The Impact of Servant Leadership on School Climate

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Abstract

The topic of this research was the impact that servant leadership has on school climate. The participants were educators employed in the International Schools Group School District housed in Saudi Arabia. This was a quantitative study employing a cluster sampling using the Servant Leadership Scale (SLS) and the R-SLEQ (Revised School Level Environment Questionnaire) delivered to participants using Qualtrics Survey Software. The research questions were: Does servant leadership impact school climate in the International Schools Group school district in Saudi Arabia? What is the relationship of the leaders' perception of servant leadership and school climate? What is the relationship of the teachers' perception of servant leadership and school climate? What are the relationships between the demographic variables and school climate? What is the relationship between servant leaders and school climate after accounting for those demographic variables that are significantly related to school climate? The data was analyzed using Pearson's Correlation Coefficient (r), Two Sample Independent t-test, Oneway ANOVA and Multiple Linear Regression. The results garnered from this study show that there is a positive significant relationship between teachers' perceptions of servant leadership and school climate. The results also showed a positive significance between local hire and sponsored hire educators and school climate. When adding whether the participant was local hire or sponsored hire, servant leadership is a statistically significant predictor of school climate.

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People say that it takes a village to raise a child. I believe this to be true. We all play a large part in the development of a child. I also believe that it takes a village to support a doctoral student through the completion of earning a doctorate degree. I have been blessed to be a part of the Bethel University family. Although there are many people that are responsible for supporting me in this endeavor, I am certain I will miss some. Please know that I am eternally grateful to everyone who helped me along the way. I would like to acknowledge Dr. Craig Paulson for his unwavering support throughout the entire program. The many professors with whom I have had the privilege of working deserve many pats on the back as they were always patient and always ready to help, even when I was no longer in their classes. I wish to acknowledge the colleagues who were a part of my cohort. Without their support, the many times of uncertainty may have stopped me in my tracks. I would also like to acknowledge the best dissertation team ever assembled. Dr. Jeanine Parolini, Dr. Cheryl Bostrom, and Dr.Sandy Pettingell could not have been a better team with whom to work. They were cheer leaders, sympathetic ears, and supportive throughout the entire process. Finally, I would like to acknowledge my husband, Dr. Hal Cooke. Without his constant support and understanding, none of this would have been possible. He was my sounding board and key editor who helped to guide me in achieving a life-long goal.

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Chapter One: Introduction

School climate is the heart and soul of a school. "A positive school climate is essential for it has a far-reaching impact on maintaining a purposeful and supportive instructional environment" (Roderiguez, 2007, Abstract). Research has shown that positive school climate has a profound effect on teachers' job satisfaction (Anderson, 1982; Cohen, 2013; Perumal, 2011).

The relationship of the teachers with the administration has a big impact on their relationships with students and their teaching style. Anderson (1982) stated that the isolation of teachers from the administration can lead to a climate that is in crisis. It is crucial, therefore, that teachers and administration work as a collaborative team to achieve the true purpose of a school: an optimal educational program for the students.

This researcher has made observations for over 14 years in a number of international schools and found there was a feeling of "us against them;" the epitome of the age-old struggle between followers and leaders. It is apparent to this researcher that the time has come for a look at alternative leadership styles to promote teamwork and an air of collaboration.

Servant leadership, by its very nature of serving others rather than serving self, opens the door to creating a healthy culture rather than one that is toxic. The self-serving nature of leaders reveals itself in the comment, "Many people have a difficult time putting faith in their leaders, and working with them efficiently to reach shared goals" (Community Tool Box, 2013, Main section, para. 1). Servant leadership offers a different mindset. Servant leaders consider themselves to be the first among equals and they adjust their attitudes to consider others' needs as well as their own needs. They believe that they are not better than their followers, but comrades in arms working to promote the best possible workplace. So they are willing to move

beyond gratifying themselves in order to serve the needs of the entire group. This takes

everyone into consideration which creates a healthier climate for the group. Servant leaders draw

the best from their followers and even become followers themselves when appropriate. "A

servant leader uses leadership and power legitimately, for the good of the people he or she

serves. She sees leadership as a *means* to obtain the general good, not as a desired personal *end*"

(Community Tool Box, 2013, What are the Qualities of a Servant Leader section, para. 6).

Therefore, the purpose of this study is to determine the impact that servant leadership has on

school climate.

      The concept of servant leadership dates back to the time of Jesus. In that particular era,

leadership was authoritarian in nature in that it was based on the premise that those who had the

most power earned the right to be the leaders. However, Mark, one of Jesus' disciples, wrote,

> And Jesus called them to him and said to them, "You know that those who are considered
>
> rulers of the Gentiles lord it over them, and their great ones exercise authority over them.
>
> But it shall not be so among you. But whoever would be great among you must be your
>
> servant, and whoever would be first among you must be slave of all. For even the Son of
>
> Man came not to be served but to serve, and to give his life as a ransom for many"
>
> (10:42-45 ESV).

As can be surmised, servant leadership certainly is not a new concept, because it began with

Jesus. Servant leadership has been taught, by Jesus, to be the optimal style of leadership.

      Servant leadership went on to be virtually unnoticed as a viable style of leadership until

Robert K. Greenleaf first wrote about it in 1970 in his essay *The Servant as Leader*. Known as

the "father" of servant leadership, he wrote a book, *Servant Leadership: A Journey into the*

Nature of Legitimate Power & Greatness, which contained his many essays and was published in

1977. In his writings, he posed the theory of servant leadership. "He proposed that the best

leaders were servants first, and the key tools for a servant-leader included listening, persuasion,

access to intuition and foresight, use of language, and pragmatic measurements of outcomes"

(Frick, 2013, Main section, para. 5). In its infancy, servant leadership was not definitive.

Rather, it was an idea posed for consideration as an alternative style of leadership as compared to

transformational leadership. Greenleaf (1977) stated:

> The difference manifests itself in the care taken by the servant – first to make sure that
>
> other people's highest priority needs are being served. The best test, and difficult to
>
> administer, is this: Do those served grow as persons? Do they, *while being served,*
>
> become healthier, wiser, freer, more autonomous, more likely themselves to become
>
> servants? *And,* what is the effect on the least privileged in society? Will they benefit or
>
> at least not be further deprived? (Greenleaf, 1977, p. 27).

The idea of leaders being servants first was a unique proposal in the infancy stage of servant

leadership. Servant leadership involves "knowing" one's followers as it pertains to their mental

and emotional well-being rather than simply issuing orders and edicts to keep the workplace

functional.

Greenleaf (1977) posited that "a new moral principle is emerging" (p. 23). His theory

was that the only viable authority that deserved allegiance was one that was freely given by those

being led to the leader who acts as a servant. He further theorized that acceptance of authority in

established institutions is not a casual acceptance if one is a follower of the principle of servant

leadership. The followers will only respond to those that have earned the trust and have proven

themselves as servant leaders. "To the extent that this principle prevails in the future, the only

truly viable institutions will be those that are predominantly servant led" (Greenleaf, 1977, p.

24). The new moral principal that was emerging promoted trust and earned alliance with the leader in the workplace through servant leadership. Trust and earned alliance for the leaders were not previously considered important traits in leaders. Thanks to Robert Greenleaf, this new moral principal had become, if nothing else, a new consideration.

Defining servant leadership to further understand this emerging new moral principle was essential. While Greenleaf (1977) never actually defined servant leadership, he was clear in what he considered to be the ten characteristics of one who is a servant leader. A servant leader has characteristics that include listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community (Smith, 2005). While the definitions of servant leadership are many, it is generally accepted that servant leaders can be defined as,

> …those who serve with a focus on the followers, whereby the followers are the primary concern and the organizational concerns are peripheral. The servant leader constructs are virtues, which are defined as the good moral quality in a person, or the general quality of goodness, or moral excellence (Patterson, 2003).

Many authors have attempted to define servant leadership and determine the characteristics of servant leaders. Since servant leadership has only recently been considered a viable style of leadership, empirical research on servant leadership has been done, although not exhaustively. Many of the characteristics overlap, as determined by the empirical research, while some authors add or take away characteristics as dictated by the results of their studies. A factor that distinguishes servant leadership from other styles of leadership is the motivation of the leader.

A servant leader is motivated by a desire to serve others. A servant leader does not lead for personal gain, positional power, or glorified status. "Being a servant leader means

channeling the power afforded by leadership status to achieve the common goals of the group" (Ebener & O'Connell, 2010, p.319). Although characteristics may vary slightly, the motivation of the leader is essentially what defines a leader as a servant. Leadership can affect school climate in either a positive or negative manner. It could be posited that the leadership style of a servant leader would have a more positive impact on the school climate than other styles of leadership.

School climate has been studied for many years; however, the impact that servant leadership has on school climate has not been studied in depth. School climate has long been the subject of research in the field of education. Climate was originally studied in factories and corporate work places in order to make the workers more productive. However, educators have recognized the importance of school climate for over 100 years. The first examination of school climate was done in 1908 by Arthur C. Perry. Empirically grounded research on school climate began in the 1950s. George Sterns was one of the first psychologists to use organizational climate to study educational venues. This interest in climate has grown.

School climate has been defined as "the quality and character of school life" (Cohen, McCabe, Michelli, & Pickeral, 2009, p. 180). It is the heart and the soul of the school. School climate sets the tone for the personality of the school and allows for an environment conducive to learning. It is "based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures"(Cohen, et al., 2009, p. 180). School climate can have a positive or negative effect on the student learning that occurs in a school.

The objective in any educational institution is optimal student learning. In a positive school climate, this objective can be met. It is essential that climate in any school be assessed,

actively enhanced, and sustained. As educators, parents, and students work together in a collaborative effort, a positive school climate can be achieved. All stakeholders can design, live, and contribute to a shared school vision. In a positive school climate, we are collaborators sharing power. Servant leadership embraces the idea of collaborators sharing power. It appears that a positive school climate and servant leadership is a perfect marriage to achieve this.

In the quest to measure servant leadership and school climate, many questionnaires and surveys have been developed. The original servant leadership measurement tool, Organizational Leadership Assessment (OLA), was designed by Laub (1999). Page and Wong (2000) developed the Servant Leadership Profile (SLP). However, no validity was reported and no confirmatory factor analysis was performed for either the OLA or the SLP. Van Dierendonck and Nuijten (2008) designed the Servant Leadership Survey to include eight factors representative of servant leadership.   Many of these previous scales and questionnaires, along with past research, were considered and consolidated into yet another servant leadership survey which was called the Servant Leadership Scale (SLS) (Liden, Wayne, Zhao, & Henderson, 2008). The SLS was the survey chosen to be the measurement tool for this study.

There are also many questionnaires and surveys available to measure school climate. The Comprehensive Assessment of School Environments (CASE), the Organization Health Inventory (OHI), and the Organizational Climate Descriptive Questionnaire (OCDQ) are three assessment tools that are available for use by researchers (Roach & Kratochwill, 2004). Another assessment tool, the Perception of School Climate measure, was designed by The National Center for Educational Statistics (Wolfe, Ray, & Harris, 2004). More recently, the Revised School Level Environment Questionnaire (Johnson, Stevens, & Zvoch, 2007) was designed for use in elementary, middle, and high school. The Revised School Level Environment Questionnaire (R-

SLEQ) was the survey chosen to be administered for this study to determine school climate. These measurement tools will be discussed in more detail in the instrumentation and measurement section.

Statement of the Problem

The problem addressed in this study explored the impact that servant leadership has in relation to school climate in the International Schools Group (ISG) school district in Saudi Arabia. Much research has been done relating many leadership styles with the climate of the school. There has been little research done focusing on servant leadership as it relates to the climate of the schools. No research has been done about the impact that servant leadership has on school climate in Saudi Arabia.

The research questions and hypotheses for this study are as follows:

Research Questions

1. Does servant leadership impact school climate in the International Schools Group school district in Saudi Arabia?

2. What is the relationship of the leaders' perception of servant leadership and school climate?

3. What is the relationship of the teachers' perception of servant leadership and school climate?

4. What are the relationships between the demographic variables and school climate?

5. What is the relationship between servant leaders and school climate after accounting for those demographic variables that are significantly related to school climate?

Alternative Hypotheses

1. Servant leadership does impact school climate in the International Schools Group school district in Saudi Arabia. ($H_1$1)

2. There is a relationship of the leaders' perception of servant leadership and school climate. ($H_1$2)

3. There is a relationship of the teachers' perception of servant leadership and school climate. ($H_1$3)

4. There is a relationship between the length of time in Saudi Arabia and school climate. ($H_1$4a)

   There is a relationship between local hire and sponsored hire and school climate. ($H_1$4b)

   There is a relationship between level of school and school climate. ($H_1$4c)

   There is a relationship between gender and school climate. ($H_1$4d)

   There is a relationship between age group and school climate. ($H_1$4e)

   There is a relationship between length of time in teaching position and school climate. ($H_1$4f)

5. There is a relationship between servant leadership and school climate when accounting for significant demographic variables. ($H_1$5)

Null Hypotheses

1. Servant leadership does not impact school climate in the International Schools Group school district in Saudi Arabia. ($H_0$1)

2. There is no relationship between the leaders' perception of servant leadership and school climate. ($H_0$2)

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3. There is a no relationship between the teachers' perception of servant leadership and school climate. ($H_0 3$)

4. There is no relationship between the length of time in Saudi Arabia and school climate. ($H_0 4a$)

   There is no relationship between local hire and sponsored hire and school climate. ($H_0 4b$)

   There is no relationship between level of school and school climate. ($H_0 4c$)

   There is no relationship between gender and school climate. ($H_0 4d$)

   There is no relationship between age group and school climate. ($H_0 4e$)

   There is no relationship between length of time in teaching position and school climate. ($H_0 4f$)

5. There is no relationship between servant leadership and school climate when accounting for significant demographic variables. ($H_0 5$)

International schools are unique in that they are islands in the countries in which they are located. They are political, physical, and social islands because the international schools are not a part of the local school systems. The mission of most international schools is to provide an education for expatriates and does not include educating host country nationals. International schools are required to follow the mandates set forth by the local Ministries of Education; however, they generally follow a curriculum set forth by the country which they represent. Physically, international schools are purpose built and are configured in much the same manner as western schools. International schools provide facilities for physical education, classrooms that support smaller class sizes, libraries that have an impressive inventory, and play areas for

recess, for example. Local schools often do not provide for any educational experience other than instruction for core classes and religious studies.

Socially, international schools are islands in that they are often considered community schools. The students and their families use the schools for scout meetings, social events, and a meeting place for various school related activities. Historically, host country national schools do not provide for activities outside of the normal school day. International schools are also social islands because, although the staff is generally international in nature, there are few host country nationals on staff. Most often, host country national schools employ only locally hired teachers. In international schools, the teachers work together, often live in the same compounds or apartment complexes, and are a support system for one another. It is a situation that is somewhat incestuous because it is difficult to leave work at work due to the fact that there is no opportunity to "get away" from the colleagues with which one works.   In a study done in a rural school district in Florida, the "homegrown" teachers and the "transplanted" teachers were in a similar situation as those in an international school. It was found that the teachers were unable to leave the interactions and animosities of the work place at work. This led to a rather toxic school climate from which there was no relief because there was "a complex intertwinement among rural teachers' personal, social, and professional lives" (Huysman, 2008, p. 34). This situation is precisely the situation that occurs in international schools overseas. Such a situation requires a leader who is aware of how the staff is feeling on an emotional level as well as a professional level.

The rate of faculty transiency in international schools is a consideration with regard to school climate. There was a 17% turnover rate for teachers in the Near East South Asia (NESA) Region between the years of 2006–2009 (Mancuso, 2010, p. 306). Saudi Arabia is part of this

region. School heads generally stay in one school for a period of 2.8 years (Odland & Ruzicka, 2009, p. 8). A transiency rate of this magnitude can have an effect on school climate in a negative manner. Mancuso (2010) stated that, "the factors typically associated with teacher turnover can be counteracted by an effective school leader" (p. 319). "The data show that, in particular, inadequate support from the school administration…is associated with higher rates of turnover" (Ingersoll, 2001, p. 501). It appears from past research that effective leadership is extremely important with regard to teacher retention which, in turn, allows for positive school climate.

Due to high transiency rates in international schools, it is essential to employ a leadership style that will maintain positive school climate. When leaders are truly effective, they leave a legacy of leadership that continues even after those leaders have moved on to another position. In this manner, positive school climate can continue as well. In order to administrate an international school so that continuity of leadership and climate is evident, it is essential to understand what are perceived to be the overarching elements of positive climate. International schools are indeed political, physical, and social islands. Due to this, it is the responsibility of the administrators to be fully aware of what it is that the teachers need both in the workplace and in their lives outside of the school. True servant leaders embody the traits that go beyond the workplace. This allows for the teachers and administration to be support groups to one another which can translate to a positive school climate.

Leadership style appears to have a rather large impact on school climate (Contartesi, 2010). One hypothesis of this study stated that servant leadership leads to a positive climate ($H_1 1$). Servant leadership has been studied to determine its impact on school climate (Black, 2010). The basic tenets of servant leadership state that a servant leader leads from the standpoint

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of that which is best for the organization and not for self. Servant leaders serve with a focus on the followers. "The projected outcome of such a leadership philosophy is the workers will become more skillful, creative, and willing to share responsibility for the direction of the organization" (Tate, 2003, p. 33). Research suggests that shared responsibility leads to positive school climate.

It is essential that servant leaders have a realistic view of their understanding of the basic tenets of servant leadership and how they carry out the basic tenets. The second hypothesis ($H_1$2) of this study stated that there is a positive relationship of the leaders' perception of servant leadership and school climate. A true servant leader should be able to discern how and what his/her followers are feeling and have an understanding of the special circumstances each of his/her followers possess. When a servant leader is aware of self and surroundings, there should be a positive relationship between the leader's perception of servant leadership and climate.

Occasionally servant leaders have been perceived to be weak and ineffective, particularly by their staff. Servant leaders have been viewed as unfair, inconsistent, and too flexible (Kelley, 2005). It is vital that the staff understand how servant leaders lead and embrace the style so that they can work together as a team. The third hypothesis of this study stated that there is a positive relationship of the teachers' perception of servant leadership and school climate ($H_1$3). When followers embrace servant leadership and allow themselves to be a part of the philosophy, there should be a positive relationship between the teachers' perception of servant leadership and school climate.

The fourth and fifth hypotheses of this study dealt with various demographics; the length of time in the educational profession, the length of time worked in Saudi Arabia, the curriculum with which the participant worked, the school level in which the participant worked, gender, age

group, school name, and whether the participant was local hire or sponsored hire. The fourth hypothesis dealt with the comparison of each of the demographics and their effect on school climate. In a study done on teaching experience and its affect on school climate, it was found that "The results of the study appear to show a steady increase in negative feelings and perceptions of the school climate with the increase of teaching experience" (Kalis, 1980). The fifth hypothesis of this study dealt with the relationship between servant leaders and school climate after accounting for those demographic variables that are significantly related to school climate. In a study conducted on research regarding school climate, Stover (2005) came to the conclusion that "In the final analysis, researchers say, any serious look at school climate and culture should lead policymakers to a simple—and challenging—conclusion: Almost everything depends on leadership" (2005, p. 32). Teacher demographics appear to have significance when comparing leadership and school climate.

Finally, collaboration is an important tool that can promote positive school climate. It is a strategy which can set the tone in the school. With collaboration, some of the perceptions held by the teachers and leaders become more closely aligned with one another. The style of leadership employed in a school can foster trust, respect for one another, effective communication, and teacher commitment. All of these elements have been named as important components of a positive school climate (Chatbury, Beaty, & Kriek, 2011; Contartesi, 2010; Halawah, 2005; Hulpia, Devos, & Van Keer, 2010; Kelley, Thornton, & Daugherty, 2005; Rafferty, 2003; Walumbwa, Hartnell, & Oke, 2010).

Significance of this Study to the Field of Education

The purpose of this study was to determine the impact that servant leadership has on school climate. This study correlated teachers' perceptions and principals' perceptions of the

leadership style and the climate in the school. The participants were drawn from British schools, American schools, and an international school in Saudi Arabia. Much research has been done on just the leaders' perceptions or just the teachers' perceptions but there is scant research correlating the principals' perceptions and the teachers' perceptions of leadership and climate. There is also scant research done in this arena on schools in which the teachers and principals come from many cultural backgrounds and the schools have a variety of curricula offered. "The excitement surrounding servant leadership may be justified, as it appears strong relationships with positive outcomes such as employees' extra effort, employees' satisfaction, and perceptions of organizational effectiveness were found" (Barbuto & Wheeler, 2006, p. 322). It is not a question of whether the perceptions in place are accurate. If there is a perception of a positive or negative climate, the perception must be either celebrated or addressed.

School climate is the heart and soul of the school. Rather than using assessment scores to determine school success, "more and more districts, states, and networks of schools use school climate data to help define school success" (Cohen, Pickeral, & McCloskey, 2009, p. 48). A positive environment in which to work can make a school successful in its objective to provide optimal student learning. "One of the fundamentally important dimensions of school climate is relational, i.e., how 'connected' people feel to one another in school" (Cohen, McCabe, Michelli, & Pickeral, 2009, p. 185). This connectedness can lead to enhanced collaboration among the staff (Rhodes, Camic, Milburn, & Lowe, 2009). When staff are connected to one another and to the administration, there is increased commitment to their leader and to the school (Hulpia, Devos, & Van Keer , 2010).   Staff that are committed to their leader and school have a feeling of worth or value (Black, 2010) leading to a positive school climate and collegiality.

Trust and respect for one another have been established as important dimensions within the school. Schools that are viewed as "open" employ good communication strategies allowing staff to engage in shared decision making (Contartesi, 2010; Kelley, Thornton, & Daugherty, 2005). These open climate schools "tend to be comprised of teachers and administrators who trust one another" (Rafferty, 2003, p. 67). Trust and respect have both been determined to be elements of servant leadership. The development of servant leadership as a viable leadership style promotes positive school climate.

Schools with positive climate have higher teacher retention rates, allowing for a more consistent, solid educational program in the school (Bevans, Bradshaw, Miech, & Leaf, 2007). It has been suggested that administrators be evaluated by their teacher retention rate. If the administrator has a high teacher retention rate, there is a perceived effectiveness on the part of the principal. (Mancuso, Roberts, & White, 2010; Odland & Ruzicka, 2009). According to Mancuso, Roberts, and White (2010), "factors associated with organizational conditions" (p. 320) are what may make the difference in teacher retention rates. The onus of teacher retention rates falls squarely on the shoulders of the administration (Mancuso, Roberts, & White, 2010; Odland & Ruzicka, 2009).

One dimension of true servant leaders is that they put their subordinates' needs first. Research has shown this to be essential in a healthy school environment. The needs of the followers must be addressed in order to establish and maintain a positive school climate. One study suggests that further research is needed to determine ways to predict follower well-being (Van Dierendonck, 2010, p. 265). The demographics of the participants involved in the research must be studied to determine what dynamics, if any, are present. (Woolley, Caza & Levy, 2011) This will provide insights to "alert organizations to the necessity of being open to the needs and

wishes of employees" (Van Dierendonck & Nuijten. 2010, p. 265). Finally, it is not only essential to understand the needs of the followers, but leaders must also be aware enough of the need to empower the followers to "share the vision, and enable them to create an effective school climate" (Kelley, Thornton, & Daugherty, 2005). Often, understanding the needs of the employees is not the most difficult task. The most difficult task is to act on those needs to provide for a healthy school environment. This is the role that servant leaders embrace. The needs of the staff in international schools are more encompassing than those in other western schools. International schools are somewhat unique because they deal with staff on a completely different level than western schools. International schools are responsible for the safety and well-being of their staff. They provide travel allowances, housing, utilities, transportation, work visas, child care, and a host of other amenities. Research has suggested that it would be beneficial to conduct studies in places other than the United States to examine servant leadership as it influences school climate when participants are from other cultures and curricula (Black, 2010; Ebener, O'Connell, 2010; Liden, Wayne, Zhao, & Henderson, 2008; Walumbwa, Hartnell, & Oke, 2010). The data collected from such a study could "verify the claim that there is a significant positive correlation between servant leadership practices and school climate" (Black, 2010, p. 462). In an international school, servant leaders must be more aware of the staff's needs because those needs deal with quality of life as well as comfort in the school environment.

A major concern in the area of school climate is that often the staff have a different perception of the principals' leadership style than the principals have of their own style. "Teachers' perceptions of their principals' effectiveness are positively related to school climate" (Kelley, 2005, p.22). The results from Kelley's study indicate that the principals' perception of

their own leadership styles "are not consistent with their teachers' perceptions" (2005, p. 23).

These perceptions of leadership style must match in order to move forward to work together to improve the school climate. Research that has been done has studied the perceptions that teachers have of their administrators' leadership styles or that administrators have of their own leadership style (Kelley, 2005; Liden, Wayne, Zhao, & Henderson, 2008). However, recommendations of several researchers posit the need to obtain data from both the administrators and teachers from the same schools to conduct a more complete study (Dennis & Bocaranea, 2006; Hayden, 2011; Kelley, 2005; Liden, Wayne, Zhao, & Henderson, 2008; Van Dierendonck & Nuijten, 2010).

Servant leadership is gaining popularity as a viable style of leadership and it is important to know what sort of impact it has on school climate. Black (2010) stated that "The future growth of the theory of servant leadership is dependent on expanding the research of servant leading in educational organizations" (p. 463). Effective servant leadership ostensibly could affect morale, job satisfaction, teacher retention, trust, and respect in the staff (Cerit, 2009; Laub, 1999). Consequently, it is necessary to focus on "investigating those methods that are related to organizational performance" (Dennis & Winston, 2003, p. 458). As more research on servant leadership is done, the impact that it has on school climate will become clearer. The idea of servant leadership will gain more viability as a valid style of leadership.

As an understanding of servant leadership as a viable leadership style grows, it will be necessary to train both leaders and teachers in communication, conflict management, team development and other servant leadership skills such as empathetic listening (Blase, 1997; Zamperlin, 2012). Administrators and teachers must be well-educated in self-awareness of "an individual's values, beliefs, and behaviors" (Blase, 1997, p. 608) and this suggests that

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undergraduate and graduate courses could be created to meet these needs (Blase, 1997; Bulach & Peterson, 1999; Zamperlin, 2012). As curriculum is developed to instruct teachers and leaders in the art of servant leadership, it may be possible to begin to recruit those who understand and embrace the dimensions and elements of servant leadership in school districts who include servant leadership as the core of their district vision.

Chapter Two: Literature Review

The purpose of this study was to determine the impact that servant leadership has on school climate. The research available at this time on servant leadership is growing and evolving as servant leadership becomes an accepted and viable style of leadership. In its infancy, Robert Greenleaf (1977) stated that the notion of the servant as leader was an "intuitive insight" (p. 26) rather than conscious logic. Since Greenleaf's launch of the notion of servant leaders, many researchers have studied this style of leadership in an attempt to define it as a leadership style and to design a scale to measure servant leadership (Barbuto & Wheeler, 2006; Johnson, 2001; Page & Wong, 2000, Laub, 1999; Patterson, 2003). Servant leadership currently has no official definition and literature suggests no comprehensive, agreed upon list of characteristics, but themes arise that suggest a servant leader is a person who:

> is a good listener, is empathetic, has the ability to heal relationships, is self and surrounding aware, can persuade and convince others, conceptualizes beyond the day to day realities, foresees outcomes of situations, is committed to the professional and personal growth of other, is a good steward of resources, and is a community builder (Spears, 1998).

These characteristics are not the typical characteristics that would be listed as necessary for an effective leader. However, it has been suggested that these characteristics are those of a servant leader and may be those to which leaders should aspire to promote positive school climate.

Of particular interest to researchers was designing a scale as a tool for measurement of servant leadership. Laub (1999) was the first to construct a tool for the assessment of servant leadership. His tool for measurement was the Organizational Leadership Assessment. The results showed an internal consistency ranging from .90 to .93. Another assessment instrument

was designed using SurveySuite with questions based on the seven component concepts of servant leadership (Dennis & Bocarnea, 2005). This SurveySuite assessment showed results of internal consistencies between .89 and .92; however there were no internal consistency results reported for the three-item scales (Dennis & Bocarnea, 2005).

The following year, Barbuto and Wheeler (2006) designed the Servant Leader Questionnaire. Barbuto and Wheeler developed operational definitions and scales to measure 11 potential characteristics of servant leadership. After factor analyses were conducted on the 11 characteristics, they indicated five factors that appeared to be conceptually and empirically distinct. The internal consistencies of the SLQ ranged from .82 to .92. Wong and Davey (2007) developed the Servant Leadership Profile (SLP) based on the six characteristics of servant leadership that Wong and Page determined in 2003. There was no internal consistency reported for the SLP. Wong, Page and Rude (2004) went on to design a revised version of the SLP named the SLP-360, which was quite lengthy (Wong & Davey, 2007).

Further, Liden, Wayne, Zhao, and Henderson designed the Servant Leadership Scale (SLS) in 2008. They found, through a factor analysis, that seven of the nine dimensions determined by Liden, et al. were deemed distinguishable. The SLS was designed based on these seven dimensions of servant leadership. The results of the factor analysis performed on the SLS showed internal consistency results ranging from .76 to .86. Additionally Sendjaya, Sarros, and Santora (2008) created the Servant Leader Behavior Scale (SLBS) which was based on six dimensions and 22 sub-dimensions pertinent to servant leadership. These six dimensions and 22 sub-dimensions were a compilation of past conceptual research. The factor analysis of the SLBS results showed an internal consistency from .72 to .93.

Finally, Van Dierendonck and Nuijten (2010) designed the Servant Leadership Survey (SLS). The SLS was based on eight aspects that were selected by the authors as the "best indicators of servant leadership" (Van Dierendonck & Nuijten, 2010) after reviewing and analyzing the servant leadership literature and interviewing servant leaders. The factor analysis of the SLS results showed an internal consistency range of .69 to .91.

There are many established questionnaires related to assessing climate; however, many of those are based on the business world rather than the educational world. In order to achieve the results needed in the educational world, it is essential when using a survey or questionnaire that the instrument be sound in its ability to assess school climate. Researchers have used the established surveys and conducted studies with the aim of producing climate surveys particularly cognizant of the educational field. One such study (Hart, Wearing, Conn, Carter, & Dingle, 2000) yielded the 54-item School Organizational Health Questionnaire (SOHQ) that measures teacher morale and 11 separate dimensions of school organizational climate.

Another such study (Johnson, Stevens, & Zvoch, 2007) revised the established School Level Environment Questionnaire (SLEQ) to include just 21of the original items interspersed with 21 other items dealing with teachers' perceptions of academic press, leadership, job satisfaction, and school quality. It was found to be valid after analyzing 2,549 responses. The structure and measurement were found to apply equivalently to elementary, middle, and high school teachers. An additional survey called the SDSCAQ measures communication, innovativeness, advocacy, decision making, evaluation, and evaluates the teachers' perceptions of the support for staff development, in-services, individual growth, and effectiveness of in-service activities by administration.

A final assessment tool that was considered for this study was the Perception of School Climate Scale (Wolfe, Ray, & Harris, 2004). The designers' intent in writing the survey was to "capture the atmosphere in a school by depicting the relationship between teachers and administrators, perceived collegiality among staff, and the ability of teachers to obtain the materials they need to perform their jobs effectively" (Wolfe, Ray, & Harris, 2004, p. 843). The scale is a four-point Likert scale with 22 questions. Most of the questions on the survey are written so that a low score indicates positive school climate, while a small number of the questions are positively written so that a high score indicates positive school climate.

Data for the Perception of School Climate were scaled using a Rasch Rating Scale Model. The authors of the Perception of School Climate focused on six dimensions of the scale. They first performed dimensionality analyses to determine the degree to which the instrument exhibited sufficient internal consistency to "support an assumption of unidimensionality and whether the items within [the] instrument demonstrates relationships that are consistent with theory-based expectations" (Wolfe, Ray, & Harris, 2004, p.847). Second, the authors performed reliability analyses using the reliability of separation index to determine "the degree to which [the] scale produces internally consistent measures" (Wolfe, et al., 2004, p. 847). Third, Wolfe, Ray, and Harris (2004) used several RRSM indices to evaluate the effectiveness of the rating scale categorization. Fourth, they examined the point-measure correlations and the information-weighted item fit statistics to evaluate item quality. Fifth, the authors determined the degree to which the items form a hierarchy that is consistent with theory-based expectations by examining item calibrations. Finally, Wolfe, Ray, and Harris (2004) evaluated the quality of the teacher measures by examining the person mean square statistics. There is a fairly high level of reliability of separation (.82) which indicated that the items on the Perception of School Climate

are internally consistent. In rating category effectiveness and item quality, the statistics indicate that the rating scale was functioning adequately. Six items had point measure correlations that were less than .40, so these items may not be good indicators of a "common underlying variable" (Wolfe, Ray, & Harris, 2004, p. 851).

One predominant aspect that continually appeared as having an effect on school climate was communication. "Effective communication is at the heart of creating and maintaining the effective school" (Rafferty, 2003, p. 53). Effective communication and schools perceived as having open communication show a positive association with school climate (Halawah, 2005). According to Rafferty (2003), "communication structures and patterns found to be characteristic of open climate schools are more conducive to a free flow of relevant information" (p. 68). The free flow of communication allows for more trust, commitment, motivation, and confidence leading to a perception of positive school climate.

In researching school climate, one must not overlook the role of the principal (Taylor & Tashakkori, 1995). "It was evident that personal qualities (e.g. honesty, security, compassion, respect for others) and competencies (e.g. listening skills, feedback skills, analytical and conceptual skills, problem-solving skills, and knowledge of curriculum) were perceived as essential to effective school leadership" (Blase, 1997, p. 607). Conversely, studies found that the leadership style was not as important as may have been thought. Communication was found to be more important than leadership style. In a study done by Contartesi (2010), it was found that employee performance was the strongest predictor of school climate followed by supervisor communication and then leadership. Principals who are perceived as being too flexible in their dealings with faculty, staff, and students are looked upon as being less effective communicators and weak proponents of teacher advocacy (Kelley, Thornton, & Daugherty, 2005).

In studies done specifically on servant leadership, it was found that some are skeptical about servant leadership as it is too "warm and fuzzy" and too good to be true (Herbert, 2005). Others have determined that servant leaders have been criticized for being unrealistic or weak (Bowie, 2000; Johnson, 2001). Authentic leaders were perceived to foster positive work climate. Male followers perceived authentic leaders as having a greater influence on positive work climate than did female followers (Woolley, Caza, & Levy, 2011). Other studies on servant leadership show strongly that leadership style is instrumental in developing positive climate (Black, 2010; Walumbwa, Hartnell, & Oke, 2010). It is possible that there are some teachers that do not want to work for a servant leader. They may feel that it is an invasion of their privacy when their administrator gets to know them. They equate servant leadership with micro-management (Liden, Wayne, Zhao, & Henderson, 2008). It was discovered that some employees do not want to be challenged or take on more responsibility in their jobs (Hackman & Oldham, 1976).

In a study done on transformational school leadership, it was found that all dimensions of this style of leadership were positively related to caring and altruism, similar to servant leadership (Sagnak, 2010). A study conducted by Liden, Wayne, Zhao, and Henderson (2010) suggested "that servant leadership is a multidimensional construct and at the individual level makes a unique contribution beyond transformational leadership" (p. 161). However, the results of other research suggest that transformational leadership and servant leadership are basically the same style of leadership (Farling, Stone, & Winston, 1999; Stone, Russell, & Patterson, 2003). Related to leadership style is simply a change in leadership in a school. Changes in leadership can lead to changes in the school climate. Teachers' attitudes and behaviors can change dramatically when there is a change in leadership (Blase, 1997).

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Principal's behaviors, including communication and teacher advocacy, are linked to school climate. Even in situations like restructuring a school due to No Child Left Behind (NCLB), there is a loss of trust in the principals, and staff as well, when it is perceived that there has been no transparency. When staff and faculty are kept appraised of the situation, the school climate may not suffer (Conway, 2011).

Much of school climate depends on the perception the teachers have of the leadership in their schools and of the perception that the principals have of their own leadership. Many of the surveys used to determine school climate focused on assessing the perceptions held by both the teacher and the principal respondents. Often the principals have a much different perception of their leadership style than the teachers that they lead. Another study indicated that teachers' perception of their schools has a positive relationship with their perception of a robust school vision (Korkmaz, 2006). Strong vision is emphasized as a primary practice in servant leadership. It should be a focus of servant leaders to facilitate the realization of a shared vision so that teachers and administrators can move forward with a common goal (Chatbury, Beaty, & Kriek, 2011; Farling, Stone, & Winston, 1999; Laub, 1999; Sendjaya, 2003; Van Dierendonck & Nuijten, 2010).

It is essential that time is taken to discuss the purposes of education. From these discussions "a shared vision emerges that contributes to both relationships and community" (Cohen, McCabe, Michelli, & Pickeral, 2009, p. 206). This allows the teachers and administrators to have ownership in the vision rather than simply being handed a mission statement for the school in which the faculty had no authorship. When all stakeholders in the school community are aware of the focus for the school, teachers perceive there to be positive organizational health.

Collaboration and shared decision making were the focus of several of the studies. Collaboration was found to have a positive impact on school climate, particularly when the teachers were a part of defining problems that were hindering positive school climate and customizing interventions to remedy the problems identified (Rhodes, Camic, Milburn, & Lowe, 2009). It was found that shared decision making significantly increased people's commitment to the organization (Hulpia, Devos, & Van Keer, 2010). However, Hulpia, et al. (2010) also found that the cooperative-leadership team and the amount of support from the leadership team were more important than shared decision-making. This was supported by a study that found shared decision-making "did not explain the variance in either job satisfaction or teachers' sense of efficacy when the school climate dimensions were included in the models" (Taylor & Tashakkori, 1995, p. 229). Servant leadership suggests collaboration between leader and follower and achieving teamwork is essential. It is a goal to work with others rather than apart from one another (Chatbury, Beaty, & Kriek, 2011; Laub, 1999).

Teachers' commitment to a school has a great impact on school climate. Teachers are more committed to their school when they perceive that their school is led by a cooperative leadership team. Teachers feel more commitment to their school when being supervised by one person of the leadership team than by multiple school leaders. It is possible that teachers feel that there is clear supervision when working with just one member of the leadership team rather than having to deal with conflicting views and contradictory feedback from multiple leaders (Hulpia, Devos, & Van Keer, 2010).

There has been much research conducted on the impact that servant leadership has on teacher commitment to the organization. Research suggests that the practice of servant leaders results in strong commitment to the school. Researchers hypothesize that followers may be

motivated to respond to their leaders in kind when the leaders put forth extra efforts, in the manner that servant leaders work with their followers (Ebener & O'Connell, 2010; Liden, Wayne, Zhao, & Henderson, 2008). High teacher turnover rates indicate low teacher commitment. Research has shown that "when substantial numbers of teachers leave a school, the cumulative impact on the school grows to be debilitating" (Ingersoll, 2001). When school leaders are aware of how their interactions impact teachers they "are more likely to promote teacher retention" (Mancuso, Roberts, & White, 2010, p. 321). Servant leaders, by their very nature, must be aware of self and others. A component of this study related to servant leadership and school climate in an international school district. Research shows that there is high teacher and school head turnover in international schools. The variables that lead to this high turnover rate were studied. "It is worthy of note that of the five statements that surfaced as most important, the top three fall into one causal factor category, administrative leadership" (Odland & Ruzicka, 2009, p. 18).

It is essential when defining a problem in school climate to have a solution. One such solution was researched in a study on Appreciative Inquiry (AI). AI takes a strengths based focus and centers on positive attributes of the staff and the school. This changes the conversations that take place in the privacy of a classroom or in the staff lounge to more positive professional conversations. Focusing on the positive rather than the negative sometimes takes redirection and may even take more time than might be anticipated. However, this study has shown measurable improvement over a period of time (Tschannen & Tschannen, 2011).

There appears to be a lack of proper preparation for leaders in leadership styles that promote trust, respect, and the desire to serve in the educational programs available. Current programs that prepare administrators tend to focus on the managerial skills such as budget

building, facilities management, human resources, instruction, and curriculum. Proper preparation programs in advanced leadership should be constantly evaluating their program of study to ensure that all students' needs are being met in this 21st century world. This is particularly important at the doctoral level (Mancuso, Roberts, & White, 2010, p. 319). It is important that leaders be prepared through their education to lead in a servant leadership style. However, it is equally important for teachers to be educated in what encompasses a servant leadership style so that they will be prepared to work in such an environment. Because servant leadership is based on mutual respect, trust, and the desire to serve, educators must be prepared for its use in the work place.

There are many factors that enter into positive school climate. Leadership style, leadership skills, communication, teacher commitment, trust, respect, shared decision making, and collaboration all play a role in determining school climate. It is essential to use an instrument for data collection that is appropriate for an educational setting in order to adequately measure what is intended to be assessed. There are many established instruments available that have good validity and reliability. School climate has long been studied. As the instruments have become more valid and reliable, the information reaped from continued study has shed new light on school climate. Servant leadership is still in its infancy in its consideration as a viable style of leadership in educational settings. Much empirical research has been conducted in the past 15 years on servant leadership and continues to be conducted. Many researchers have attempted to determine the factors that make up servant leaders. In addition, many studies have been conducted in an attempt to design an assessment to study servant leadership. Several valid and reliable surveys, scales, and questionnaires have been designed in the recent past that study the impact that servant leadership has on school climate. Although definitive factors of servant

leadership have not yet been agreed upon, the many authors of servant leadership studies are

coming closer together in defining the dimensions that make up a servant leader.

Chapter Three: Methodology

The purpose of this study was to determine how servant leadership impacts school

climate in the International Schools Group (ISG) school district in Saudi Arabia. The participants

were drawn from six international schools housed in Saudi Arabia. The independent variable,

servant leadership, appears to have no collective definition. Rather, servant leadership is defined

by what a servant leader is. Servant leaders are:

> …those who serve with a focus on the followers, whereby the followers are the primary
>
> concern and the organizational concerns are peripheral. The servant leader constructs are
>
> virtues, which are defined as the good moral quality in a person, or the general quality of
>
> goodness, or moral excellence (Patterson, 2003).

The dependent variable, school climate, has been defined as "the relatively enduring quality of

the school environment that is experienced by participants, affects their behavior, and is based on

their collective perception of behavior in schools" (Hoy, Carter, & Kottkamp, 1991, p. 8).

Robert Greenleaf, the father of servant leadership, offered no empirically validated

definition of servant leadership. He stated that his notion of servant as leader was based on

intuition and not on any research. Since servant leadership was never solidly defined, each new

researcher has honed and posited their notion of servant leadership in their own interpretation.

The impact that servant leadership has on organizational climate has been researched in an

attempt to validate the leadership style.

Research Method and Design

This study used the quantitative research method employing cluster sampling. Two

established surveys were used. One survey addressed servant leadership and the dimensions that

make up servant leadership. The survey that was used to address servant leadership was the

Servant Leadership Scale (SLS) (Liden, Wayne, Zhao, & Henderson, 2008). The second survey addressed teachers' and administrators' perceptions of school climate. The survey that was used for determining school climate was the Revised School Level Environment Questionnaire (R-SLEQ) (Johnson, Stevens, & Zvoch, 2007). The SLS employed a 7-point Likert scale and the R-SLEQ employed a 5-point Likert scale. There were three open-ended questions as well. Additionally there were several demographic questions which included queries about the length of time in the educational profession, the length of time worked in Saudi Arabia, the curriculum with which the participant worked, the school level in which the participant worked, gender, age group, school name, and whether the participant was local hire or sponsored hire.

Research Questions

1. Does servant leadership impact school climate in the International Schools Group school district in Saudi Arabia?

2. What is the relationship of the leaders' perception of servant leadership and school climate?

3. What is the relationship of the teachers' perception of servant leadership and school climate?

4. What are the relationships between the demographic variables and school climate?

5. What is the relationship between servant leaders and school climate after accounting for those demographic variables that are significantly related to school climate?

Alternative Hypotheses

1. Servant leadership does impact school climate in the International Schools Group school district in Saudi Arabia. ($H_1 1$)

2. There is a relationship of the leaders' perception of servant leadership and school climate. ($H_1 2$)

3. There is a relationship of the teachers' perception of servant leadership and school climate. ($H_1 3$)

4. There is a relationship between the length of time in Saudi Arabia and school climate. ($H_1 4a$)

    There is a relationship between local hire and sponsored hire and school climate. ($H_1 4b$)

    There is a relationship between level of school and school climate. ($H_1 4c$)

    There is a relationship between gender and school climate. ($H_1 4d$)

    There is a relationship between age group and school climate. ($H_1 4e$)

    There is a relationship between length of time in teaching position and school climate. ($H_1 4f$)

5. There is a relationship between servant leadership and school climate when accounting for significant demographic variables. ($H_1 5$)

Null Hypotheses

1. Servant leadership does not impact school climate in the International Schools Group school district in Saudi Arabia. ($H_0 1$)

2. There is no relationship between the leaders' perception of servant leadership and school climate. ($H_0 2$)

3. There is a no relationship between the teachers' perception of servant leadership and school climate. ($H_0 3$)

4. There is no relationship between the length of time in Saudi Arabia and school climate. ($H_0$4a)

   There is no relationship between local hire and sponsored hire and school climate. ($H_0$4b)

   There is no relationship between level of school and school climate. ($H_0$4c)

   There is no relationship between gender and school climate. ($H_0$4d)

   There is no relationship between age group and school climate. ($H_0$4e)

   There is no relationship between length of time in teaching profession and school climate. ($H_0$4f)

5. There is no relationship between servant leadership and school climate when accounting for significant demographic variables. ($H_0$5)

Sample

The population to which this study was generalized was the international schools in Saudi Arabia. Currently, there are 17 international schools in the country of Saudi Arabia. These schools employ French, British, International, American, and Canadian curricula. The international schools cater to the families of diplomats and expatriates from a wide variety of countries whose families move to Saudi Arabia to work.

According to Muijs (2011) "The best way of ensuring that our sample is unbiased is by using probability sampling methods" (p. 34). Probability sampling methods include simple random sampling, stratified random sampling, systematic sampling, and cluster sampling. For the purposes of this study, cluster sampling was the most appropriate. Cluster sampling "involves random sampling convenient clusters of the population" (p. 80). It is difficult in Saudi Arabia to receive permission to do anything that deals with questioning or dissemination of any

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sort of information. Such a study would need to be approved by the Ministry of Education since the population includes schools with which the researcher had no personal interaction. Getting permission for such a study would be very time consuming, and ultimately, may never be approved. This made it difficult to employ a simple random sampling method. A simple random sampling method is a situation in which all members of the population have an equal chance of being selected to be a participant in the study. This was not the case for the purposes of this study. The next best method for the purposes of this study was the cluster sampling method. Six of the seven schools with which this researcher had personal interaction constituted the study cluster. Within that cluster, each member of the six schools had an equal opportunity to participate in the study.

The "population" of the cluster with which this researcher intended to work was the International Schools Group district housed in Saudi Arabia. As previously mentioned, there were seven schools that made up the district. For the purposes of this study, six of the schools made up the cluster to be surveyed. The curricula employed by the seven schools included American, British and International. Currently, there are 279 teachers employed by ISG along with seven principals. This study surveyed 246 teachers and six principals. There were many nationalities represented in the teaching and administrative staff which included American, British, Lebanese, Egyptian, Canadian, Indian, Pakistani, Jordanian, Welsh, Philippino, and Spanish, to name a few. The researcher believes the cross section of staff and administration that was employed in the ISG district to be representative of the population of international schools in Saudi Arabia.

In order to access this sample, the researcher intended to contact the superintendent of the ISG school district to ask for his support and permission to contact the administrators of each of

the six schools. Once this permission was secured, the researcher contacted the principals to explain the study and what was being asked of them. Not only did the researcher need the permission of the principals to contact their staff, but it was important to gain the principals' support because the researcher was asking for their participation as well.

Setting

The population for this study was the 17 international schools located in Saudi Arabia. The sample for this study was six of the seven schools in the International Schools Group district in Saudi Arabia. Six of the schools are in the eastern province and one is on the western coast next to the Red Sea. The school on the western coast was not included in the population surveyed. There were 246 teachers and 6 principals employed by these six schools. The grade levels offered by each of the schools were as follows:

Dhahran British Grammar School	Pre-kindergarten – Grade 10
Dhahran Elementary/Middle School	Pre-kindergarten – Grade 8
Dhahran High School	Grades 9 – 12
ISG – Dammam	Pre-kindergarten – Grade 12
ISG – Jubail	Pre-kindergarten – Grade 10
Sara Village	Pre-kindergarten – Grade 5.

As is evidenced by the above list, there were more elementary school grade levels than middle school and high school levels. However, because this study was based on school climate as it affected the teachers, grade level would not impact the results. All teachers and administrators in the six schools had an opportunity to be participants in the study.

A positive component of working with the teachers and administrators in the ISG district as the study sample was the fact that it was convenient. While there were not a large number of

teachers and administrators with which to work, it is reasonable, given the size of the schools in Saudi Arabia. There was an impressive cross section of nationalities employed in the schools. All grade levels from pre-kindergarten through Grade 12 were represented. This researcher believed that the ISG school district was representative of the international schools in the country.

When permission was received to contact the staff of each of the schools, the researcher intended to use two established online surveys. The surveys that were chosen for the purposes of this study were the SLS (Servant Leadership Scale – See Appendix A) to assess servant leadership in the schools and the R-SLEQ (Revised - School Level Environment Questionnaire – See Appendix B) to assess school climate. There were three additional open-ended questions (See Appendix C) added to the online questionnaires.

The initial surveys were sent via Qualtrics Survey Software to all faculty and administration. The first page of each of the surveys was an informed consent form explaining to the respondents that their participation was voluntary (See Appendix D). They had the option to end their participation at any time. If the faculty chose to participate, he/she continued on to the survey questions. The surveys were available for a three-week period of time. A gentle reminder of the survey's availability was sent to those who had not taken the survey after one week and again to those remaining who had not taken the survey after the second week.

After considering several servant leadership surveys and questionnaires, it was determined that the Servant Leadership Scale (SLS) designed by Liden, Wayne, Zhao, and Henderson (2008) would be used for the purposes of this research. The SLS is one of the most current servant leadership scales available at this time. Many of the previous scales and questionnaires, along with past research, were considered and consolidated in the design of the

SLS. It has been successfully tested for reliability and validity and appears to be a solid scale.

The SLS was designed by Liden, Wayne, Zhao, and Henderson in 2008. The SLS is a 28-question survey employing a seven-point Likert scale, ranging from strongly agrees to strongly disagree. The SLS designed by Liden et al. (2008) is the most current measurement tool available at this point in time. "The only research where both an exploratory and a confirmatory sample were included is the one by Liden et al." (Van Dierendonck & Nuijten, 2010, p. 4). The authors synthesized the work done by Barbuto and Wheeler, 2006; Page and Wong, 2000; and Spears and Lawrence, 2002, when they determined the nine dimensions of servant leadership on which the SLS would be based. The research done by Liden et al. (2008) appears to consolidate information from important, past empirical research in order to define the dimensions of servant leadership. Additionally, the SLS was validated through a study conducted by Liden et al. (2008).

The scale development for the SLS consisted of two phases. In phase one, the nine dimensions of servant leadership were derived from a review of the relevant literature. In phase two, the resulting 28-item scale was validated. Using widely accepted scale development methods, the nine dimensions were subjected to content validation and pilot tested with a large and diverse sample of students (Liden, Wayne, Zhao, & Henderson, 2008).

A pilot study, which consisted of 85 items, was used to measure the nine dimensions determined to be dimensions of servant leadership. An Exploratory Factor Analysis (EFA) of the pilot study yielded seven distinct dimensions of servant leadership. Each of the seven dimensions had scale reliabilities of .89 and higher. The scaled reliability of .89 is higher than the recommended .70 and is deemed valid. The seven dimensions that emerged from the EFA were conceptual skills, empowerment, helping subordinates grow and succeed, putting

subordinates first, behaving ethically, emotional healing, and creating value for the community. Two of the nine dimensions were judged to be problematic. Factor number eight, relationships, was problematic because it was deemed non-interpretable due to the fact that no items loaded on that factor above .4. Factor number nine, servanthood, was determined to be problematic because it was also non-interpretable due the fact that no single grouping of items representing the intended factor emerged as the dominant source for the factor. The four highest-loading servant leadership items on each of the seven distinguishable facts that resulted from the pilot study were used to create the 28 item servant leadership scale. The responses to these items were then used to conduct a Confirmatory Factor Analysis (CFA) of the seven servant leadership dimensions identified in the pilot study. The scale reliabilities for the four items of each dimension were .76 or higher (Liden, Wayne, Zhao, & Henderson, 2008). The scale reliability of .76 is higher than the .70 that is recommended and is deemed valid.

The tool used to measure the construct of school climate was the Revised School Level Environment Questionnaire (R-SLEQ). The R-SLEQ is a revised version of the original SLEQ. The original SLEQ, which was written in 1983, had 56 questions. Some of the categories were removed so that the R-SLEQ, designed in 2001, had only 21 items, inclusive of all categories. The categories that are in the final version of the R-SLEQ are Collaboration, Decision-Making, Instructional Innovation, Student Relations, and School Resources. When the R-SLEQ was first administered, it was administered with another 21 item questionnaire, designed to measure items not included on the R-SLEQ.

The R-SLEQ was chosen to be the tool of measurement because it has been found to be valid and reliable in a study conducted by Johnson, Stevens, and Zvoch (2007). The R-SLEQ deals with teachers' perceptions of leadership, job satisfaction and school quality and is a 21-

item Likert Scale employing five choices for response. The authors conducted an Exploratory

Factor Analysis (EFA) using approximately half of the participants. The results demonstrated

the factorial validity of the revised questionnaire (Johnson, Stevens, & Zvoch, 2007). The EFA

participants were chosen randomly from the sample in the study. The remainder of the responses

was used to conduct the Confirmatory Factor Analysis (CFA). The CFA model that was used

was a hierarchical model in which the R-SLEQ authors arranged the 21 items in the survey in

five hypothesized factors. The authors applied the goodness-of-fit index and comparative fit

index (CFI) the results of which indicated that the model fit the data reasonably well. The results

of the goodness-of-fit index (.93) and the results of the CFI (.94) were very close to the often

recommended criterion value of .95. To determine if the fitted model worked well across all

three school levels, a series of invariance hypotheses were tested. In this study, "Five

hypothesized factors emerged in the EFA, and this structure was supported in the CFA"

(Johnson, et al., 2007, p. 9). The factor analyses confirmed that the structure and measurement

properties were equivalent across the elementary, middle school, and high school teachers.

In order for the R-SLEQ to be used for most applications, the survey was analyzed for

differences between school levels. The instrument must be sensitive enough to pick up the

differences between schools. ANOVAs were used to investigate the ability of the R-SLEQ to

differentiate between school levels. The results of the ANOVAs indicated that "significant

differences between schools on each of the five climate factor scores as well as on the overall

climate factor score were found (all p values < .001)" (Johnson, Stevens, & Zvoch, 2007, p. 8).

This finding allows the R-SLEQ to be used for any school level and remain valid and reliable.

The internal consistency of the survey was computed by calculating Cronbach alpha

coefficients. The results indicated that there was a strong reliability coefficient (.90). The scores

from the five factors also had acceptable reliability coefficients which ranged from .77 to .86. These coefficients were in the same range as those reported in the earlier studies of the original SLEQ. There were open-ended questions (See Appendix C) added to the R-SLQS and the SLS that address school climate and servant leadership.

Data Collection

Data collection was done through self-administered online questionnaire surveys using Qualtrics Survey Software. The surveys were completely anonymous, asking for no personally identifiable information, other than gender, years of educational experience, the school in which they were currently working, and whether they were local hire or sponsored hire. This information will be kept for three years after the completion of the researcher's dissertation and then destroyed. The survey was completed on school or home computers and was only be identifiable through IP addresses. If the surveys were completed at school, even the IP addresses would not be identifiers because the computers were assigned to classrooms, not to teachers. A teacher could use any computer in the school to complete the survey.

Data Analysis

The SLS (Servant Leadership Scale) was the tool chosen to assess servant leadership for the purposes of this study. At this time, the SLS is the most current servant leadership assessment tool available.

The R-SLEQ (Revised School Level Environment Questionnaire) was the tool chosen to assess school climate for the purposes of this study. The R-SLEQ has been proven to be a tool of measurement that works well across all three school levels; elementary, middle school, and high school.

The research questions that directed this study compared the relationship between variables of servant leadership and school climate. In an attempt to determine the impact that servant leaders had on school climate, comparisons were made to determine an overall relationship between servant leadership and school climate, comparisons were made between the leaders' perception of servant leadership and school climate, the teachers' perception of servant leadership and school climate, the relationship between the demographics and school climate, and the relationship between servant leadership and school climate when accounting for significant demographic variables.

To answer Research Question 1, a Pearson's correlation coefficient (r) was computed to determine if there was an overall relationship between servant leadership and school climate. To answer Research Question 2, Pearson's correlation coefficient (r) was used to determine what relationship, if any, was present between servant leadership and school climate specifically for school leaders/principals. To answer Research Question 3, Pearson's correlation coefficient (r) was used to determine what relationship existed between servant leadership and school climate specifically for school teachers. To answer Research Question 4, a Oneway ANOVA was used to determine the relationship between length of time in Saudi Arabia and school climate ($H_1$4a), to determine the relationship between the level of school (Elementary, Middle School, High School) and school climate ($H_1$4c), and to determine the relationship between age group and school climate ($H_1$4e), and the relationship between length of time in teaching position and school climate ($H_1$4f). The Two Sample Independent t-test was applied to determine the relationship between local hire and sponsored hire and school climate ($H_1$4b) and to determine the relationship between gender and school climate ($H_1$4d). To answer Research Question 5 a Multiple Linear Regression was used to determine the relationship between servant leadership

and school climate and any significant demographic variables. All analyses were conducted using SPSS statistical software, version 17.

Limitations and Delimitations

There are some limitations inherent in any study. In this particular study, one limitation was that it was not possible to study climate in the schools nationwide. Due to constraints from the Ministry of Education in Saudi Arabia, it is quite difficult to get permission to contact schools with which the researcher has no personal interaction. Another limitation is the fact that one school in the district is located 900 miles away from the other six schools. There is a perception that the one school on the western coast is the "forgotten stepchild" in the district and that perception already seems to have produced lower morale in that particular staff. Due to recent challenges experienced by the school on the western coast, it was determined that including the results from the staff and administration surveys would skew the final results of this study. Therefore, the western coast school has been eliminated from the population involved in this study. Another reason the school on the western coast has been eliminated is that this researcher is a member of the staff, which may also skew the final results of the study. A third limitation is that each school employs sponsored hire staff and local hire staff. The sponsored hire staff is hired from overseas; for example Canada, the United States, and the United Kingdom. The local hire staff are usually women who are in the country because their husbands have been hired by various Saudi Arabian companies.   Sponsored hire staff have work visas provided by ISG whereas local hire staff have no work visas. The sponsored hire staff receive benefits that the local hire staff do not because sponsored hire staff are sponsored by ISG and the local hire staff are sponsored by the company for which their husbands work. Because the sponsored hire staff receives benefits that the local hire staff does not, the local hire staff feels

that they are being slighted. This fact is something that this researcher believes affects school climate without even taking all other factors that affect school climate into consideration. Another limitation of this study is the fact that there are only six leaders to be included in the study. This small number of leaders precludes any comparisons that may be made between the leaders' perceptions and the teachers' perceptions of servant leadership. With such a small number of leaders it is not possible to statistically compare any congruence or incongruence between leaders' and teachers' perceptions. An additional limitation in this study was the fact that the superintendent of the ISG School District only approved the study with the proviso that the results of the study would not be shared with anyone. Consequently, the face validity of the qualitative portion of the survey was not validated by anyone. The final limitation in this study was that the number of teachers that participated was below the needed sample size of 152 participants. Of the 246 potential teacher participants, the final number of teacher participants was 85 (35%).

Delimitations for this proposed study included the fact that the findings may only be generalized to international schools in Saudi Arabia. Due to the restrictions in place in Saudi Arabia, there are considerations in the makeup of the staff that are unique to this country.

Ethical Considerations

There are many ethical considerations in a study. Researchers must protect their participants and make every effort to promote the integrity of the research. It is essential that there is complete understanding of the study on the part of the participants and the researcher and that their perceptions of what is taking place match. The researcher must be clear in the purpose of the study and what will be done with the information gathered.

In order to garner agreement from the "gatekeepers," the superintendent was contacted at the outset of the study to ask for permission for the study to take place. The administration at each of the six schools was then contacted to ask for their support. Data collection was accomplished through the use of an online survey, which will include open-ended questions. As previously mentioned, the surveys were completely anonymous and participating in the study was totally voluntary. There was an informed consent form for each of the surveys that included the following elements:

- Identification of the researcher

- Identification of the sponsoring institution

- Identification of how the participants were selected

- Identification of the purpose of the research

- Identification of the benefits for participating

- Identification of the level and type of participant involvement

- Notation of the risks to the participant

- Guarantee of the confidentiality to the participant

- Assurance that the participant can withdraw at any time

- Provision of names of persons to contact if questions arise (Creswell, 2009, p. 89).

One ethical consideration of which to be aware is the interpretation of the data. Since statistics can be manipulated to show what is desired, careful calculation and analysis of the data are essential. It was the intention of this researcher to validate the coding of the qualitative questions that were added to the established survey to be coded by at least three educational professionals to make certain that the interpretation of the written answers was valid. This was not possible due to the fact that the superintendent of the school district approved the study with

the proviso that the results be shared with no one. The answers were coded by this researcher to

determine any patterns that may emerge from the responses.

Chapter Four: Results

Introduction

The purpose of this study was to determine the impact that servant leadership has on school climate. This study correlated principals' perceptions and teachers' perceptions of the leadership style and the climate in the school. In this study, the independent variable was servant leadership which was measured using the Servant Leadership Scale (SLS) developed by Liden, Zhou, Wayne, and Henderson (2008). The dependent variable was school climate which was measured using the Revised School Level Environment Questionnaire (R-SLEQ) developed by Johnson, Stevens, and Zvoch (2007).

Description of Sample

For the purposes of this study a cluster sampling was used. The cluster sample was the International Schools Group School District located in Saudi Arabia. There are seven schools in the district, six of which were included in the sample. Within the cluster, each member of the six schools had an equal opportunity to participate in the study. All of the principals (N = 6) participated and, of the 246 teachers who had an opportunity to contribute, 35% (N = 85) participated.

Ninety-one participants completed the surveys. The number of years worked in Saudi Arabia ranged from one to twenty-one years or more, with 1 – 5 years representing the greatest number of participants at 46.2% (N= 42). See Table 1.

Table 1 Years Worked in Saudi Arabia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5	42	32.6	46.2	46.2
	6-10	17	13.2	18.7	64.8
	11-15	17	13.2	18.7	83.5
	16-20	7	5.4	7.7	91.2
	21 +	8	6.2	8.8	100.0
	Total	91	70.5	100.0	
Missing	System	38	29.5		
Total		129	100.0		

Of the ninety-one participants, 40.7% (N = 37) were local hire educators and 59.3% (N = 54) were sponsored hire educators. See Table 2.

Table 2 Local Hire or Sponsored Hire Educators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Local Hire	37	28.7	40.7	40.7
	Sponsored Hire	54	41.9	59.3	100.0
	Total	91	70.5	100.0	
Missing	System	38	29.5		
Total		129	100.0		

The grade levels in which the participants worked included elementary school only, middle school only, high school only, all levels, elementary school and middle school, and middle school and high school. The highest representation was from elementary school and middle school with both representing 33% (N = 30) each of the participants. See Table 3.

Table 3 School Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary School	30	23.3	33.0	33.0
	Middle School	6	4.7	6.6	39.6
	High School	30	23.3	33.0	72.5
	All Levels	9	7.0	9.9	82.4
	Elementary & Midddle School	12	9.3	13.2	95.6
	Middle School & High School	4	3.1	4.4	100.0
	Total	91	70.5	100.0	
Missing	System	38	29.5		
Total		129	100.0		

Of the ninety-one participants, 27.5% (N = 25) were male and 72.5% (N = 66) were

female. See Table 4.

Table 4 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	25	19.4	27.5	27.5
	Female	66	51.2	72.5	100.0
	Total	91	70.5	100.0	
Missing	System	38	29.5		
Total		129	100.0		

The age groups of the participants ranged from under 30 years of age to over 60 years of age. The highest age representation from the sample occurred in the 30 – 40 years of age and the 51 – 60 years of age, with both representing 29.7% (N = 27) of the participants. See Table 5.

Table 5 Age Groups in Years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 30	9	7.0	9.9	9.9
	30 - 40	27	20.9	29.7	39.6
	41 - 50	25	19.4	27.5	67.0
	51 - 60	27	20.9	29.7	96.7
	> 60	3	2.3	3.3	100.0
	Total	91	70.5	100.0	
Missing	System	38	29.5		
Total		129	100.0		

The number of years in the educational profession ranged from one to twenty-one years or more, with twenty-one or more years representing the greatest number of participants at 64.8% (N = 32). See Table 6.

Table 6 Years in the Educational Profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5	14	10.9	15.4	15.4
	6-10	11	8.5	12.1	27.5
	11-15	17	13.2	18.7	46.2
	16-20	17	13.2	18.7	64.8
	21 +	32	24.8	35.2	100.0
	Total	91	70.5	100.0	
Missing	System	38	29.5		
Total		129	100.0		

Statistical Analysis

The independent variable of this study was servant leadership. Using the Servant Leadership Scale (SLS), principals self-reported their perception of their own servant leadership. The teachers that participated in this study also responded to the SLS. The SLS for teachers was used to report their perception of their school leaders'/principals' servant leadership.

The dependent variable in the study was school climate. The Revised School Level Environment Questionnaire (R-SLEQ) was used to determine school climate. Using the R-SLEQ, the principals and teachers reported their perceptions of the school climate in their schools.

In order to simplify the interpretation of the relationship between variables and to prepare variables to be combined into a scale, some groundwork was required. On the R-SLEQ, questions 3, 18, and 21 were reverse coded before any means could be determined because they were negatively polarized in the questionnaire. The principals' and teachers' SLS scores were computed as the mean of the 28 question survey which employed a Likert scale of 1 - 7. The principals' and teachers' R-SLEQ scores were computed as the mean of the 21 question survey which employed a Likert scale of 1 - 5. Due to the fact that there were a small number of school leaders/principals that were included in the study, the SLS mean and the R-SLEQ mean were also computed as one group of participants to analyze the statistics garnered from the study. The means of the surveys were computed separately for principals and for teachers for research questions two and three. All other research questions and sub-questions were computed as a combined group.

A number of statistical tests were used in this study to determine significance. An alpha level of 0.05 was used for all of the statistical tests to determine significance. A Pearson's

Correlation Coefficient (r) was used to answer research questions one (Does servant leadership impact school climate in the International Schools Group school district in Saudi Arabia?), two (What is the relationship of the leaders' perception of servant leadership and school climate?), and three (What is the relationship of the teachers' perception of servant leadership and school climate?). A Two Sample Independent t-test was used to answer research question four, sub-questions $H_1 4b$ (Is there a relationship between local hire and sponsored hire and school climate?) and $H_1 4d$ (Is there a relationship between gender and school climate?). A Oneway Anova was used to answer research question four, $H_1 4a$ (Is there a relationship between the length of time in Saudi Arabia and school climate?), $H_1 4c$ (Is there a relationship between level of school and school climate?), $H_1 4e$ (Is there a relationship between age group and school climate?), and $H_1 4f$ (Is there a relationship between length of time in teaching position and school climate?). Finally, a Multiple Linear Regression was used to answer research question five (What is the relationship between servant leaders and school climate after accounting for those demographic variables that are significantly related to school climate?).

Descriptive Data

The data collected when the principals and teachers were combined, show that the mean score of servant leadership was 4.83 out of a possible seven points with a standard deviation of 1.13. The mean score of school climate was 3.47 out of a possible five points with a standard deviation of .33. See Table 7.

Table 7   Servant Leadership & School Climate Means (Combined)

Principals and Teachers Combined	Mean	Std. Deviation	N
Servant Leadership Mean	4.8337	1.13391	102
School Climate Mean	3.4694	.32721	98

The data collected for the administrators only show a mean of 5.63 out of a possible seven points with a standard deviation of 0.55 for servant leadership. The mean school climate for administrators only is 3.63 out of a possible five points with a standard deviation of 0.18. See Table 8.

Table 8   Servant Leadership & School Climate Means (Administrators Only)

	Mean	Std. Deviation	N
Servant Leadership Mean	5.6310	.54989	6
School Climate Mean	3.6270	.17923	6

The data collected for the teachers shows a servant leadership mean of 4.78 out of a possible seven points with a standard deviation of 1.14. The school climate mean for teachers only shows a mean of 3.46 out of a possible five points with a standard deviation of 0.33. See Table 9.

Table 9 Servant Leadership and School Climate Means (Teachers Only)

Teachers Only	Mean	Std. Deviation	N
Servant Leadership Mean	4.7839	1.14385	96
School Climate Mean	3.4591	.33259	92

Major Findings

   Research Question # 1 – Does servant leadership impact school climate in the

International Schools Group school district in Saudi Arabia?

Alternative Hypothesis # 1: Servant leadership does impact school climate in the International

Schools Group school district in Saudi Arabia.

   In order to answer this question, responses from teachers and principals were combined.

Servant leadership was a continuous variable, so a Pearson's Correlation Coefficient (r) was used

to examine this relationship. Servant leadership ranged from 1.61 to 6.93 with an average of

4.83 (SD -1.13). The relationship was positive and statistically significant ($r = 0.43$, $p = 0.000$).

The null hypothesis was rejected. See Table 10.

Table 10 Pearson's Correlation Coefficient (r) Results					
Principals'/Teachers' Responses Combined Research Question # 1	**N**	**Mean**	**SD**	**r-value**	**p-value**
Servant Leadership	102	4.83	1.13	0.43	0.000
School Climate	98	3.47	.33		
Administrators' Responses Only Research Question # 2	**N**	**Mean**	**SD**	**r-value**	**p-value**
Servant Leadership	6	5.63	0.55	- 0.12	0.82
School Climate	6	3.63	0.18		
Teachers' Responses Only Research Question # 3	**N**	**Mean**	**SD**	**r-value**	**p-value**
Servant Leadership	96	4.78	1.14	0.42	0.000
School Climate	92	3.46	.33		

Research Question # 2 – Is there a relationship of the leaders' perception of servant leadership and school climate?

Alternative Hypothesis # 2: There is a relationship of the leaders' perception of servant leadership and school climate.

In order to answer this question, responses from the school leaders/principals only were considered. Servant leadership was a continuous variable, so a Pearson's Correlation Coefficient (r) was used to examine this relationship. Servant leadership ranged from 5.11 to 6.39 with an average of 5.63 (SD – 0.55). The Pearson's Correlation Coefficient (r) was negative and not statistically significant ($r = -0.123$, $p = 0.82$). This shows that there is no significant impact of administrators' perceptions of servant leadership on school climate. The null hypothesis failed to be rejected. See Table 10.

Research Question # 3 – Is there a relationship of the teachers' perception of servant leadership and school climate?

Alternative Hypothesis # 3: There is a relationship of the teachers' perception of servant leadership and school climate.

In order to answer this question, responses from the teachers only were considered Servant leadership was a continuous variable, so a Pearson's Correlation Coefficient (r) was used to examine this relationship. Servant leadership ranged from 1.61 to 6.93 with an average of 4.78 (SD -1.14). The relationship was positive and statistically significant ($r = 0.42$, $p = 0.000$). The null hypothesis was rejected. See Table 10.

Research Question # 4 – What are the relationships between the demographic variables and school climate?

Alternative Hypothesis # H₁4a: There is a relationship between the length of time in Saudi

Arabia and school climate.

In order to answer this question, responses from teachers and principals were combined.

A Oneway ANOVA was used to examine this relationship. There were no significant differences

between length of time in Saudi Arabia and school climate [F (4, 86) = 1.703, p = 0.16].   The

mean of the number of years worked in Saudi Arabia ranged from 3.4 – 3.6. The null hypothesis

failed to be rejected. See Table 11.

Table 11					
Oneway ANOVA Results					
Principals/Teachers Responses Combined Research Question # 4 H₁4a(Yrs. In Saudi Arabia)	**N**	**Mean**	**SD**	**F-value**	**p-value**
1 - 5	42	3.38	0.38	1.703	0.16
6 - 10	17	3.45	0.33		
11 - 15	7	3.54	0.31		
16 - 20	17	3.52	0.11		
21 +	8	3.65	0.16		
Principals/Teachers Responses Combined Research Question # 4 H₁4c (Level of School)	**N**	**Mean**	**SD**	**F-value**	**p-value**
School Level Elementary	30	3.52	0.35	1.075	0.38
School Level Middle School	6	3.23	0.17		
School Level High School	30	3.43	0.32		
School Level All of the Above	9	3.56	0.21		
School Level Elementary & MS	12	3.40	0.45		
School Level MS & HS	4	3.46	0.26		

Table 11 Continued) Oneway ANOVA Results					
Principals/Teachers Responses Combined Research Question # 4 $H_1$4e (Age Group)	**N**	**Mean**	**SD**	**F-value**	**p-value**
Age Group < 30	9	3.31	0.24	1.643	0.17
Age Group 30-40	27	3.57	0.35		
Age Group 41-50	25	3.40	0.34		
Age Group 51-60	27	3.42	0.34		
Age Group > 60	3	3.59	0.19		
Principals/Teachers Responses Combined Research Question # 4 $H_1$4f (Yrs. In Educ. Profession)	**N**	**Mean**	**SD**	**F-value**	**p-value**
1 - 5	14	3.49	0.40	0.86	0.49
6 - 10	11	3.49	0.33		
11 - 15	17	3.52	0.28		
16 - 20	17	3.32	0.38		
21 +	32	3.47	0.31		

Alternative Hypothesis # $H_1$4b: There is a relationship between local hire and sponsored hire and school climate.

In order to answer this question, responses from teachers and principals were combined. A Two Sample Independent t-test was used to examine this relationship. There is a positive and significant relationship between local hire and sponsored hire and school climate ($p = 0.019$). The null hypothesis was rejected. See Table 12.

						95% CI	
Table 11 Two Sample Independent t-test Results						**Lower**	**Upper**
Principals/Teachers Responses Combined Research Question # 4 H$_1$4b (Local Hire & Sponsored Hire)	**N**	**Mean**	**SD**	**t-value**	**p-value**		
Local Hire	37	3.55	0.34	2.398	0.019	0.029	0.30
Sponsored Hire	54	3.39	0.32				
Principals/Teachers Responses Combined Research Question # 4 H$_1$4d	**N**	**Mean**	**SD**	**t-value**	**p-value**	**Lower**	**Upper**
Male	25	3.42	0.28	- 0.54	0.59	- 0.20	0.11
Female	66	3.47	0.36				

Alternative Hypothesis # H$_1$4c: There is a relationship between level of school and school climate.

In order to answer this question, responses from teachers and principals were combined. A Oneway Anova was used to examine this relationship. There were no significant differences between school levels and school climate [F (5, 85) = 1.075, p = 0.38].   The means of the school levels ranged from 3.2 to 3.6. The null hypothesis failed to be rejected. See Table 11.

Alternative Hypothesis # H$_1$4d: There is a relationship between gender and school climate.

In order to answer this question, responses from teachers and principals were combined. A Two Sample Independent t-test was used to examine this relationship. There was no significant relationship between gender and school climate (p = 0.59). The null hypothesis failed to be rejected. See Table 12.

Alternative Hypothesis # H$_1$4e: There is a relationship between age group and school climate.

In order to answer this question, responses from teachers and principals were combined. A Oneway ANOVA was used to examine this relationship. There were no significant differences between age group and school climate [$F_{(4, 86)} = 0.860$, $p = 0.492$]. The means of the ages ranged from 3.3 to 3.6. The null hypothesis failed to be rejected. See Table 11.

Alternative Hypothesis # H$_1$4f: There is a relationship between the number of years in the educational profession and school climate.

In order to answer this question, responses from teachers and principals were combined. A Oneway ANOVA was used to examine this relationship. There were no significant differences between number of years in the educational profession and school climate [$F_{(4, 86)} = 0.860$, $p = 0.49$]. The mean of the number of years in the educational profession ranged from 3.3 – 3.5. The null hypothesis failed to be rejected. See Table 11.

Research Question # 5 – What is the relationship between servant leaders and school climate after accounting for those demographic variables that are significantly related to school climate?

Alternative Hypothesis # 5: There is a relationship between servant leadership and school climate when accounting for significant demographic variables.

A Multiple Linear Regression was run to predict perceptions of school climate from servant leadership after accounting for whether the participant was local hire or sponsored hire. In order to answer this question, responses from teachers and principals were combined. As was evidenced in the Pearson's Correlation Coefficient (r) test for research question number one, there is a positive and significant relationship ($p = 0.000$) between servant leadership and school climate. Servant leadership and local and sponsored hire together do predict school climate [$F_{(2, 88)} = 11.875$, $p = 0.000$]. They account for 21% (R-Square = 0.021) of the variance in school

climate. Examining the contribution of each of the independent variables, whether the

participant was a local hire or sponsored hire was not significant (b = 0.127, t = -0.870, p =

0.387). When adding whether the participant was local hire or sponsored hire, servant leadership

is still a statistically significant predictor of school climate (b = 0.127, t = 4.120, p = 0.000). See

Tables 13, 14, and 15.

Table 12 Multiple Linear Regression Results - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.461[a]	.213	.195	.29996	.213	11.875	2	88	.000

a. Predictors: (Constant), Please indicate whether you are a local hire or sponsored hire educator., Servant Leadership Mean

Table 13 Multiple Linear Regression Results - ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.137	2	1.069	11.875	.000[a]
	Residual	7.918	88	.090		
	Total	10.055	90			

a. Predictors: (Constant), Local hire or sponsored hire, Servant Leadership Mean

b. Dependent Variable: School Climate Mean

Table 14 Multiple Linear Regression Results - Coefficients[a]

Model	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
1 (Constant)	2.937	.218		13.451	.000	2.503	3.371
Servant Leadership Mean	.127	.031	.420	4.120	.000	.066	.188
Local hire or sponsored hire	-.060	.069	-.089	-.870	.387	-.197	.077

a. Dependent Variable: School Climate Mean

Summary of the Results

The purpose of this quantitative study was to determine the impact that servant leadership has on school climate. This study correlated principals' perceptions and teachers' perceptions of the leadership style and the climate in the school. In this study, the independent variable was servant leadership and the dependent variable was school climate. Several demographic variables were considered to determine their relationship, if any, with school climate.

For the purposes of this study a cluster sampling was used. The cluster sample was the International Schools Group School District located in Saudi Arabia. There are seven schools in the district, of which six were included in the sample. Within the cluster, each member of the six schools had an equal opportunity to participate in the study. All of the principals (N = 6) participated and, of the 246 teachers in the sample, 35% (N = 85) participated. The number of teachers that participated was below the needed sample size of 152 participants.

This study was conducted through Qualtrics Survey Software using the SLS (Servant Leadership Scale) and the R-SLEQ (Revised School Level Environment Questionnaire). The

results of the surveys were then downloaded into SPSS (Statistical Packages for the Social Sciences) version 17 for data analysis. An alpha level of 0.05 was used for all of the statistical tests to determine significance. The tests used to determine significance included the Pearson's Correlation Coefficient (r), Two Sample Independent t-test, Oneway ANOVA, and Multiple Linear Regression.

A positive and statistically significant correlation was found in the impact that servant leadership has on school climate. This finding indicated that there is an overall positive significant impact of perceptions of servant leadership on school climate. There was also a positive and statistically significant correlation of the relationship of the teachers' perception of servant leadership and school climate. This finding indicated that the stronger the teachers' perceptions of servant leadership in their school, the more positive they perceive the school climate to be. Finally, there was a significant relationship between local hire and sponsored hire and school climate. The findings indicated that the local hire staff perceived the school climate to be more positive than did the sponsored hire staff.

There was a positive and statistically significant relationship of servant leadership and school climate when the principals' and teachers' responses were combined. There were no statistically significant findings in the relationship between the administrators' perception of their own servant leadership and their school climate, indicating there is no significant impact of administrators' perceptions of servant leadership on school climate. There were statistically significant findings in the relationship between the teachers' perceptions of servant leadership and school climate. The demographics, which included length of time in Saudi Arabia, level of school, gender, age group, and years in the educational profession, showed no statistically significant relationship with school climate. The relationship of local hire and sponsored hire

with school climate showed a statistically significant relationship. Finally, examining the contribution of each of the independent variables, whether the participant was a local hire or a sponsored hire was not significant. However, when adding whether the participant was local hire or sponsored hire, servant leadership is still a statistically significant predictor of school climate. See Table 16 for a summary of the findings of the five research questions that were the purpose of this study.

Table 15 Summary of Research Question Findings	
Research Question	**Reject or fail to reject**
Research Question # 1 – Does servant leadership impact school climate in the International Schools Group school district in Saudi Arabia?	Rejected the null hypothesis
Research Question # 2 - Is there a relationship of the leaders' perception of servant leadership and school climate?	Failed to reject the null hypothesis
Research Question # 3 – Is there a relationship of the teachers' perception of servant leadership and school climate?	Rejected the null hypothesis
Research Question # 4 – What are the relationships between the demographic variables and school climate? Alternative Hypothesis # $H_1$4a: There is a relationship between the length of time in Saudi Arabia and school climate.	Failed to reject the null hypothesis
Alternative Hypothesis # $H_1$4b: There is a relationship between local hire and sponsored hire and school climate.	Rejected the null hypothesis
Alternative Hypothesis # $H_1$4c: There is a relationship between level of school and school climate.	Failed to reject the null hypothesis
Alternative Hypothesis # $H_1$4d: There is a relationship between gender and school climate.	Failed to reject the null hypothesis
Alternative Hypothesis # $H_1$4e: There is a relationship between age group and school climate.	Failed to reject the null hypothesis
Alternative Hypothesis # $H_1$4f: There is a relationship	Failed to reject the null

between the number of years in the educational profession and school climate.	hypothesis
Research Question # 5 – What is the relationship between servant leadership and school climate after accounting for those demographic variables that are significantly related to school climate?	Rejected the null hypothesis

Overall, the results appear to show that teachers perceive there to be a positive significant relationship between servant leadership and school climate. When controlling for most of the demographic variables, the results appear to show that there is no significant relationship with school climate. However, the relationship of local hire and sponsored hire with school climate showed a statistically significant relationship. Finally, when adding whether the participant was local hire or sponsored hire, servant leadership is still a statistically significant predictor of school climate.

Chapter Five: Conclusions

Overview of the Study

The purpose of this study was to determine the impact that servant leadership has on school climate. Although servant leadership has been a known style of leadership since the time of Jesus, it has only been in recent years that it has started to become understood and viewed as a viable style of leadership. Robert K. Greenleaf, considered to be the father of servant leadership, brought this style of leadership to the forefront in the 1970's. Empirical studies on servant leadership began and attempts at its true definition and the characteristics that embody a servant leader emerged. Servant leadership offers a different mindset. Servant leaders consider themselves to be the first among equals and they adjust their attitudes to consider others' needs as well as their own needs. They believe that they are not better than their followers, but comrades in arms working to promote the best possible workplace.

School climate is the heart and soul of a school. It is essential that teachers and administration work as a collaborative team to achieve the true purpose of a school: an optimal educational program for the students. Through positive school climate, this can be achieved. With positive school climate comes higher teacher retention, higher student achievement, more effective communication and collaboration, and stronger commitment to the school. It is imperative to achieve and maintain a positive school climate as it has an enormous impact on an instructional environment that is purposeful and supportive.

The population to which this study was generalized was the international schools in Saudi Arabia. There are approximately 17 international schools in the country of Saudi Arabia. However, due to country restrictions, it is difficult to garner much information from the country-wide international schools. Consequently, the focus of this study was on six of the seven schools

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which make up the International Schools Group School District housed in Saudi Arabia. Participation was sought from the six administrators and 246 teachers employed in the six schools operating in the eastern province of the country. Each member of the six schools had an equal opportunity to participate in the study. All six administrators and 85 teachers chose to participate.

The surveys chosen for the purposes of this study were the SLS (Servant Leadership Scale) to assess servant leadership in the schools and the R-SLEQ (Revised - School Level Environment Questionnaire) to assess school climate. There were three additional open-ended questions added to the online questionnaires. The SLS was a 28 question survey employing a 7-point Likert scale and the R-SLEQ was a 21 question survey employing a 5-point Likert scale. The surveys were sent to the potential participants via Qualtrics Survey Software. The first page of the surveys was an informed consent form explaining to the respondents that their participation was voluntary. The surveys were available for a three-week period of time. The data gathered was then downloaded to SPSS statistical software, version 17, to be analyzed.

There were several tests used to analyze the data garnered from the surveys. The Pearson's Correlation Coefficient (r) was used to analyze research questions one, two, and three. A Oneway ANOVA was used to analyze research question four, subquestions H_14a, H_14c, H_14e, and H_14f. Additionally, a Two Sample Independent t-test was used to analyze research question four, subquestions H_14b and H_14d. Finally, a Multiple Linear Regression was used to analyze research question number five.

Research Questions

1. Does servant leadership impact school climate in the International Schools Group school district in Saudi Arabia?

2. What is the relationship of the leaders' perception of servant leadership and school climate?

3. What is the relationship of the teachers' perception of servant leadership and school climate?

4. What are the relationships between the demographic variables and school climate?

   1. There is a relationship between the length of time in Saudi Arabia and school climate. ($H_1$4a)

   2. There is a relationship between local hire and sponsored hire and school climate. ($H_1$4b)

   3. There is a relationship between level of school and school climate. ($H_1$4c)

   4. There is a relationship between gender and school climate. ($H_1$4d)

   5. There is a relationship between age group and school climate. ($H_1$4e)

   6. There is a relationship between length of time in teaching position and school climate. ($H_1$4f)

5. What is the relationship between servant leaders and school climate after accounting for those demographic variables that are significantly related to school climate?

Conclusions

A number of tests were used to determine the relationship between the independent and dependent variables along with various demographics. The responses from the principals and the teachers were combined for most of the tests. Only the second and third research questions used the results of the leaders' survey separately from the teachers' survey.

The first research question asked whether servant leadership impacted school climate in the International Schools Group School District housed in Saudi Arabia. The results for this

question showed that the null hypothesis was rejected. To run the Pearson Correlation Coefficient (r), the responses for the principals and the teachers were combined. This finding indicated that there is a significant positive relationship between the teachers' and leaders' perceptions of servant leadership and school climate.

Research question two asked what the relationship was in the leaders' perception of servant leadership and school climate. A Pearson Correlation Coefficient (r) was run on just the responses from the principals' survey. The null hypothesis failed to be rejected. There was not a significant relationship between the principals' perception of servant leadership and school climate.

The third research question asked what the relationship was in the teachers' perceptions of servant leadership and school climate. A Pearson Correlation Coefficient (r) was run on just the responses from the teachers' survey. The null hypothesis was rejected as there was a statistically significant correlation between the teachers' perceptions of servant leadership and their perception of their school climate. This indicates that the higher the teachers' perceptions of their leaders' servant leadership, the more positive their perception of the school climate.

Research question number four focused on determining the relationships, if any, between the demographic variables collected during the study and school climate. This research question focused on six demographic variables. These included length of time spent in Saudi Arabia, whether the educator was local hire or sponsored hire, level of school in which the participants worked, gender, age group, and the number of years in the educational profession. The tests used for the fourth hypothesis included the Oneway ANOVA and Two Sample t-test. The null hypothesis failed to be rejected on all demographic variables except the relationship between local hire and sponsored hire and school climate. Those who were local hires had a significantly

higher score on school climate than sponsored hires. Local hire educators perceive the school climate to be more positive than sponsored hire educators.

The final research question focused on the relationship between servant leadership and school climate and any significant demographic variables. A Multiple Linear Regression was run on servant leadership and school climate controlling for the only significant demographic variable, local hire or sponsored hire educators. The null hypothesis was rejected as a statistically significant relationship between servant leadership and school climate existed even after controlling for whether the participant was local hire or sponsored hire.

There were three open-ended questions at the conclusion of the survey to determine insights that the participants may have had about school climate. The first question asked what the participants believed was the most important thing that affected school climate in their school. When the answers were coded, they were separated between local hire responses and sponsored hire responses. There were many insightful responses such as "I think the most important thing that affects the school climate is the values and beliefs shared by the school community." and "The modeling done by the staff. If they behave and act like our core principles, then students will follow suit." There were many varied responses as well, however when coded, some definite patterns of responses became clear. There were 37 local hire educators.   Of those local hire responses, 22% (N = 8) believed communication to be most important to school climate, 16% (N = 6) believed collaboration to be most important, and 8% (N = 3) believed ethical standards to be most important. There were 54 sponsored hire educators who answered the same question. Of those sponsored hire educators 15% (N = 8) believed that leadership was most important to school climate, 9% (N = 5) believed collaboration to be most important and 9% (N = 5) believed that communication was most important. It appears that both

communication and collaboration are quite important to local hire and sponsored hire educators when determining school climate.

The second open-ended question asked the participants to name the one thing that they would do to change the climate of their school. The local hire responses and sponsored hire responses were recorded separately. There were 37 local hire participants and 54 sponsored hire participants. Patterns of responses surfaced in the coding of the data garnered from the second open-ended question. Of the local hire educators, 11% (N = 4) believed that they would limit the number of initiatives introduced at one time, 8% (N = 3) believed that the right person should be put in the right position, and 8% (N = 3) believed that a feeling of school community is necessary. Of the sponsored hire educators, 19% (N = 10) felt that a feeling of school community is necessary, 17% (N = 9) believed that collaboration without fear of repercussion from administration is important, and 7% (N = 4) believed that good communication is essential. It appeared that the local hire educators have a desire for more support in the initiatives being launched in the district and their schools. They also appeared to have a desire for fewer initiatives launched all at the same time. The sponsored hire staff appeared to feel that a certain sense of community among the staff is lacking. There were many comments made concerning the divide among the different levels of schools and among the schools in the district experiencing a lack of cohesiveness as a team.

The final open-ended question asked for additional comments regarding school climate. Although no patterns emerged, there was some valuable insight offered through the additional comments. Many of the local hire educators were not educated in North America and it is difficult to educate in a manner in which one is not familiar. A comment that was made during the course of answering the third open-ended question by local hire educators was that "School

managers are not trained to meet the needs of diverse cultures." Another comment made in this same vein stated that administrators must be more aware of the local culture and its restrictions. Sponsored hire staff appeared to be more concerned with having "the right people on the bus" (Collins, 2001, p. 41). Comments alluded to the fact that many administrators had been in their positions for too long and that their ideas and decisions have become just the "status quo" and a bit tired. There was also concern expressed about teachers who refuse to support the school and district initiatives without consequence.

Implications

Servant leaders lead from the standpoint of that which is best for the organization and not for self. "The projected outcome of such a leadership philosophy is the workers will become more skillful, creative, and willing to share responsibility for the direction of the organization" (Tate, 2003, p. 33). Research suggests that shared responsibility leads to positive school climate. As previously stated, one aspect of school climate that is desired by the local and sponsored hire educators is the effective collaboration that emerges from a positive working relationship between administrators and teachers. It appeared that the locally hired educators desired support from the administration as well as from their fellow teachers, as evidenced by the responses given in the qualitative questions. This could become reality through shared responsibility of decision-making and collaboration.

Servant leaders have been viewed as unfair, inconsistent, and too flexible (Kelley, 2005). It is vital that the staff understand how servant leaders lead and embrace the style so that they can work together as a team, particularly if the teachers come from a culture employing a more authoritarian style of leadership. The qualitative information garnered from this study indicated that fairness is an issue, as seen by the educators in ISG. Comments about fairness focused on

staff being promoted based on their qualifications and not because they were in the right place at the right time, on all teachers being supported, and on all staff being rewarded for their work and not just a select few. The implication drawn from this is that teachers should be made aware of what servant leadership is so that they understand why people are treated differently but fairly. This awareness could lead to enhanced collegiality and collaboration. Teachers may not always be aware of that which their colleagues are dealing and it is not the leader's place to divulge the information. However, if teachers trust and respect their leaders to treat everyone in the manner in which they deserve to be treated, the issue of fairness will be moot.

A result from the qualitative data showed that sponsored hire educators feel that the sense of community is lacking. This did not seem to be as much of an issue for the local hire educators. This may indicate that there is more of a need of community for sponsored hire staff. Sponsored hire staff are specifically hired to work at the school and that is the base of their social lives as well as their professional lives. The local hire staff are in the country because of their husbands' jobs. They have a built in community and do not feel the need of community as strongly as sponsored hire from their job. Although there is a need of acceptance as valuable staff members, the local hire staff appeared to desire acceptance more as professionals than as part of the community.

Recommendations for Practitioners

This study examined the impact that servant leadership has on school climate. The purpose of this study was to contribute to the understanding of servant leadership as a valid style of leadership. It is clear that there is a need for servant leadership to be better understood, not only by the administrators but the staff as well. It is recommended that leaders who embrace this style of leadership teach the staff the tenets of servant leadership to more fully understand the

way that servant leaders lead. This will relieve the "us against them" atmosphere in the school

and lead to administration and staff working collaboratively.

There was a significant finding from the Two Sample Independent t-test when looking

for a relationship between local hire and sponsored hire and school climate. The result showed

that local hire staff perceive a more positive school climate than the sponsored hire staff. As was

previously stated, the sponsored hire staff look to the school for their social interactions as well

as their professional lives. It is recommended that administrators make a concerted effort to

allow for more social interaction outside of school through planned social activities to include all

staff so that everyone feels a part of the community.

Finally, it is recommended that administrators be aware of the band wagons they choose

to embrace. Limit the number of initiatives being launched in any given school year and be

particular about those that are chosen. Lunenburg and Ornstein (2012) state "The freeway of

American education is cluttered with the wrecks of famous bandwagons" (p.226). It is essential

to provide on-going professional development for the initiatives being launched and to provide

support throughout the school year. When the teachers feel supported, their commitment the

initiatives' success will be enhanced.

Recommendations for Researchers

A servant leader should be aware of what his/her followers are feeling and understand the

special circumstances with which their followers are dealing. When a servant leader is aware of

self and surroundings, there should be a positive relationship between the leader's perception of

servant leadership and school climate. The results of this study show that there is no significant

relationship between the leaders' perceptions of their leadership and school climate. This

indicates that further research is needed in this area. It would be advantageous to survey a larger

group of administrators to obtain a more valid picture of the leaders' perceptions of servant leadership and its impact on school climate.

Further research is recommended in the area of perceptions of servant leadership and school climate that overseas teachers hold compared with those perceptions of servant leadership and school climate that western teachers hold. Black (2001) stated that staff that are committed to their leader and school have a feeling of worth or value leading to a positive school climate and collegiality. Research which explores what that sort of commitment means for overseas teachers compared with western teachers may serve to generalize findings to all teachers without regard to where their teaching post is located.

Non-western teachers are accustomed to a rather authoritarian style of leadership. Further research could be conducted to determine their perceptions of servant leadership as a valid style of leadership. Occasionally servant leaders have been perceived to be weak and ineffective, particularly by their staff. It could be beneficial to understand the style of leadership that the non-western teachers need to perform to the best of their ability and to feel comfortable in the workplace.

Concluding Comments

The purpose of this study was to determine if there was a relationship between servant leadership and school climate. School climate is the heart and soul of a school. A positive school climate is essential for the effectiveness of the school and the teachers to provide optimal learning for the students. The results from this study appear to show that the teachers view a positive relationship between servant leadership and school climate. The results also show that the local hire educators view the climate as more positive than do the sponsored hire educators. The qualitative comments show that the some of the needs of the sponsored hire educators and

the local hire educators are different. This indicates that administrators in overseas schools could affect a more positive climate in the schools if more attention is paid to the needs of their staff members. Servant leadership is a fairly new, but seemingly valid, style of leadership that appears to promote positive school climate. It would be beneficial for administrators to consider this style of leadership to attain a positive work environment.

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(Liden, Wayne, Zhao, & Henderson, 2008)

Instructions: Using the 7-point scale, indicate the extent to which you agree or disagree with the following statements as they pertain to your current principal.

1. I would seek help from my principal if I had a personal problem.

2. My principal cares about my personal well-being.

3. My principal takes time to talk to me on a personal level.

4. My principal can recognize when I'm down without asking me.

5. My principal emphasizes the importance of giving back to the community.

6. My principal is always interested in helping people in our community.

7. My principal is involved in community activities.

8. I am encouraged by my principal to volunteer in the community.

9. My principal can tell if something is going wrong.

10. My principal is able to effectively think through complex problems.

11. My principal has a thorough understanding of our organization and its goals.

12. My principal can solve work problems with new or creative ideas.

13. My principal gives me the responsibility to make important decisions about my job.

14. My principal encourages me to handle important work decisions on my own.

15. My principal gives me the freedom to handle difficult situations in the way that I feel is best.

16. When I have to make an important decision at work, I do not have to consult my principal first.

17. My principal makes my career development a priority.

18. My principal is interested in making sure that I achieve my career goals.

19. My principal provides me with work experiences that enable me to develop new skills.

20. My principal wants to know about my career goals.

21. My principal seems to care more about my success than his/her own.

22. My principal puts my best interests ahead of his/her own.

23. My principal sacrifices his/her own interests to meet my needs.

24. My principal does what she/he can do to make my job easier.

25. My principal holds high ethical standards.

26. My principal is always honest.

27. My principal would not compromise ethical principles in order to achieve success.

28. My principal values honesty more than profits.

Appendix B – R-SLEQ

Below are statements about the school in which you work and your working environment. Think about how well the statements describe your school environment and indicate this response in one of the columns to the right.

	1 Strongly disagree	2 Disagree	3 Neither agree nor disagree	4 Agree	5 Strongly
(1) Teachers design instructional programs together.					
(2) Most students are well mannered or respectful of the school staff.					
(3) Instructional equipment is **not** consistently accessible.					
(4) Teachers are frequently asked to participate in decisions.					
(5) New and different ideas are always being tried.					
(6) There is good communication among teachers.					
(7) Most students are helpful and cooperative with teachers.					
(8) The school library has sufficient resources and materials.					
(9) Decisions about the school are made by the principal.					
(10) New courses or curriculum materials are seldom					

implemented.					
(11) I have regular opportunities to work with other teachers.					
(12) Students in this school are well behaved.					
(13) Video equipment, tapes, and films are readily available.					
(14) I have very little to say in the running of the school.					
(15) We are willing to try new teaching approaches in my school.					
(16) I seldom discuss the needs of individual students with other teachers.					
(17) Most students are motivated to learn.					
(18) The supply of equipment and resources is **not** adequate.					
(19) Teachers in this school are innovative.					
(20) Classroom instruction is rarely coordinated across teachers					
(21) Good teamwork is **not** emphasized enough at my school.					

Appendix C – Open-ended Questions

1. In your opinion, what is the most important thing that affects climate (the quality and character of school life) of your school?

2. If you could do one thing to change the climate in your school, what would you do?

3. Enter any other comments regarding you or the climate of your school not addressed in the survey that you would like to share.

Appendix D – Consent Form

A Study of the Impact of Servant Leadership on School Climate

You are being invited to participate in a study that deals with servant leadership and its impact on school climate. This research is being conducted by Michele Cooke of Bethel University under the supervision of Dr. Jeanine Parolini to complete a partial fulfillment of the doctoral study program in educational leadership. The objective of the study is to examine the impact of servant leadership on school climate. I am excited about my dissertation work on the relationship between servant leadership and school climate because of how it has the potential to impact the ability of leaders and faculty to change the climate of a school. Correlations will be drawn between the perceptions of leadership from the teachers' point of view and from the administrators' point of view as they relate to the school climate. Further, this research will study the relationships of the demographics collected as they relate to school climate. This survey is being conducted in six schools in the International Schools Group school district in Saudi Arabia. Please be assured that no sensitive climate data will be shared with the ISG administration.

There are no known risks if you decide to participate in this research study, nor are there any costs for participating in the study. The information you provide will help to determine correlation of leadership style and prevailing school climate. While this information may not benefit you directly, this study should prove beneficial to international schools in general.

This survey is completely anonymous. If you choose to participate, the survey will be completed on line and no IP addresses will be tracked. You may complete the survey on a school computer or on a home computer. You may choose to discontinue participation in the survey any time prior to submitting the survey electronically without affecting your relationship

with International Schools Group or Bethel University. The results of this survey will be archived for three years after the completion of the study and then destroyed. The results will be used only for the current study and will not be used in any way to influence your current or future employment with ISG.

Your participation in this study is voluntary. If you choose to participate, please check the "I agree" statement below and continue with the survey. If you choose not to participate, please check the "I disagree" statement below and accept my appreciation for your time.

If you have any questions or concerns about completing the survey or about being part of the study, please contact me at mmc54282@bethel.edu. Bethel University Institutional Review Board has reviewed my request to conduct this study. This study has been approved by Dr. Paul Richards, superintendent of ISG.