

*Does educational stages
influence servant leadership
behaviors of school
administrators?*

Mehmet Hilmi Saglam, UBC
mehmethilmisaglam@gmail.com



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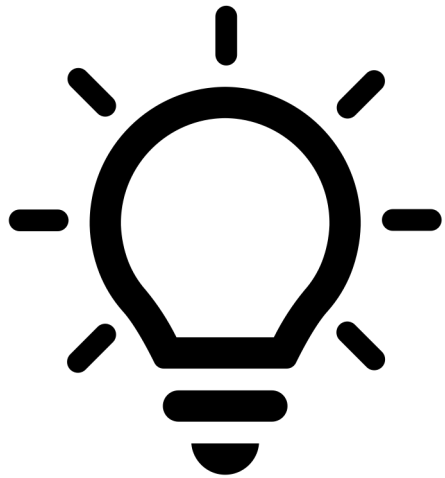


Limitations &
Recommendations

Problem statement & Past Findings

- Little research about the relationship between personality and servant leadership. (No research in Turkey)
- Limited research in the educational context.
- Lack of systematic studies examining servant leadership behaviors at different stages of education
- Key findings of past studies:
 - Positive relationship between servant leadership and school climate (Black, 2007)
 - the distinction of servant leadership and transformational leadership approach (Parolini, 2007)
 - Better direct and manage school communities (Brown, 2010)

Key Definitions



Servant Leadership: Servant leadership is a leadership understanding that values people, develops them, helps them to act originally, leads people's well-being, and encourages the sharing of power and status for everyone's good (Laub, 1999). A servant leader is a person who adopts the idea of dedicating himself mainly to serving others (Spears, 2004).

Educational Stages: Elementary, middle, and High Schools

Purpose Statement & Research Questions

Purpose

- To explore teachers' conceptions of servant leadership behaviors of school managers
- The purpose of the study is to examine whether the servant leadership behaviors of school administrators differ regarding the variable of education stage (i.e., elementary, middle, and high school).

Research Question:

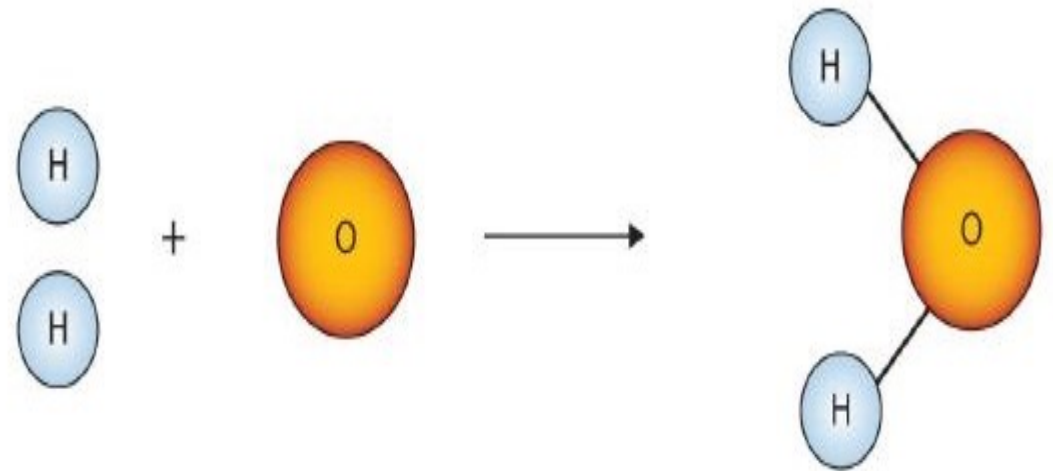
- Do the Servant Leadership behaviors of administrators perceived by teachers differ significantly regarding the educational stage where teachers work?

Relevant Literature

- While restrictions, control, and authority are preferred during traditional leadership approach, open policies, trust-based relationships, helpful and sharing of knowledge are the features of modern types of leadership.
- The phrase “servant leadership” was coined by Robert K. Greenleaf in “The Servant as Leader”, an essay that he first published in 1970.
- In that essay, Greenleaf said:
“The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead”

Relevant Literature

- Even though the words of "leader" and "servant" seem to have opposite meanings, with combining them in a creative and meaningful way, a paradox emerges, and servant leadership is occurred (Yilmaz, 2013). (example, water)



Relevant Literature

- The behaviors identified in servant leadership have signified positive responses from followers in studies on both individual and organizational levels (Terosky & Reitano, 2016; Saglam & Alpaydin, 2017).
- Ten leadership behaviors are identified in servant leadership (Spears, 2010):
 - ✓ Listening
 - ✓ Empathy
 - ✓ Healing
 - ✓ Awareness
 - ✓ Persuasion
 - ✓ Conceptualization
 - ✓ Foresight
 - ✓ Stewardship
 - ✓ Commitment to the Growth of People
 - ✓ Building Community ,
- According to Fındıkçı (2012), the servant leader is a heartfelt person who is the passenger of the love path.

Relevant Literature

- A leader who is willing to serve can have significant influence over the action of others. A servant leader's goal would be to create followers who have an example of what servant leadership looks like (Saglam & Alpaydin, 2017; Spears & Lawrence, 2002). The goal is to lead by example.
- Servant leadership methods can affect the quality of teacher engagement within the educational settings.
- Huge and sudden development in many areas in the modern world has brought many needs along with it. People affected by this situation are especially administrators working in educational settings.

Methodological Design

- **Research Design:**
 - Quantitative
 - Correlational research study
 - Correlation studies show that variables vary together; if there is a change, the method tries to determine how the change occurs (Karasar, 2008, p. 86).

Methodological Design

- **Participants:**
 - 14.135 teachers working in schools in the province and districts of Denizli (a city in Turkey).
 - The sample comprised 327 teachers
 - The convenient easy sampling method
 - A total of 214 (65.4%) were female, while 113 (34.6%) were male.

Methodological Design

- **Data Collection:**
 - The Servant Leadership Scale developed by Reed, Vidaver-Cohen and Colwell in 2011 and adapted to Turkish by Demir, Konan and Karakus (2015) was used.
 - After performing explicit factor analysis and confirmatory factor analysis for construct validity, the scale, which is a 5-likert scale (1-always, 2-often, 3-sometimes, 4-rarely, 5-never), consisted of the same number of factors (five) and fewer items (20 items) in Turkish culture.
 - The sub-factors: Interpersonal Support, Building Community, Altruism, Egalitarianism, and Moral Integrity.

Methodological Design

- **Data Analysis:**
 - As an independent variable, Educational Stage was one of the demographic variables in the study.
 - Kruskal Wallis-H Test and Mann Whitney-U Test were used to analyze the education stages variable. In cases where the difference in the results of the Kruskal Wallis-H Test was significant, the Mann Whitney-U Test was conducted to determine the source of the differences, i.e. which groups were included.

Findings

- *Table 1. Mean, Median Scores and Standard Deviations for The Variable of Educational Stage*

Educational stages (Groups)	Mean	Median	Standard Deviation
Elementary School	2,05	1,80	,97241
Middle School	2,38	2,15	,97026
High School	2,43	2,35	,80478
Total	2,28	2,05	,94061

Findings

- *Table 2.* The Results of the Kruskal Wallis-H Test Performed to Determine Whether the Total Scores of Servant Leadership Scale (SLS) Differentiated According to the Variable of Educational stages

Score	Groups	<i>N</i>	\bar{x}_{sira}	x^2	<i>sd</i>	<i>p</i>
SLS	Elementary School	112	136,93	14,674	2	,001
Total	Middle School	124	173,48			
Score	High School	91	184,40			
	Total	327				

Findings

- *Table 3. The Results of the Mann Whitney-U Test Conducted to Determine Between Which Groups Total Scores of Servant Leadership Scale (SLS) Differentiated According to the Variable of Educational stages*

Score	Groups	Elementary	Middle	High
SLS Total Score	Elementary School	$\bar{x} = 105,14$	$p < ,05$	$p < ,01$
	Middle School		$\bar{x} = 130,57$	$p > ,05$
	High School			$\bar{x} = 118,87$

Results

- Within the limitation of the study, school administrators working in elementary schools exhibited more servant leadership behaviors than middle and high schools. The difference between the servant leadership behaviors of administrators of middle school and high school was not to be found significant. All result indicated that educational stage variable plays a crucial role in servant leadership behaviors of school administrators.
- There was an evidence that this servant leadership behaviors differed depending upon educational stage.
- **Educational importance of the study**
 - Servant leadership approach and its assessment related to educational stages enriches our understanding of in which educational stages need to be raised awareness about this leadership style, and in which school stages administrators have used this approach more.

Limitations



Data from a limited
number of
participants



Used just
Quantitative research
methodology



Different research
questions



Data from just
teachers (other
stakeholders)



Participants chosen
by volunteered

Recommendations for Future Research

Performing various studies using qualitative research and mixed research methods

In personality and leadership surveys, data is received either from people or from their environment. A comprehensive study can be conducted not only with teachers or administrators but also with school staff and students.

Giving a workshop related to servant leadership for managers working at middle and high schools can be beneficial to enhance servant leadership behaviors of managers and their awareness.

Servant leadership can be researched by using different other variables such as culture and socio-economic status.

Contact Information

- Mehmet Hilmi Saglam, UBC
- mehmethilmisaglam@gmail.com
- <http://mhilmisaglam.weebly.com>



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Thank you 😊

