006) consisted of a sample of 80 elected community leaders and 388 raters from counties in the Midwestern United States. The original study offers a perspective outside of education, while this study offers a new perspective on organizational leadership.
The characteristic of organizational stewardship is a determinant of trust which indicates that “service before self” is a powerful tool that fosters trust between employees and supervisors (Reinke, 2004). Effective leaders who demonstrate the qualities of organizational stewardship, wisdom, and trust not only create environments that encourage collaboration and opportunities for teachers to learn from year to year but also can be indicators in a teachers’ decision to leave or stay. Administrators who create positive teaching conditions are predictors of both student achievement and teacher retention (Brown & Wynn, 2009). The implementation of the character traits, organizational stewardship and wisdom by school administrators could increase organizational commitment levels in teachers in private Christian schools.

Based on the quantitative and qualitative data which was gathered during this study, the proposed implementation of servant leadership traits of organizational stewardship and wisdom is not enough to increase organizational commitment levels among teachers. Professional development, along with the Gallup StrengthsFinder, will allow individuals who work in an educational environment to better understand and anticipate the needs of one another. The Gallup StrengthsFinder will provide detailed information about each administrator and faculty member. The information will include the five dominant traits which can help to make each individual successful within the organization. The dominant traits, when shared, can potentially create a professional learning environment, which can improve the leader-follower relationship between administrators and teachers. The strengthening of the professional relationship between administrator and teacher can foster positive growth within a school. If the organization's
leaders can help each person capitalize on knowing his/her strengths, it is likely to create more rapid individual and organizational growth (Rath & Conchie, 2008).

The Gallup StrengthsFinder will be administered once a year, at the beginning of each new school year. The results will be shared at the first faculty in-service day during September. The faculty will be divided up by grade-level, and each member of the team will share his/her results with the other team members. Dividing the faculty by grade-level will keep with the structure already set in place by the grade-level meetings which occur quarterly. The administration will share the results will all faculty members. The administration will also have access to all StrengthsFinder surveys completed by each employee. After individual grade levels have completed their meeting, the administration will begin meetings with each employee to go over the findings of the StrengthsFinder. These meetings will benefit the administration, teachers, students, parents, and stakeholders of Stockdale Christian School. Rath and Conchie (2008) reported that as leadership teams begin to look at individuals’ unique strengths what is discovered is that most cohesive and successful teams possess broader groupings of strengths. The StrengthsFinder can be useful in determining how all team members can maximize their contribution to the group’s collective goal (Rath & Conchie, 2008). Creating an environment where administration and faculty members can learn about one another could possibly create a positive school environment where the servant leadership traits of organizational stewardship and wisdom can foster and encourage continued growth among teachers.
Support for Solution

This study found a positive, moderately weak correlation between the servant leadership characteristics of administrators and the organizational commitment levels among teachers in a small private Christian school in California. Specifically, the findings indicated that the strongest servant leadership characteristics which administrators possess in a small private Christian school are organizational stewardship and wisdom. The qualitative data revealed the themes of religion and commitment, as well as the servant leadership qualities of altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship of administrators. The qualitative findings suggest a spiritual component, which connects to the teachers’ organizational commitment levels to the school. The personal interviews provided support from the teachers about the servant leadership characteristics which are exhibited by the administration. The relationship between commitment and servant leadership is established as one that enhances a teacher’s sense of connection to his/her colleagues and fosters organizational commitment within the workplace (Lawler &. 2002). As previously stated in Chapter Four, these findings support the research by Seog (2014) who suggested that teachers’ commitment levels are based on favorable relationships and are a collective responsibility of the people involved within the school. Implementing the servant leadership qualities of organizational stewardship and wisdom could influence teacher turnover at Stockdale Christian School. However, the determining factors for why teachers leave or stay in this study are based on the teachers’ higher calling and faith. These findings support the statement made by Blanchard and Hodges (2003) who indicated that the fundamental foundation of Christianity is seen through servant
leadership, that those who follow Christ, understand that leadership is first and foremost an act of service.

Research suggests that administrative leadership is a core issue which affects teachers’ level of commitment and general productivity. If teachers are not committed, then there will be a decline of organizational goals (Park, 2005). Devos, Tuytens, and Hulpia (2014) found that a principal’s supportive leadership is positively related to teachers’ organizational commitment. A servant leader can initiate a cycle, which by modeling servant leadership behaviors, can be mirrored by co-workers helping to establish a sense of community, growth, and commitment.

**How Results Informed Proposed Solution**

The proposed solution of implementing the Gallup StrengthsFinder was supported by the results of this research study by the connection which was established between the quantitative and qualitative data. Both data were supported in the areas of altruistic calling, emotional healing, wisdom, persuasive mapping, organizational stewardship, and affective commitment. Organizational stewardship had the highest $M=4.13$, which suggested that this quality is the most valued in an administration. Organizational stewardship refers to the idea that stewards remain committed to the long-term goals of an organization’s mission statement. Stewards stay faithful to the organization’s core values, focus their energy on empowering others, and provide a stable framework for encouraging decision-making among employees (Schretzman, Cassell, Hogg, Medina, Patel, Enowmanyi, & Weihs, 2018). Building an organization which focuses on these principals means discovering strengths within employees. Krueger and Killham (2007) stated that strengths development could be a powerful factor in creating and sustaining a
workplace culture that allows employee engagement to increase. Gallup (2006) suggested that company leaders who want to drive growth should look at employee strengths-development as a strategy for achieving organizational goals. The proposed solution of implementing the Gallup StrengthsFinder could increase teacher commitment levels, as well as create a work environment which focuses on the development of the entire person.

**Factors and Stakeholders Related to the Solution**

Stockdale Christian School holds accreditation through the Association of Christian Schools International (ACSI). ACSI’s purpose is to strengthen Christian schools by credentialing educators who meet professional and biblical requirements which promote increased professional and personal learning and growth (www.asci.org). The ACSI certification process establishes a framework for professional growth to occur over time as well as continuous school improvement.

ACSI is fundamental to the growth and professional development of all stakeholders involved with Stockdale Christian School. The ACSI requirements for teacher credentialing is to complete a course on the philosophy of Christian education, as well as continued education studies and biblical studies (www.acsi.org). All these parts work synergistically to empower and equip the teacher for the classroom environment. ACSI offers professional development for administration. The administration is given support through an administrative dashboard, located through the ASCI website, as well as a database full of articles which can help with school climate, student achievement scores, and faculty issues.
The Association of Christian Schools International promotes the leadership style of servant leadership (www.asci.org). The organization needs schools that promote a Christian ethos and work toward effective Christ-centered learning (Brummelen, Koole, & Franklin, 2004). The school's leaders are willing to serve others in the school community first and invest in the lives of the people around them on a daily basis. The proposed solution for implementing or encouraging the servant leadership qualities of organizational stewardship and wisdom is supported by ASCI.

The mission of ASCI is to promote Christian schools which help the student to grow spiritually, academically, emotionally, and culturally. By encouraging growth in these areas, ASCI and Stockdale Christian School are dedicated to the development of the entire person. The dedication aligns with the model of servant leadership and a leader’s mission to ask if those served “Grow more as a person? Do they, while being served, become healthier, wiser, freer, more autonomous, and more likely themselves to become a servant?” (Greenleaf, 1977, p.14).

Policies Influencing the Proposed Solution

The policy structure which guides the leadership of Stockdale Christian School is in the Standards of Employment Form which every employee and administrator is required to sign. The Standards of Employment Form consist of the following statements which each employee must agree with;

- Each employee is a “Born Again Christian.”
- To serve as a Christian role model
- To be faithful in church attendance.
• To accept the mission statement, core values, statement of faith and statement of philosophy of Stockdale Christian School.
• To strive to serve the students to the best of his/her ability.
• To resolve the conflict by employing Biblical principles.
• To maintain confidentiality with regards to pupils, parents, and school matters.
• To agree that the Scripture dictates standards of sexual behavior.
• To understand that the board may terminate employment. The dismissal may be immediate or with longer notice depending on the reason for dismissal.

The implementation of the proposed solution will not conflict with the standards of employment at Stockdale Christian School. New policies need to be created that reflect the implementation of servant leadership characteristics which can positively impact the school setting. The new policies need to address why servant leadership characteristics are of importance, as well as the desired outcome for implementing them within this particular school setting. Through the implementation of servant leadership characteristics, an increase in the leader-follower relationship is encouraged. The leader-follower relationship is supported by understanding the strengths and talents that each employee brings to the school environment. The leader-follower relationship is increased by using the Gallup StrengthsFinder. Gallup has identified 34 talents that reflect all human characteristics or traits. An individual is able to see what his/her top talents are by taking a 30-40 minute online assessment called StrengthsFinder from the Gallup organization and receives immediate results. The talents revealed are the “naturally
occurring patterns of thought, feeling, or behavior that can be productively applied” (http://banyanstrategics.com). Learning about administrator and teacher talents will encourage the development of individual strengths. This will enable educational institutions to focus on tasks and activities which will make all employees successful as well as provide ways in which administrators can appreciate the leadership strengths of others. This also leads to an understanding of what an administration can do to encourage continued growth within the school community as well as decrease teacher turnover at Stockdale Christian School.

**Financial/ Budget Issues Related to Proposed Solution**

The implementation of servant leadership characteristics into the school setting will not be a cost to the school. Providing opportunities for teachers to take on more responsibility and have a more influential role in decision making will not incur a cost to the school. However, the Gallup StrengthsFinder will be a financial cost for the school. The Gallup StrengthsFinder program will cost the school $540.00 to buy; this will include a survey for each teacher (www.gallupstrengthcenter.com). The purchase of this program will allow the school to administer a StrengthsFinder survey to each employee. Uncovering each employee’s strengths will provide feedback for administration to use in strengthening the leader-follow relationships on campus.

**Change Theory**

The theory of change is defined by the “building blocks which are required to bring about a given long-term goal” (What is Theory of Change, 2013, p. 1). The system of building blocks parallels what has been taught in the leadership program. Each course, objective, concept, and theory is required to bring about change; however, how that
change happens is different for everyone, which will provide different ways for faculty, students, and stakeholders to accept change. Brezicha, Bergmark, and Mitra (2015) suggested that school leaders have a vested interest in providing their teachers with differentiated support. This support ensures that teachers understand the reform but also that they have the tools with which to implement the new idea. Non-profit organizations face a different struggle when dealing with how to implement change. Strategic planning takes time, money, and resources, some of which small non-profit private Christian schools just do not have. Strategic planning can be beneficial to small organizations as it could initiate a change in mission, structure, board, and management roles (Stone, Bigelow, & Crittenden, 1999).

The building blocks refer to the pre-conditions, accomplishments, results, and outcomes as explained in a pathway map. A pathway map describes the interventions which are used to bring about a certain change in an organization. Stakeholders hold a vital place in the theory of change process. Stakeholders value theories of change as part of the planning and evaluating the process for achieving a long-term goal. The stakeholders create a common vision of what the long-term goals are, how they will be reached, and what will be used to measure the process along the way (What is Theory of Change, 2013). Organizational change can vary from small evolutionary changes to large revolutionary changes (Cawsey, Deszca, & Ingols, 2012). For change to be less traumatic on an organization, small steps must be taken to ensure change follows the correct process and guidelines for success. This success is achieved with a leader who has planned strategically, thought logically, and organized the theory of change to best fit the organization and individuals who work there. The leader must also create a vision,
which allows change to be implemented (Cawsey et al., 2012). This vision establishes how the change will develop within the organization and what it might look like to employees (faculty members). For change vision to become successful, it must be: clear, concise, easily understood, memorable, inspiring, challenging, stable but flexible, and implementable (Cawsey et al., 2012). These elements must all work together to create change which is clearly thought out. Structured guidelines should be provided for a smooth and non-traumatic learning experience. The implementation of new policy and procedures for an organization take time and careful planning. The administration, in this case, should take the proper steps when implementing servant leadership practices into the organization to ensure that the change is beneficial to all members of the organization.

Implementation of the Proposed Solution

The knowledge and data gained from this study will be shared with the faculty, administration, church board, and school board of Stockdale Christian School. The goal is to provide the results of this study during the April 2018 school board meeting. The results will be provided in written form. The hope for this study is that it will provide ways which can help private Christian schools increase the longevity of faculty members as well as the commitments levels of teachers. The following proposed solution for implementation will be discussed with the administration. The discussion will include the possibility of implementing servant leadership training to all faculty members as well as the introduction to the Gallup StrengthsFinder.
Factors and Stakeholders Related to the Implementation of the Solution

According to Deal and Kennedy (2000), effective leadership brings effective change. The implementation of servant leadership has the potential to increase teacher retention, by increasing the commitment levels of teachers, which can have an overall positive impact on the school. Successful organizations are dependent on qualified employees and keeping those qualified employees within the organization requires organizational commitment (Karatas & Gules, 2010). Schools with a high level of teacher organizational commitment make a positive contribution to the success of the students and the school by enabling teachers to be positive and encouraging in their work (Karatas & Gules, 2010; Selvitoplu & Sahin, 2013).

Leader’s Role in Implementing Proposed Solution

The leader's role in the proposed solution is to incorporate the servant leadership training into the professional development that the faculty is required to accomplish on a yearly basis. Time demands on faculty members can be an issue. The level of responsibilities which are placed on faculty members can increase the level of commitment but can also cause burnout if not strategically planned. Implementing servant leadership into professional development will not increase the workload above and beyond what the faculty members are already required to accomplish. An increase in professional development that focuses on servant leadership will provide an environment which is positive, encouraging, and centered around serving others. Implementing this proposed solution will require that the administration be leaders who are decisive and support the school’s mission and vision. This type of leadership is “leadership that counts, and in the end, is the kind that touches people differently. It taps their emotions,
appeals to their values, and responds to their connections with other people” (Sergiovanni, 1992, p. 270). This type of connection and leadership is found in the teachers at Stockdale Christian School. The connection the teachers have to the school is centered on the relationship that each one of them has with the Lord.

**Implications**

This study provides evidence that the relationship between the servant leadership qualities of the administration and teachers’ organizational commitment levels are positive, with a weak linear correlation. The data suggest that the highest quality an administrator can possess is organizational stewardship ($M=4.13$). The second highest quality an administrator can possess is wisdom. Wisdom ($M=3.41$). Organizational stewardship and wisdom both had a $p < .01$. The qualitative data reflects corresponding traits which mirror that of the servant leadership survey created by Barbuto and Wheeler (2006).

**Practical Implications**

This study is important for principals to gain a better understanding of how their followers (teachers) perceive them in order to improve their leadership skills by understanding the servant leadership qualities which foster commitment levels in teachers. Principals will be able to create a school environment which projects caring for the entire person whether it is a teacher or a student. This study contributes to the greater good of the field of education as it relates to a private Christian school and, even more so, to private religious schools in general. The study also answers what can be done to ensure private schools do not continue to lose highly qualified teachers who can make a lifelong impact on students and the continued growth of the organization. Examining the
effects of servant leadership on organizational commitment is important because it
“contributes to increasing the awareness of principals regarding the relationship between
servant leadership and teachers’ school commitment” (Cerit, 2010, p. 302).

**Implications for Future Research**

Organizational commitment is an issue of great concern as organizations realize
that their long-term survival depends on the commitment of their members
(Garipagaoglu, 2013). Future studies that consider administrator/teacher retention/
organizational commitment might include how servant leadership relates to other
religious, educational settings, such as Catholic, Lutheran, and Baptist schools. More
research needs to be done in the field of servant leadership and education at both the
elementary and secondary levels of private and public education to better understand the
effect that servant leadership has on education. The data collected examining the
relationship between servant leadership and organizational commitment from the present
study fills a void in the current research available. Further research is recommended for
studies within similar and different private Christian schools to verify that a positive
correlation is significant between the servant leadership qualities of administrators and
the organizational commitment levels of teachers. Servant leadership has the ability to
bring a level of teamwork and community to a school. Bass (2000) found that servant
leadership has a place in the educational organizations because it “involves others in
decision-making, is strongly based on ethical and caring behavior, and enhances the
growth of people in the learning organization” (p.33).
Implications for Leadership Theory and Practice

As stated previously in Chapter Two, a study by Horng, Klasik, and Loeb (2010) focused attention on the interpersonal characteristics of principal leadership. The results of their study indicate that school leaders who spend more time in nurturing personal relationships have a more positive teacher satisfaction level, a better school climate, and greater commitment levels among teachers. School leaders must be able to anticipate the needs of their teachers, empower them to share ideas, and encourage them to create and maintain a positive school environment. The present study is valuable for private school principals to gain a better understanding of how their followers perceive them in order to improve their leadership skills. By understanding the servant leadership qualities that foster higher commitment levels in teachers, principals will be able to create a school environment which is centered on caring for the entire person whether it is a teacher or a student.

Summary of Study

This study was designed to discover if a relationship existed between the servant leadership qualities of administrators and the organizational commitment levels of teachers in a small private Christian school in California. The study centered around the concept that teachers are the key factors for success in education reforms (Tsui & Cheng, 1999) and that success demands a greater commitment from teachers (Nguni, Sleepers, & Denesen, 2006). One of the leading factors that affect teachers’ performance and commitment levels are the leadership behaviors of the administration. Examining the effects of servant leadership on organizational commitment is important because it “contributes to increasing the awareness of principals regarding the relationship between
servant leadership and teachers’ school commitment” (Cerit, 2010, p. 302). The mixed methods study was guided by three research questions. Research Question #1: What servant leadership qualities found in administrations can increase organizational commitment in teachers? Research Question #2: What are teachers’ perceptions of servant leadership qualities in administrations? Research Question #3: How do the quantitative and qualitative results of servant leadership and organizational commitment compare?

Chapter Four outlined the results of the study which focused on finding the servant leadership qualities of administrators which affected teachers commitment levels. The data indicated that a positive, weak linear correlation existed between servant leadership qualities of administrators and the organizational commitment levels of teachers. The data also suggested that among the tenets examined in this study the highest quality which an administrator can possess is organizational stewardship. The second highest quality which an administrator can possess in this study is wisdom. These two qualities parallel the results of the study conducted by Barbuto and Wheeler (2006). The semi-structured interviews indicated that the commitment levels of teachers were tied to strong religious beliefs and not to the qualities which administration displays.

The implementation of the character traits of organizational stewardship and wisdom by school administrators could increase organizational commitment levels for teachers in private Christian schools. The Gallup StrengthsFinder will also contribute to the positive relationship between administration and faculty. The StrengthsFinder will provide feedback regarding all team members to ensure that the long-term goals of the school are achieved. The leadership vision for the school may also increase
organizational commitment levels. Teachers who are given more responsibility and can facilitate change may show an increase in organizational commitment (Hulpia, Devos, & Van Keer, 2009). My hope is that a clear path can be created to help foster servant leadership qualities in administrators and will encourage longevity of faculty members of private Christian schools.

The future growth of servant leadership is dependent upon research of servant leadership in diverse educational populations.
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Appendix A

Servant Leadership and Organizational Commitment Assessment Survey Consent Email Communication

Letter for Participation in Research Study

From: Ashley L. Pavletich (apavletich@stockdalechristian.com)
Sent: ___________________
To: Survey Participants
Subject: Action Requested: Servant Leadership/Organizational Commitment Survey

Dear S.C.S Employee,

My name is Ashley Pavletich, and while I am an employee of S.C.S, I am also working on my doctoral studies at Creighton University in Omaha, NE. As part of my requirements, I am in the process of completing a dissertation research project which is the purpose of the email.

I am inviting you to take part in the first portion of this two-part research study which is to examine the relationship between the servant leadership qualities of administrators and how these qualities relate to the organizational commitment levels of teachers. This research study will help to identify the main servant leadership characteristics which directly correlate to the organizational commitment levels of teachers. By completing this survey, you are giving your consent for the researcher to include your responses in her data analysis. Your participation in this survey will take 10-15 minutes and is voluntary. There are no compensations for the completion of this survey. There are no risks in participating, and you may choose not to participate without fear of penalty.

You are encouraged to answer the survey on your own time and in a confidential setting. Please do not let this interfere with your daily teaching responsibilities. The
responses will remain anonymous and confidential. The information gathered will be privately coded and will not be available for public viewing. No identifiable information will be disclosed or published. All results will be presented in the summary data section of the dissertation.

If you have further questions about your rights, please view the Participant’s Bill of Rights or contact Creighton University’s Institution Review Board at 1-402-280-2126.

Completion of this online survey gives my consent to participate in this research study, according to the terms and conditions which state that I have read and understood the information presented which explains the purpose of this research study along with the rights and responsibilities as a participant.

If you would like to participate in a personal interview, which includes follow-up questions related to servant leadership and organizational commitment, please sign your name here ________________________.
Appendix B

Servant Leadership and Organizational Commitment Interview Consent

Letter for Participation in Research Study

From: Ashley L. Pavletich (apavletich@stockdalechristian.com)
Sent: ___________________
To: Survey Participants
Subject: Action Requested: Servant Leadership/Organizational Interview Consent

Dear S.C.S Employee,

My name is Ashley Pavletich, and while I am an employee of S.C.S, I am also working on my doctoral studies at Creighton University in Omaha, NE. As part of my requirements, I am in the process of completing a dissertation research project which is the purpose of the email.

I am inviting you to take part in the first portion of this two-part research study which is to examine the relationship between the servant leadership qualities of administrators and how these qualities relate to the organizational commitment levels of teachers. This research study will help to identify the main servant leadership characteristics which directly correlate to the organizational commitment levels of teachers. Your participation in this interview will take between 45-60 minutes and is voluntary. There are no compensations for the completion of this survey. There are no risks in participating, and you may choose not to participate without fear of penalty.

The responses from the interview will remain anonymous and confidential. The information gathered will be privately coded and will not be available for public viewing. No identifiable information will be disclosed or published. All results will be presented in the summary data section of the dissertation.
If you have further questions about your rights, please view the Participant’s Bill of Rights or contact Creighton University’s Institution Review Board at 1-402-280-2126.

Completion of this online survey gives my consent to participate in this research study, according to the terms and conditions which state that I have read and understood the information presented which explains the purpose of this research study along with the rights and responsibilities as a participant.
Appendix C

Permission to Conduct Research Study at Stockdale Christian School

While teaching Junior High at S.C.S., I am also working on my doctoral degree through Creighton University in Omaha, NE. As part of my requirements, I am in the process of completing a dissertation research project which is the purpose of this letter.

The purpose of this two-part research study is to examine the relationship between the servant leadership qualities of administrators and how these qualities relate to the organizational commitment levels of teachers. This research study will help to identify which servant leadership qualities directly correlate with the organizational commitment of teachers. By identifying these qualities, the purpose of this study is to bring awareness to the servant leadership qualities which can decrease teacher turnover in private Christian schools as well as increase positive school climate and student achievement scores.

The research project is composed of quantitative and qualitative data collection. The quantitative data collection consists of two surveys which will be given to the twenty-seven teachers at S.C.S. One survey is a Servant Leadership Questionnaire, and the other is an Organizational Commitment Survey. The qualitative data collection will consist of a personal interview. The data will then be compared; the similarities will be analyzed. The information gathered will be privately coded and will not be available for public viewing. No identifiable information will be disclosed or published. All results will be presented in the data section of the dissertation.

If you have further questions or wish to see the final dissertation, please contact me at ashleypavletich@creighton.edu. By signing this letter, you are giving permission for this study to take place at Stockdale Christian School.

Thank you for your help in the completion of this doctoral degree.

Doug Pike/Superintendent
February 1, 2017
Appendix D

Servant Leadership Questionnaire

Altruistic calling
This person puts my best interests ahead of his/her own.
This person does everything he/she can to serve me.
This person sacrifices his/her own interests to meet my needs.
This person goes above and beyond the call of duty to meet my needs.

Emotional healing
This person is one I would turn to if I had a personal trauma.
This person is good at helping me with my emotional issues.
This person is talented at helping me to heal emotionally.
This person is one that could help me mend my hard feelings.

Wisdom
This person seems alert to what’s happening.
This person is good at anticipating the consequences of decisions.
This person has great awareness of what is going on.
This person seems in touch with what’s happening.
This person seems to know what is going to happen.

Persuasive mapping
This person offers compelling reasons to get me to do things.
This person encourages me to dream “big dreams” about the organization.
This person is very persuasive.
This person is good at convincing me to do things.
This person is gifted when it comes to persuading me.

Organizational stewardship
This person believes that the organization needs to play a moral role in society.
This person believes that our organization needs to function as a community.
This person sees the organization for its potential to contribute to society.
This person encourages me to have a community spirit in the workplace.
This person is preparing the organization to make a positive difference in the future.
Appendix E

Permission to Use the Servant Leadership Questionnaire

February 20, 2017

Dear Dr. Wheeler,

I am a doctoral student at Creighton University in Omaha, Nebraska. As part of my requirements for my Ed.D in Educational Leadership, I am in the process of completing a dissertation research project which is the purpose of this letter. I would like to formally request your permission to use the Servant Leadership Questionnaire (SLQ) references in your article “Scale development and construct clarification of servant leadership” by Barbuto and Wheeler (2006). The assessment tool will be used for academic and educational purposes only in the study which I have proposed for my dissertation in practice.

The purpose of this mixed methods study is to examine the relationship between the servant leadership qualities of administrators and how these qualities relate to the organizational commitment levels of teachers. This research study will help to identify the main servant leadership characteristics which directly correlate to the organizational commitment levels of teachers; thus leading to positive school climate, high achievement scores of students and reduced levels of teacher burnout/turnover. If you have any questions or need clarification on anything mentioned, please let me know.

Thank you for your time and consideration in this matter.

Respectfully,

Ashley L. Pavletich
Appendix F

Permission granted to use Servant Leadership Questionnaire

Barbuto, Jay <jbarbuto@exchange.fullerton.edu> Tue, Feb 21, 2017 at 12:58 PM
To: Ashley Pavletich <apavletich@stockdalechristian.com>, Dan Wheeler <d.wheeler1@uni.edu>, "John E. Barbuto, Jr. (Jay), Ph. D." <jbarbuto@fullerton.edu>, Center for Leadership <Leadership@exchange.fullerton.edu>
Cc: Jay Barbuto <jbarbuto@fullerton.edu>

Ashley,

We grant permission for all to use the SLQ for research purposes. We have modified the persuasive mapping subscale a bit, so let us know if you would prefer the latest version. Good luck on your research!

Jay Barbuto
Appendix G

Organizational Commitment Survey

Affective Commitment Scale

1. I would be very happy to spend the rest of my career with this organization.
2. I enjoy discussing my organization with people outside it.
3. I really feel as if this organization's problems are my own.
4. I think that I could easily become as attached to another organization as I am to this one.
5. I do not feel like 'part of the family' at my organization.
6. I do not feel 'emotionally attached' to this organization.
7. This organization has a great deal of personal meaning for me.
8. I do not feel a strong sense of belonging to my organization.

Continuance Commitment Scale

1. I am not afraid of what might happen if I quit my job without having another one lined up
2. It would be very hard for me to leave my organization right now, even if I wanted to.
3. Too much in my life would be disrupted if I decided I wanted to leave my organization now.
4. It wouldn't be too costly for me to leave my organization now.
5. Right now, staying with my organization is a matter of necessity as much as desire.
6. I feel that I have too few options to consider leaving this organization.
7. One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.
8. One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice - another organization may not match the overall benefits I have here.

Normative Commitment Scale

1. I think that people these days move from company to company too often.
2. I do not believe that a person must always be loyal to his or her organization.
3. Jumping from organization to organization does not seem at all unethical to me.
4. One of the major reasons I continue to work for this organization is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.
5. If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization.
6. I was taught to believe in the value of remaining loyal to one's organization.
7. Things were better in the days when people stayed with one organization for most of their careers.
8. I do not think that wanting to be a 'company man' or 'company woman' is sensible
Appendix H

Permission to Use the Organizational Commitment Survey

February 20, 2017

Dear Dr. Meyer,

I am a doctoral student at Creighton University in Omaha, Nebraska. As part of my requirements for my Ed.D in Educational Leadership, I am in the process of completing a dissertation research project which is the purpose of this letter. I would like to formally request your permission to use the Three-Component Model (TMC) Employee Commitment Survey. The assessment tool will be used for academic and educational purposes only in the study which I have proposed for my dissertation in practice.

The purpose of this mixed methods study is to examine the relationship between the servant leadership qualities of administrators and how these qualities relate to the organizational commitment levels of teachers. This research study will help to identify the main servant leadership characteristics which directly correlate to the organizational commitment levels of teachers; thus leading to positive school climate, high achievement scores of students and reduced levels of teacher burnout/turnover. If you have any questions or need clarification on anything mentioned, please let me know.

Thank you for your time and consideration in this matter.

Respectfully,

Ashley L. Pavletich
Appendix I

Permission granted to use Three-Component Model (TMC) Employee Commitment Survey

Dear Ashley,

You can get our commitment measures and permission to use them for academic research purposes from http://employeecommitment.com. I hope all goes well with your research.

Best regards,

John Meyer

Western University
Dr. John Meyer
Department of Psychology
Rm 8411, Social Science Centre
Western University
London, Ontario, Canada
N6A 5C2

Phone: (519) 661-3679
Fax: (519) 661-3961
Appendix J

Interview Protocol: Servant Leadership and Organizational Commitment

Time of Interview:
Date:
Interviewer: Ashley Pavletich
Interviewee:
The position of Interviewee:

*Proposed Sample: 27 teachers (K-8th grade) at a private Christian school in central California

Description of Project: The current research project is looking to explore the relationship between servant leadership and organizational commitment between administrators and teachers in a private Christian school in Central California. The project looks to identify the key components which affect the leadership style of the administrators and the employees (teachers) commitment to the school. Due to high rates of administrator and teacher turnover, are there areas which can be improved within a school site to help the organizational structure of the school? Thank you for your time and willingness to help with this research project. I would like to ensure you that all materials will remain confidential and anonymous. Let me know when you need a break at any time. Please sign the consent form, which allows the material to be used.

Questions:

1. Please describe an event/experience in which an administrator had a positive impact on your life.
   A. Did this event/experience change how you felt about the administrator?
   B. What was the outcome of the experience?
   C. How did this event/experience help you in your career?

2. In what ways does the administration provide support and inspiration to you?
   A. How often does this happen?
   B. Can you provide an example?

3. Have you ever observed your administrator interacting in a positive way when dealing with a colleague?
   A. What was observed?
   B. How did this make you feel?
   C. What did this action tell you about your administrator?
   D. Have you ever experienced this?
4. In what ways does the administration encourage teachers’ to be servant leaders?

- Description of Servant Leader: The description of servant leadership written by Robert Greenleaf (1970) states that “The servant leader is a servant first. It begins with the natural feeling that one wants to serve first. This conscious choice brings one to aspire to lead. The servant leader is significantly different from one who is a leader first. The servant first (leader) makes sure that other people’s highest priority needs are being met. The test then, is do those served grow more as a person?”

A. What is the administrators focus for the teachers?
B. How are you a servant leader inside/outside the classroom?
C. Can you expand more on that?

5. How does your spirituality factor into how committed you are to serving the school community?

A. How do you know teaching is your calling?
B. When did you discover this?
C. Can you expand on the topic?

6. In what ways do you and the administration share the same religious values?

A. Does this affect how committed you are to the school?
B. Does it affect your level of teaching?

7. Given the high rate of teacher turnover, what keeps you teaching at SCS?

A. Please give some examples?
B. Have you ever thought of leaving?
C. In what ways has teaching at SCS positively impacted your life?

Additional questions will be based on recorded answers in the previous section. The interviewee will be asked to expand on answers and clarify information which was given.
Appendix K

Bill of Rights for Research Participants

1. As a participant in a research study, you have the right:

2. To have enough time to decide whether or not to be in the research study and to make that decision without any pressure from the people who are conducting the research.

3. To refuse to be in the study at all, and to stop participating at any time after you begin the study.

4. To be told what the study is trying to find out, what will happen to you, and what you will be asked to do if you are in the study.

5. To be told about the reasonably foreseeable risks of being in the study.

6. To be told about the possible benefits of being in the study.

7. To be told whether there are any costs associated with being in the study and whether you will be compensated for participating in the study.

8. To be told who will have access to information collected about you, and how your confidentiality will be protected.

9. To be told whom to contact with questions about the research, about the research-related injury, and about your rights as a research subject. If the study involves treatment or therapy:

10. To be told about the other non-research treatment choices you have.

11. To be told where treatment is available should you have a research-related injury, and who will pay for research-related treatment.