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A Study Of Student Perceptions Of Exemplary Instruction And Servant Leader Behavioral Qualities

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A STUDY OF STUDENT PERCEPTIONS OF EXEMPLARY INSTRUCTION AND
SERVANT LEADER BEHAVIORAL QUALITIES

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by

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ABSTRACT

This study examined students' perceptions of certain servant leader behaviors associated with either typical or outstanding instruction. Five servant leadership dimensions were considered: altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. Two groups of 300 students attending a midsized university located in the Midwest participated in the survey. The instrument used was based upon the Servant Leadership Questionnaire developed by Barbuto and Wheeler (2006). Four of five servant leader qualities: altruistic calling, wisdom, organizational stewardship, and persuasive mapping had some measure of explanatory power. A low participation rate by students adversely affected observed statistical power and was a limitation to this study.

TABLE OF CONTENTS

ABSTRACT.....	iii
LIST OF TABLES.....	viii
INTRODUCTION	1
Purpose of Study.....	2
Statement of Problem.....	3
Significance of the Study	4
Research Question	5
Hypotheses.....	6
Assumptions of the Study	7
Limitations and Delimitations of the Study	7
Definitions.....	8
REVIEW OF LITERATURE	10
The Study of Leadership.....	11
The Great Man Theory.....	14
Trait Leadership	15
Behavioral Leadership	16
Transformational: Participative Leadership.....	17
The Origins of Servant Leadership	17
Servant Leadership as a Leadership Philosophy.....	19

Servant Leader: Model Construct	20
Behavioral Qualities of Servant Leaders by Various Authors/Researchers	21
Servant Leadership SLQ Instrument.....	23
SLQ Behavioral Model Construct	23
Altruistic Calling.....	23
Emotional Healing	24
Wisdom.....	25
Persuasive Mapping.....	25
Organizational Stewardship.....	26
Student Perceptions of Effectiveness: Field Study	27
Servant Leadership: Private Sector	28
Servant Leadership: Educational Administration	28
Affective Learning Domain and Servant Leadership	29
METHODOLOGY	31
Research Question	32
Hypotheses.....	32
Study Design.....	33
SLQ Survey Instrument	33
Instrument Word Conformity to Educational Environment	34
Statistical Analysis.....	35
DATA ANALYSIS AND RESULTS.....	36
Data Collection Process	36
Survey Response Rate.....	37

Evaluation of Missing Data	37
Data Analysis	38
Interpretation of Results.....	38
Descriptive Statistics.....	40
Further Interpretation of Results	43
CONCLUSIONS AND SUMMARY	45
Summary of Findings.....	46
Research Question	46
Servant Leader Development Model for Faculty by Antecedent	51
Wisdom.....	51
Organizational Stewardship.....	53
Altruistic Calling.....	55
Persuasive Mapping.....	57
Emotional Healing	59
Source for Data Collection to Support an Integrated Servant Leader Development Model	61
Future Research	64
Summary.....	65
REFERENCES	66
APPENDIX A: PERMISSION TO USE SLQ INSTRUMENT.....	75
APPENDIX B: ORIGINAL SLQ INSTRUMENT	76
APPENDIX C: SLQ INSTRUMENT MODIFIED FOR AN EDUCATIONAL ENVIRONMENT	78

APPENDIX D: DETAILS OF CHANGES MADE TO SLQ INSTRUMENT.....	80
APPENDIX E: RECRUITMENT EMAIL CONTENT	84
APPENDIX F: EXEMPLARY OR OUTSTANDING INSTRUCTOR SURVEY INSTRUMENT	85
APPENDIX G: REPORT A DESCRIPTIVE STATISTICS SUMMARY: TYPICAL INSTRUCTOR	89
APPENDIX H: REPORT B DESCRIPTIVE STATISTICS SUMMARY: OUTSTANDING INSTRUCTOR	112

LIST OF TABLES

Table 1. Leadership Summary	20
Table 2. Sendjaya's (2003) Behavioral Qualities of Servant Leaders Word Theme Analysis by Various Authors/Researchers.....	22
Table 3. SLQ Reliability Statistics for Behavioral Attributes	34
Table 4. Descriptive Statistics of Typical and Outstanding Instructors.....	41
Table 5. Correlation Coefficients for Relationships Between Five Measures of Servant Leadership Traits	41
Table 6. Box's Test of Equality of Covariance Matrices.....	42
Table 7. Multivariate and Univariate Analyses of Variance for Trait Measures.....	42
Table 8. Between-Group Analysis: Leadership Antecedents	43
Table 9. Behavior Antecedent: Wisdom.....	53
Table 10. Behavioral Antecedent: Organizational Stewardship.....	55
Table 11. Behavioral Antecedent: Altruistic Calling.....	57
Table 12. Behavioral Antecedent: Persuasive Mapping.....	59
Table 13. Behavioral Antecedent: Emotional Healing	61
Table 14. Integrated Servant Leader Development Model.....	62

CHAPTER 1

INTRODUCTION

During the past 30 years, college degree enrollment to degree attainment has fallen and the average time to complete a baccalaureate degree has increased in the United States (Bound, Lovenheim, & Turner, 2009). Further, the United States rated 15th in reading literacy and 25th in mathematics literacy of the reporting countries (Alliance for Excellent Education, 2008). However, the United States spends more for education than any other developed country. The United States spends approximately 6% of its gross domestic product for educational services (The World Bank, 2014). Further, it is becoming more costly for students to attain a college degree. The Federal Reserve Bank of New York reported that student borrowing in 2010 was approximately 100 billion dollars, with total student outstanding indebtedness of approximately 870 billion dollars, surpassing outstanding credit card debt for the first time in history (Brown, Haughwout, Lee, Mabutas, & van der Klaauw, 2012). Further, students who graduate from a four-year college or university are accumulating nearly 26,000 dollars of student loan indebtedness (Reed & Cochrane, 2012). This represents significant financial indebtedness during a period of time when unemployment levels remain relatively high, especially for the 20-24 demographic age group. For example, during the year 2013, the unemployment among the 20-24 age group was approximately 14% while African American unemployment for the 20-24 age group was approximately 23% (U.S. Bureau of Labor Statistics, 2013).

Therefore, there must be factors other than the level of public economic spending and student financial aid availability that contribute to obtaining top-tier national academic performance. Perhaps an instructor's behavioral disposition, educational leadership style, and other socio-economic factors may partially explain performance differences among nations. If so, it would be important to isolate behavioral and leadership qualities that may contribute to exemplary or outstanding classroom instruction because these factors can be influenced and developed through training that prepares teachers the skill sets to best reach students. An exploration of cultural factors and/or other socio-economic factors that may contribute to student performance differences were beyond the scope of the research at this time.

Purpose of Study

The purpose of this exploratory study was to investigate the role that a servant leader in the classroom may have on learning outcomes, if any. This study focused on servant leadership and the attributes of this behavioral model on students' perceptions of learning outcomes. Further, five servant leadership behavioral antecedents were analyzed to determine which, if any, is significant. The servant leader model was selected as the leadership model because philosophically it places the highest emphasis on service to followers. Therefore, the servant leader philosophy when modeled is consistent with student-centered instructional methodologies.

In order to accomplish this, two types of instructional performance were examined. The first type was termed outstanding or exemplary instruction; the second type was termed typical instruction. Participants of this study were asked about their perceptions of servant leadership contrasting the two instructional performance groups as described. The population for this study consisted of students with at least 30 earned semester credits attending a Midwest university with an enrollment of approximately 11,000 students. Students earning at least 30 earned semester

credits were selected to ensure that students had adequate exposure to various instructional methods common at the university level.

Statement of Problem

Within the teaching profession, there are ongoing efforts to find ways to improve the quality of postsecondary instruction. Specifically, this study's research question focused on whether and to what degree instructional performance was affected by a servant leader classroom management approach. The research literature found that servant leadership as a management approach has demonstrated merit in public and private organizations (Drury, 2005; Laub, 1999; Rauch, 2007; Spears, 2005; Svodoba, 2008; L. A. Walker, 2003; P. D. Walker, 1997).

Winston and Hartsfield (2004) suggested that the benefits of a servant leader culture in the workplace created better leader–follower communications, improved interpersonal interactions, higher levels of trust, less worker turnover, and a general improvement in attitude and wellbeing among both followers and leaders. These benefits have translated into economic benefits via production, cost savings, improvements in labor productivity, and better customer service (Rauch, 2007; Spears, 2005).

However, the literature regarding the effects of servant leadership in the classroom is relatively sparse; therefore, an inquiry as to whether and to what degree, if any, the demonstration of servant leader behaviors by instructors affects students' perceptions of instructional quality is timely. The construct of this study provides a quantitative approach that examines servant leadership behaviors demonstrated between an outstanding or exemplary instructor and a typical instructor as viewed by student perception and experience.

Students were provided definitions regarding each instructional experience. The instructional experiences were contrasted via the servant leader behavioral lens consisting of five

discrete behavioral antecedents: altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. Each behavioral antecedent was composed of up to five question–statements that were found significant to the servant leader construct used in this study (Barbuto & Wheeler, 2006). Therefore, this exploratory study was intended to add to the body of literature regarding servant leadership in general, an understanding of the students’ perceptions of an instructor’s dispositional approach in the classroom, and the implications regarding instructional development.

The servant leadership model used for this study was based upon the research conducted by Barbuto and Wheeler (2006). The authors concluded through an extensive process that five servant leader behaviors were consistent with historic and contemporary literature on the subject. Further, each behavior is observable by demonstration of the leader during personal interaction with followers. Each behavioral attribute is defined by up to five descriptive statements effectively scored as a demonstration propensity. The scoring for each statement follows a five-unit Likert-type scale. The aggregation of the five behavioral domains comprises the authors’ Servant Leader Questionnaire (SLQ). The instrument selected for this study has been statistically tested and found to be valid and reliable (Barbuto & Wheeler, 2006; Dannhauser & Boshoff, 2007). The authors granted use of the SLQ instrument for the purpose of this research (Appendix A).

Significance of the Study

This research may shed light on instructional practices that students find more in line with their learning needs. Unfortunately, the curriculum of most terminal degrees neglects exposing new instructors to the complex student–instructor learning methodologies (Drury, 2005). A professional degree provides the recipient with a wealth of technical content about

specific subject matter. However, the professional degree is unlikely to provide the recipient with sufficient exposure regarding effective pedagogy and/or classroom management techniques (Drury, 2005). In essence, the new instructor is left to discover ways and means to effectively teach students.

Unfortunately, without a thorough understanding of creating teaching connections necessary to establish a strong student-centered relationship, students may lose interest in the course, become bored, and disengage. Therefore, the instructor must be mindful that effective pedagogy is as important as content should the instructor desire to optimize the students' learning experience. Furthermore, should an ongoing student–instructor disconnection exist, the instructor may experience low job fulfillment and exit the teaching profession.

This description may be a major contributing factor to instructor burnout and less than optimal student performance. To minimize this risk, faculty development and training along with constructive feedback from peers is essential. Further, this research was undertaken to determine whether adjunct training in the philosophy of servant leadership could provide additional support to new instructors as a means to more effectively develop sound pedagogy and personal development. Therefore, it is important to determine whether students perceive servant leader behaviors in the best examples of instruction. If so, this would lend empirical evidence supporting the inclusion of servant leadership principles in faculty development and training programs.

Research Question

The central research question was to what extent, if any, are servant leader behavioral attributes significant, as measured across two groups, namely typical and exemplary instruction?

It was also of interest to determine which, if any, of five servant leader behavioral antecedents contribute to students' perceptions of an exemplary student-centered learning experience.

To accomplish this objective, this study requested students to envision one of two types of instruction based upon their personal academic experiences. The first type of instruction was termed as an outstanding or exemplary instructional experience. The second type of instruction was termed a typical instructional experience. Students were asked to consider such things as how the instructor encouraged learning and/or how the instructor interacted with the student and other students during the class sessions. Did the instructor create an engaging but safe learning environment? Students were asked to process those learning experiences through the lens of the SLQ instrument (Appendix B). The SLQ instrument is the servant leadership model consisting of five demonstrable behavioral domains developed by Barbuto and Wheeler (2006).

Hypotheses

In order to accomplish the objectives of this research, the following hypotheses were developed for analysis.

H₀1. There are no significant differences between student perceptions of instructional effectiveness as defined by the SLQ instrument.

H₀2. There are no significant differences between student perceptions of instructional effectiveness for the antecedent Altruistic Calling.

H₀3. There are no significant differences between student perceptions of instructional effectiveness for the antecedent Emotional Healing.

H₀4. There are no significant differences between student perceptions of instructional effectiveness for the antecedent Wisdom.

H₀5. There are no significant differences between student perceptions of effectiveness for antecedent Persuasive Mapping.

H₀6. There are no significant differences between student perceptions of effectiveness for the antecedent Organizational Stewardship.

Assumptions of the Study

The major study assumptions were as follows:

1. The participants would be able to accurately interpret the questions and respond to the survey instrument.
2. The survey instrument accurately detected servant leadership attributes of the classroom instructor.
3. The data collected from the survey instrument were accurately collected and interpreted.

Limitations and Delimitations of the Study

1. This study was limited by the accuracy of the information obtained by the participants who volunteered in the study.
2. This study was limited by low student participation.
3. The results may not be generalized but are specific to this organization during the time of the study.
4. The study was delimited to the servant leadership instrument utilized.
5. Learning outcomes were not directly measured; rather, the study focused on the student's perception of what he or she believed to be an exemplary or typical instructional-learning experience.

Definitions

Outstanding or exemplary instruction is a learning experience where the course learning objectives were met. Further, the culture within the classroom was engaging, stimulating, within a safe holistic learning environment, where students are encouraged through social interaction, modelling, self-expression and positive regard. This may be characterized as a student-centered instructional environment.

Servant leader is summarized in Greenleaf's (1970) concept of the individual as a servant leader as follows:

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. That person is sharply different from one who is leader first; perhaps because of the need to assuage an unusual power drive or to acquire material possessions. . . . The leader-first and the servant-first are two extreme types. Between them there are shadings and blends that are part of the infinite variety of human nature. (Greenleaf, 1970, para. 2)

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: 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, 1970, para. 3)

Servant leader model is an integrated construct of servant leadership derived from a review of the literature developed by Barbuto and Wheeler (2006). Data from 80 leaders and 388 raters were used to test the internal consistency, confirm factor structure, and assess

convergent, divergent, and predictive validity. Results produced five servant leadership factors: altruistic calling, emotional healing, persuasive mapping, wisdom, and organizational stewardship (Barbuto & Wheeler, 2006).

Servant Leadership Questionnaire (SLQ), developed by Barbuto and Wheeler (2006), narrowed servant leader attributes to five dimensions composed of 23 Likert-scaled questions of a servant leader. The behavioral dimensions are as follows: altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. The authors used up to five questions per behavioral dimension to develop a valid and reliable construct for each behavioral dimension. The instrument was tested and found to be valid and reliable.

Servant leadership is a method of development for leaders originally advanced by Robert Greenleaf during the 1970s. Servant leadership stresses the importance of the role a leader plays as the steward of the resources of a business or other organization, and teaches leaders to serve others while still achieving the goals set forth by the business (“Servant Leadership,” 2013).

Typical instruction means to develop or meets objectives of the course. Instruction is provided primarily through lecture format often through visual presentation outlining the content of the material previously assigned. The instructional session generally lacks student participation. Direct dialog with students is limited to addressing questions during lecture period. The contextual aspects of the material are often missing from the presentation due to the highly structured outline. This may be characterized as teacher-centered instruction.

CHAPTER 2

REVIEW OF LITERATURE

Effective learning in the classroom takes place when the instructor creates a safe, positive learning environment that encourages learners to critically think and become creatively engaged in class activities (Rimm-Kaufman, 2014). Thus classroom leadership may be viewed as a critical component of the learning equation, where content is delivered and students are intellectually challenged to search and interact socially. Exemplary instructors create a learning environment where both instructor and student creatively exercise ideas and concepts in a fashion where energy levels are fueled, creating learning synergies (Rimm-Kaufman, 2014). Intellectual risk taking for the student is minimized, encouraging academic exploration and teachable moments (Schaps, 2005). The pedagogical philosophy creates greater student participation and the potential for a deeper understanding of content (Kelly, 2014; Miller, 2005; Patel, 2003). This safe, holistic learning environment is rewarding for both instructor and students (Modell, DeMiero, & Rose, 2009).

When asked, most instructors hope to achieve a positive learning experience for their students. Further, most hope that students take more away from the classroom than just a grade or a diploma. Rather many educators hope students pursue lifelong learning opportunities, seeking to improve upon challenges facing the society (Brooks, 1993).

Therefore, several fundamental questions emerge from these observations. Is it possible to improve the learning experience through a servant leader management approach in the classroom? Are there unique servant leader behavioral qualities that encourage students to become more socially engaged in the classroom? Are servant leadership behaviors predictors of an instructor's ability to become a successful educator?

In order to analyze these questions, a valid and reliable servant leader construct is required. For the purpose of this study, the Barbuto and Wheeler (2006) servant leadership model and survey instrument were selected. The Barbuto and Wheeler model covers the major and central servant-leadership themes described by Greenleaf (1970) and Spears (1995).

Barbuto and Wheeler's (2006) SLQ instrument was selected for this study because of the authors' concise synthesis of servant leader qualities described in a relatively few number of questions. Specifically, the model consists of five observable servant leader behavioral domains consisting of 23 Likert-type questions. Furthermore, the instrument developed by the authors has been tested and found to be valid and reliable. Chapter 3 provides details of the instrument, reliability assessment, and minor word conformity changes required to better reflect an educational environment.

The Study of Leadership

To fully appreciate servant leadership's historical place in organizational behavioral literature, it is necessary to describe earlier leadership models, styles, and behaviors that have emerged from a review of the literature. Early studies of leadership approaches illustrated the leader's unique abilities in light of the needs of the times. Contemporary studies moved away from a leader-centrist view to examine leader-follower interactions in the enterprise as a successful measure of leadership. This study views leadership through the lens of a humanistic

approach where a leader's behavior has pronounced effect on followers both positively and negatively. The importance of a humanistic approach in an educational environment is well established and is central to contemporary student-centered instructional design (Huitt, 2009; Magno, 2003; Thompson, 2014).

At this juncture, it must be pointed out that the humanistic approach to leadership is a study of behaviors and human interactions. When the term servant leader is used, several behavioral qualities emerge as observable and significant. These behavioral qualities will be identified and contrasted across contemporary literature later in this chapter. Further, the servant leader's interaction with others will follow a set of observable behaviors in a generally consistent and repeatable fashion. Therefore, it is important to understand that behaviors are general tendencies, not absolutes in every case. After all, leaders are social beings and subject to some degree of behavioral variations. However, excellent leaders will demonstrate a high degree of behavioral consistency across differing situations.

Leaders may be capable of using differing leadership styles given the group to be served. For example, Burns (as cited in Bass, 2000) contrasted two leadership styles used by Franklin Roosevelt and John Kennedy. Burns stated that both leaders were capable of operating along a continuum from transformational to transactional leadership styles. "As transformational leaders, Roosevelt and Kennedy could inspire and uplift people. As transactional leaders, they were consummate politicians; they exchanged promises for votes, traded favors, and could wheel and deal for support" (Burns as cited in Bass, 2000, p. 21). The application of an inviting participative style and a reward-based style illustrates the use of styles for differing constituencies or groups. This approach is rational when followers can be grouped or segregated in some fashion.

Leaders may also motivate others to follow by appealing to one's emotional construct. An example of the persuasive power of the affective domain is illustrated in a survey conducted by Bass, Avolio, and Goodheim (1987). In this survey, students cited examples of Andrew Young and Martin Luther King as inspirational leaders with the ability to integrate both cognitive and affective domains to reach their constituents. Martin Luther King and Andrew Young possessed the ability to passionately draw followers to the goal and purpose of their objectives. Each leader invoked emotional appeals while painting with words a clear vision. Inspirational leaders set high goals, have the ability to appeal to intellect and one's passion while remaining calm and in control under at times extreme pressure (Bass, 1981). Yukl and Van Fleet (as cited in Druckman, Singer, & Van Cott, 1997) further believed that inspirational leaders are able to create new ways to communicate the goals of the organization at hand, building confidence with followers to meet the stated goals. Therefore, one must acknowledge the force and power of the affective domain as a means to persuade and motivate followers.

As noted by Bass (1990), prior to the 20th century, leadership studies consisted of writings and biographies of great leaders throughout history. Little regard was focused upon the follower. Bass noted further that during the 20th century researchers began to view leadership through social and behavioral sciences. The research produced theories of leadership which attempted to explain what attributes or behaviors created leaders (Bass, 1990). Further the researchers were keenly interested in whether it was possible to teach these qualities in mass to others (Bass, 1990). The literature suggested that leadership is a social and behavioral process that is capable of being understood, developed, and potentially integrated in one's behavior. Therefore, leadership concepts can be scientifically observed, rationally described, and taught (Bass, 1990).

The Great Man Theory

As previously illuminated, leadership theory has been on an evolutionary path dating to the earliest writings about the great men of history. The great man theory that culminated in popularity during the 19th century put forth the idea that human history was largely shaped by the actions of a few great men (Bass, 1990). The great men of history were generally recorded in biographical or autobiographical form placed within the context of superior performance or innovation. Generally, these great men of history were of the upper-class European descent representing military, aristocracy, theology, science and philosophy. The central thesis of the great man theory was that great leaders were unique individuals who possessed talents and capabilities that ordinary people lacked, possibly divinely inspired. As noted by Bass (1990), the great men of history were visionary and intellectually capable of understanding the subtleties of complex opportunities with the capacity to successfully seize upon them. Carlyle (1840) believed that great leaders were unique from birth and rose to influence the world by their superior abilities seizing upon situations that existed at the time.

One of major critics of the great man theory was Herbert Spencer. Spencer (1896) believed that attributing success to an individual without including the effects of evolving social factors lacked understanding by placing far too much emphasis on the individual. Further, Spencer believed that the great man theory was a simplification of man's role in history and scientifically unsupportable. As time marched on, the pursuit of more scientifically based inquiry and the belief that leaders could be found in the general population signaled the end of the great man theory (Bass, 1990).

Trait Leadership

The late 19th and early 20th century marked the first efforts to scientifically understand what elements constitutes sound leadership. In early studies, Terman (as cited in Zaccaro, Kemp, & Bader, 2004) produced the first empirical study of leadership. In that study, Terman was interested in traits of children that were perceived as leaders as differentiated from those children that were deemed followers. Similar studies inventoried traits of selected leaders including those from the armed services (Zaccaro et al., (2004). The underlying idea of this new theory was that all successful leaders should possess certain observable traits. If true, once identified these traits could be detected in people through a testing process. This process involved selective screening and could, at least in theory, identify in mass individuals with high leadership potential. Obviously, a means to rapidly select a potential leader would be important to industry and to the armed forces particularly during periods of conflict. Through observation, leadership traits were inventoried with the goal of identifying traits that attracted others to follow (Stogdill, 1974; Wynn, 2006).

According to Kouzes and Posner (1995), leadership is sound when followers are willing to perform, not compelled by a leader's intimidation, coercion, rank, or fear. Kouzes and Posner's research identified five traits that seemed to constitute sound leadership traits. They identified the traits of honesty, ability to conceptualize, providing inspiration, task completion competency, and reasonably high intelligence.

Wynn (2006) noted that although some traits emerged as important leadership indicators, trait theory lacked the predictive power that researchers were seeking. Unfortunately, although trait theory created an inventory of traits, it lacked a useful sociological underpinning which ultimately reduced its predictive effectiveness (Wynn, 2006). Bass (1990) also commented that

“the evidence suggests that leadership is a relationship that exists between persons within a social situation and those persons who are leaders in one situation may not necessarily be leaders in other situations” (p. 76). Trait theory lacked sufficient predictability because it did not consider the depth of contextual situations within the social exchange. Social interaction impacted the effectiveness of leadership outcomes.

Behavioral Leadership

With the lack of predictive power of leadership success based upon traits alone, researchers turned their attention toward understanding the scope and context of social interactions between the leader-follower. Stogdill (as cited in Zaccaro et al., 2004) described the shortcomings of trait theory in the following “A person does not become a leader by virtue of the possession of some combination of traits” (p. 64). Therefore, behavior theory expands the study of leader–follower exchanges based upon actions then reactions of the parties given an observable situation. Behavioral theorist reasoned that successful leaders should be rational, acting and reacting to situations in predictable ways (Manz & Sims, 1980). Therefore, it was reasoned that the more consistent and rational the leader’s behavior across situations, followers would be attracted to follow (Bass, 1990).

Rational behavior when repeated creates trust among those in the social exchange; thus, the risk to follow is reduced. Although behavior theory was still primarily focused upon the leader, it recognized the importance of followers in the social exchange. As such, behavior theory as with trait theory were important steps in recognizing that effective leadership required and understanding of the follower’s participation (Ismail et al., 2012; Vondey, 2008). This parallels findings in the educational process where students are expected to perform at higher

levels when the classroom management philosophy moves away from teacher-centered toward a student-centered instructional model (Dunn, 2003; O'Neill & McMahon, 2005; Scholl, 2003).

Transformational: Participative Leadership

Humanistic leadership styles, such as transformational and servant leadership, acknowledges the importance of sound leader-follower social exchanges and meaningful collaborative processes for a healthy work environment (Bass & Riggio, 2005). These humanistic approaches foster a culture where follower input is actively sought. Organizations recognize that problem solving is at its best when those directly involved are present at the table (Jensen, 2011). The participative approach is not only well suited for the business environment but also in a student-centered classroom (Benoliel & Somech, 2010). The benefits of participative management are greater worker inclusion which encourages creativity and lessens organizational tension (Jensen, 2011). A good transformational leader creates harmony and follower commitment (Bass & Avolio, 2014; Bass & Riggio, 2005; Lontos, 1992).

Bass (1990) later added to the work of Burns by identifying psychological factors that underpin the follower's commitment to the leader. Bass identified qualities, such as trust, loyalty, ethics, and vision as important to followers. Further, the action of the leader to seek direct input from followers provides intellectual stimulation creating an environment of shared success. Bass indicated that transformation leadership and has been shown to produce positive outcomes where it is practiced.

The Origins of Servant Leadership

Robert Greenleaf is credited with developing servant leadership during the 1970s while serving in various leadership positions at AT&T. To Greenleaf and others, there existed a leadership crisis, which required a movement away from paternalism toward a more humanistic

approach (Block, 1993; Greenleaf, 1970). Hesse's (1932) short novel *Journey to the East* provided the inspiration for Greenleaf's writing. In Hesse's story, Leo, a humble servant, served a group of travelers. Through unselfish actions and service, Leo emerged as a servant leader when the travelers reflected upon his subtle but effective leadership effect on the group. Greenleaf's (1977) writings indicated that one's life could be enriched by serving others.

Block (1993) indicated that organizations must move bureaucratic paternalism to a collaborative participative management approach to be successful in the new economy. Block further believed that the classic bureaucratic formation created organizational toxicity and innovative stalemate. Taken together, these writings created the opportunity to reexamine the workplace inviting new leadership approaches (Block, 1993). The servant leadership philosophy emerged as a holistic leadership alternative.

Greenleaf stated that

the servant leader is one who is a servant first. It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant to first make sure that other person's highest priority needs are being served. (Greenleaf as cited in Indiana State University, Alliance for Servant Leadership, 2013, p. 6)

Greenleaf further stated that the "the best test, and difficult to administer, is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants" (Greenleaf as cited in Indiana State University, Alliance for Servant Leadership, 2013, p. 6).

Remarkably, this quotation embodies a similar commitment to the service of students within the student-centered classroom. Servant leader and student-centered philosophies place

the primary focus of the leader upon the follower or student. The intent of this study was to understand which servant leader behavioral qualities, if any, transfer to a student's perception of exemplary instruction. If so, this research may provide important insight affecting instructional design strategies. Further, this information may be insightful by exposing new instructors to different motivational classroom management philosophies.

Servant Leadership as a Leadership Philosophy

Transformational theory maintains that the organization is of prime importance, for it is the organization that provided the means to the end (i.e., a profit motivation; Bass, 2000). The organization possesses a unique legal identity. If the firm is for profit, the firm's objective is to maximize profits for its owners. Transformational leadership places primary focus on the organization, followed by a secondary emphasis on customers and then workers. Conversely, the servant-led firm places prime focus on the wellbeing of the workers followed by a secondary emphasis on the organization (Bass & Riggio, 2005; Block, 1993).

Table 1 reflects a brief summary of the leadership evolution. Essentially, the literature suggests a movement from the prime focus being upon a leader to reflecting the importance of the servant in successful leadership (Bass, 1990; Bass & Riggio, 2005; Block, 1993; Dunn, 2003; Greenleaf, 1970, 1977; Laub, 1999; Lontos, 1992; Manz & Sims, 1980; McGregor, 1960; O'Neill & McMahon, 2005; Scholl, 2003; Sendjaya, 2003; Svoboda, 2008; Wynn, 2006; Stogdill as cited in Zaccaro et al, 2004).

Table 1

Leadership Summary

Leadership	Prime Focus
Great man	Leader
Trait	Leader
Behavioral	Leader/follower recognized
Transformational	Leader/follower
Servant leader	Follower

Servant Leader: Model Construct

Scholars have posited that there appears to be a management failure over the past three to four decades creating significant social and economic harm (Block, 1993). This leads to a central question posed by Spears (2005): “Are there better way(s) to lead and manage our organizations?” (p. 1).

Greenleaf (1977) believed a more legitimate means to lead was through the prescripts of servant leader rather than the classical bureaucratic pyramid where the leader resides at the top. Block (1993) believed that the bureaucratic organization required an unacceptably high commitment of human energy to be sustainable in a competitive environment. The following quotation from Spears described Greenleaf’s view of leadership from the center of the organization.

Greenleaf’s idea of servant-leadership continues to create a quiet revolution in work places around the world. Since the time of the Industrial Revolution, managers have

tended to view people as cogs in a machine, while organizations have considered workers as cogs in a machine. In the past few decades we have witnessed a shift in that long held view. (Spears, 2004, p. 7)

Greenleaf was likely influenced by McGregor's (1960) Theory X and Theory Y. Theory X and Theory Y contrasted two management styles that reflected opposites along a continuum. At one extreme, Theory X leadership style viewed people as lazy, lacking ambition, and requiring oversight and constant correction. Theory Y leadership style asserted that people are not lazy or ambivalent to the quality work they performed. Greenleaf likely rejected Theory X management preferring to believe all people were good actors (unless proven otherwise by their direct actions) and should be afforded respect and dignity. To Greenleaf, servant leadership represented a leadership style that when developed and cultivated, had the potential to unleash greater levels of sustained productivity and organizational wellbeing (Greenleaf, 1977).

Servant leadership research has attempted to dismantle the notion that a servant-led firm would not be successful in the competitive marketplace. The servant leader literature suggests that there are several sources of value accruing to the organization. Research has indicated that value is created through lower worker turnover, improved productivity and creativity, higher service commitment, improved trust, and a general overall improvement in organizational health (Laub 1999; Rauch, 2007; Spears 2005; Svoboda, 2008; L. A. Walker, 2003; P. D. Walker 1997;)

Behavioral Qualities of Servant Leaders by Various Authors/Researchers

As represented in Table 2, Sendjaya (2003) summarized a literature review of word themes by various authors and noted a preponderance of affective word themes along with the cognitive themes. Further word themes from Barbuto and Wheeler's (2006) research were added

for comparative completeness. As illustrated the common behaviors are centered upon follower empowerment and trust building. Table 2 summarizes several noted behavioral qualities.

Table 2

Sendjaya's (2003) Behavioral Qualities of Servant Leaders Word Theme Analysis by Various Authors/Researchers

Author	Year	Behavior Qualities
Graham	1991	Inspirational, moral
Buchen	1998	Self-identity, capacity for reciprocity, relationship builders, preoccupation with the future
Farling et al.	1999	Vision, influence, credibility, trust, service
Laub	1999	Valuing people, developing people, building community, displaying authenticity, providing leadership, sharing leadership
Russell	2001	Vision, credibility, trust, service, modeling, pioneering, appreciation of others, empowerment
Patterson	2003	Agapáo love, humility, altruism, vision, trust, empowerment, service
Barbuto and Wheeler	2006	Altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship
Spears	2000	Listening to others, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth in others, and building community

Note: Adapted from Barbuto and Wheeler (2006) and Spears (2000).

Spears's (2000) research of Greenleaf's writings concluded that there are at least 10 observable word or concept themes central to his writings. The 10 most common word themes are affective as well as cognitive in content. These characteristics are listening to others, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth in others, and building community. As illustrated, there is a great deal of overlap among the concepts or word themes of the contemporary authors cited.

Servant Leadership SLQ Instrument

For the purpose of this inquiry, the Barbuto and Wheeler (2006) SLQ instrument was used. Barbuto and Wheeler successfully narrowed servant leader attributes to five dimensions composed of 23 questions (Appendix B). The five attributes are altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. Originally, this instrument was designed for an organizational setting and for the purpose of this inquiry, word conformities were required to better match an educational setting. The SLQ original instrument and word modified SLQ used for this study is summarized and contrasted in Appendix C. These minor word changes were developed with the committee chairperson's input and direction (Appendix D).

SLQ Behavioral Model Construct

The next section describes the behavioral quality constructs of the Barbuto and Wheeler (2006) SLQ instrument followed by a section describing the word conformity modifications. The word(s) in italics reflect the word conformity changes from the original questionnaire to improve consistency for an educational classroom setting.

Altruistic Calling

Bass (1990) suggested that one of the key differences between transformational leaders and servant leaders is the organizational focus of the leader. Servant leaders are likely to exhibit more altruistic motives. Barbuto and Wheeler (2006) defined altruistic calling as having the desire and willingness to put aside self-interest in order to gain benefits to followers. This is one of the distinguishing differences between transformational leaders and servant leaders. Servant leaders are follower committed and are willing to go further to benefit the worker.

Therefore, the purpose of the inquiry, altruistic calling, shall focus on the classroom

instructor's willingness to put the students' best interests ahead of his or her own to ensure student success. Further, the instructor is expected to provide frequent opportunities for student interaction ensuring the material is understood. Because the instructor is seen as one who sacrifices time, energy, and perhaps financial resources to ensure the students learning needs are met, the exemplary or outstanding instructor is seen as going further to help students. The altruistic calling antecedent consists of the following four sentences. The words in italics reflect the word conformity changes from the original Barbuto and Wheeler (2006) instrument to obtain consistency with an educational classroom setting.

1. This *instructor* puts my best interests ahead of his/her own.
2. This *instructor* does everything he/she can to help me.
3. This *instructor* sacrifices his/her interests to meet *my learning needs*.
4. This *instructor* goes above and beyond the call of duty to *meet my learning needs*.

Emotional Healing

Emotional healing is the ability of an individual to provide holistic emotional support when another individual fails at a task, dream, or relationship. It can be argued that the ability to provide emotional healing to people is not only a powerful skill for leaders but also provides a cultural support for the organization (Barbuto & Gifford, 2010). For the purpose of this inquiry, emotional healing encompasses one's belief that the exemplary instructor is a person who is a safe individual with whom to discuss emotional issues and can be counted upon to provide meaningful input. The emotional healing antecedent consists of the following four sentences. As with the previous antecedent modifications, these are survey questions from the Barbuto and Wheeler (2006) model have word conformity changes in italics consistent with a classroom/educational setting.

1. This *instructor, as a person*, is one I would go to if I had a personal trauma.
2. This *instructor, as a person*, is good at helping me with emotional issues.
3. This *instructor, as a person*, is talented at helping me to heal from an emotional issue.
4. This *instructor, as a person*, is one that could help me mend my hard feelings.

Wisdom

Exemplary instructors are leaders who possess sound wisdom. Barbuto and Hayden (2011) argued that servant leaders are able to monitor surroundings, understand implications of happenings, and anticipate consequences of actions. This ability to invoke wisdom in a variety of settings allows exemplary instructors to make both altruistic choices and the best possible decision at any given time. Barbuto and Wheeler (2006) drew from the concepts of awareness and foresight and defined wisdom as the combination of height of knowledge and its utility. The antecedent wisdom consists of the following five sentences. These are survey questions from the Barbuto and Wheeler (2006) model with word conformity changes in italics consistent with a classroom/educational setting.

1. This *instructor* seems alert to what is happening.
2. This *instructor* is good at anticipating the consequences of decisions.
3. This *instructor* has great awareness of what is going on.
4. This *instructor* seems in touch with what is happening.
5. This *instructor* seems to know what is going to happen.

Persuasive Mapping

The ability to influence others has regularly been regarded as a cornerstone of the ability to lead. Exemplary instructors use both sources of power and influence tactics as a means to persuade followers in one direction or another. The effectiveness of influence tactics

demonstrated by the leader indicated that rational influence behaviors were more effective than forceful influence tactics (Yukl & Michel, 2006). Mapping lends itself to an inspirational, futuristic approach to rational influence (Yukl & Michel, 2006).

Barbuto and Wheeler (2006) argued that leaders who utilize persuasive mapping are able to map issues, conceptualize greater possibilities, and are compelling when articulating these opportunities. Effective persuasive mapping encourages others to visualize the organization's future in such a way that is persuasive and offers compelling reasons to get followers to engage. The antecedent persuasive mapping consists of the following five sentences. These are survey questions from the Barbuto and Wheeler (2006) model with word conformity changes in italics consistent with a classroom/educational setting.

1. This *instructor* offers compelling reasons to get me *interested in my learning*
2. This *instructor* encourages me to dream big dreams about my future in the *discipline/profession*.
3. This *instructor* is very persuasive.
4. This *instructor* is good at convincing me to get involved.
5. This *instructor* is gifted when it comes to persuading me.

Organizational Stewardship

Understanding that organizations do not operate within a vacuum and instead can have both positive and negative impacts upon society, exemplary or outstanding instructors prepare individuals within an organization to sustain positive effects beyond the organization well into the community (Barbuto & Wheeler, 2006). Barbuto and Wheeler (2006) defined organizational stewardship as extending leadership beyond the organization by taking responsibility for the well-being of the community. Exemplary instructors ensure that strategies and decisions

undertaken will reflect a commitment to give back to a larger community. The antecedent organizational stewardship consists of the following five sentences. These are survey questions from the Barbuto and Wheeler (2006) model with word conformity changes in italics consistent with a classroom/educational setting.

1. This *instructor* believes that organizations need to function as a community.
2. This *instructor* believes that the *university* needs to functions as a community.
3. This *instructor* encourages me to have a community spirit *in the classroom*.
4. This *instructor* sees the *university for its potential* to contribute to society.
5. This *instructor* is preparing me to make a positive difference in the future.

Student Perceptions of Effectiveness: Field Study

A field study with a convenience sample was conducted by Drury (2005), comparing student perceptions of their most and least effective instructors. The instrument used converted operational definitions of servant leadership developed by Laub (1999) into survey form. Drury found that effective instructors scored significantly higher than those viewed as least effective. In a paper describing the results, Drury offered a constructionist-servant leader model to explain the relationship.

In order to more fully understand the effects of servant leadership and the significance of its antecedents in a postsecondary education setting, students in the current study were asked to rate, using their personal academic experiences, two groups of instructors—namely outstanding instructors and typical instructors—using Barbuto and Wheeler’s (2006) SQL instrument. The results of this study provided interesting contrasts to those results found by Drury (2005), thereby adding to the ongoing body of servant leadership literature in the educational domain. These are considered in the discussion of findings of this study.

Servant Leadership: Private Sector

Spears (2005) reported that servant leadership had been practiced with success by firms, such as Southwest Airlines, Toro Company, AT&T, Gulf Oil Corporation, and Nordstrom's, seeking larger profits with success. Rauch (2007) studied the effectiveness of servant leadership organizational philosophy in a large scale for-profit automotive parts manufacturing firm operating with 28 regional locations. Rauch's research found that a significant correlation exists between servant leadership and lower absenteeism and attrition among workers. Rauch found that for each increase in the five-unit servant leadership scale there was a 41% decrease in absenteeism and a 22% decrease in attrition. It remains to be known if such outcomes may translate to the postsecondary setting.

Servant Leadership: Educational Administration

Of the specific research conducted to date, servant leadership offers a positive relational management style which has led to greater overall job satisfaction in the educational environment (P. D. Walker, 1997). The servant leadership research literature suggests that the value to the educational organization is manifested in better interpersonal relationships, lower sick days and attrition, an improved holistic work environment, improved quality of service (P. D. Walker, 1997). The research literature on the servant leader and educational administration includes the work by L. A. Walker (2003), P. D. Walker (1997), and Svoboda (2008).

P. D. Walker's (1997) research focused on servant leadership at Crowder College located in Missouri. The research indicated greater job satisfaction and a positive work environment. Crowder College was recently reorganized around a flatter organizational structure providing greater worker participation and middle-level supervision. P. D. Walker posited that the success

at Crowder College was in part due to the commitment to servant leadership values of the president and top leadership.

L. A. Walker (2003) conducted a study of eight school superintendents recognized for their leadership excellence in the state of Illinois. Characteristics were grouped around those described as servant leadership qualities defined by Laub's (1999) servant leader survey instrument (OLA). All eight superintendents displayed qualities such as purpose, listening, and concern for others. Seven of the eight superintendents displayed qualities of stewardship, integrity, and serving (L. A. Walker, 2003).

Svoboda (2008) conducted a correlation study of Ohio public school districts to determine the degree of job satisfaction among elementary school principals. This study posed two research questions: the extent to which public school districts in Ohio practice servant leadership and perceptions of job satisfaction. The findings indicated a positive correlation between staff job satisfaction and servant leadership demonstrated by principals.

The literature supports the assertion that servant leadership has had a positive influence on worker effectiveness both in the public and private sectors of the economy. Behavioral research at the educational level has indicated that servant leadership helped create a better work environment, healthier culture, and perhaps a potentially safer more holistic learning environment (P. D. Walker, 1997; L. A. Walker, 2003; Svoboda, 2008). Although research to date indicates that servant leadership in both private and public areas can be beneficial, this study extends the question by asking: Can it help produce beneficial results in the classroom?

Affective Learning Domain and Servant Leadership

Bloom's (1956) taxonomy consists of three learning domains. Most instruction takes place within the cognitive domain. However, the affective learning domain is also important

(Bloom, 1956). Altruistic calling and emotional healing reside within the affective learning domain and are important servant leader antecedents. Over the past three decades, research has intensified to better understand the extent to which affective learning plays a role in the performance of leaders, individuals, and work groups (Barsade & Gibson, 2012).

The use and management of the affective domain is known as emotional or social intelligence. Judicious use of emotional–social intelligence can ease tension creating a positive mood within the classroom (Barsade & Gibson, 2007). Therefore, the question of significance of the roles, altruistic calling, and emotional healing in effective instruction, was studied through questions posed within the SLQ instrument.

CHAPTER 3

METHODOLOGY

This quantitative study was exploratory in scope and designed to measure the significance of five servant leadership antecedents present in perceptions of exemplary or outstanding instruction and typical instruction using the SLQ instrument. The survey tested six hypotheses—one directed at the SLQ in a combined or simultaneous fashion and five addressing each behavioral antecedent. Students were asked to score the SLQ questions or statements using a Likert scale rating. Students were placed into two groups then asked to consider exemplary or outstanding instruction or a typical instructor based upon their educational experiences. The SLQ consists of 23 questions that comprised the five behavioral domains consistent with the servant leader behaviors found important by the instrument's authors (Barbuto & Wheeler 2006).

The population from which the sample was selected was the student body of a Midwest university who had completed at least 30 credit hours of study. The sample was randomly selected from the university population of approximately 11,000. The random sample totaled 600 students placed into two groups of 300 each. The university's entity for institutional research was asked to select participants from university records and they sent recruitment emails (Appendix E) to each selected student offering one of two possible surveys. Based upon discussions with statistical research faculty, a 10% participation rate was used in this design, which was deemed conservative. The 10% participation rate was expected to provide 30 useable

and complete survey responses for each group surveyed. The sample size was adequate for the data-collecting instrument being used.

The study requested students to review one of two groups of instructors—one group viewed as highly effective instruction and a second group deemed typical—and then complete the survey. Each sample subgroup was asked to either answer survey questions pertaining to highly effective instruction or typical instruction but not both. No inquiry as to instructor name, class, or department or other comments were made.

Research Question

The central research question of this study was to what extent, if any, are servant leader behavioral attributes significant, as measured between two groups of instruction, namely highly effective and typical instruction? It was also of interest to illuminate servant leader behavioral antecedents that contributed to student perceptions of effective instructional practices.

Hypotheses

Understanding to what extent, if any, the servant leader behavioral attributes are significant as measured between two groups of instruction, namely exemplary or outstanding instruction and typical instruction, was the major focus of this study. In order to gain this understanding, the following hypotheses were developed.

H₀1. There are no significant differences between student perceptions of instructional effectiveness as defined by the SLQ instrument.

H₀2. There are no significant differences between student perceptions of instructional effectiveness for the antecedent Altruistic Calling.

H₀3. There are no significant differences between student perceptions of instructional effectiveness for the antecedent Emotional Healing.

H₀₄. There are no significant differences between student perceptions of instructional effectiveness for the antecedent Wisdom.

H₀₅. There are no significant differences between student perceptions of effectiveness for antecedent Persuasive Mapping.

H₀₆. There are no significant differences between student perceptions of effectiveness for the antecedent Organizational Stewardship.

Study Design

This study was a quantitative, non-experimental design that was correlative in nature. Further, the study collected data via survey responses to the servant leadership model developed by Barbuto and Wheeler (2006). In order to adapt the instrument to an educational setting from an organizational setting, minor word conformity changes were made with the dissertation committee input and review (Appendix D). Due to the limited nature of the word conformity change, no additional analysis of the instrument was performed. In order to meet the objective of this study, survey responses were collected from each respondent in an autonomous fashion using the Qualtrics online service.

SLQ Survey Instrument

The survey instrument for this study consisted of servant leadership attributes drawn by Barbuto and Wheeler (2006) from a review of the literature. Barbuto and Wheeler granted use of the instrument and requested in return the raw data collected by me. Because Barbuto and Wheeler's original design targeted a workplace setting, minor word conformity adjustments were made. For example, the word *leader* was changed to *instructor* to be consistent with an educational setting. Particulars of the changes are illustrated following. The original survey instrument may be found in Appendix B. The instrument modified and used for this study was

originally developed and tested by the Barbuto and Wheeler and found to be valid and reliable as demonstrated in the statistics reflected in Table 3.

Table 3

SLQ Reliability Statistics for Behavioral Attributes

Behavioral Attributes	Reliability: Cronbach α
Altruistic Calling	.82
Emotional Healing	.91
Wisdom	.92
Persuasive Mapping	.87
Organizational Stewardship	.89

Note. Adapted from Barbuto and Wheeler (2006). Scale development and construct clarification of servant leadership. *Group & Organization Management*, 31, 300-326.

Instrument Word Conformity to Educational Environment

Because the SLQ instrument was develop for general application, a word conformity revision was made to better align the instrument to the educational environment. The revisions were based upon a detailed review of the original instrument and proposed word conformity changes with the dissertation committee (Appendix D). Based upon the limited nature of the word conformity changes, for example from leader to instructor, it was determined that a separate pilot study of the instrument was unnecessary. Appendix B represents Barbuto and Wheeler's (2006) original SLQ instrument prior to word conformity changes. The final instrument construct used in this study is represented in Appendix F.

Statistical Analysis

Once the survey was completed, a one-way multivariate analysis of variance (MANOVA) was performed for each group. Further, means testing for each antecedent was performed. The one way MANOVA tested the significance of the SLQ instrument in its entirety. Because it was possible that each antecedent could test differently, individual significance testing was performed. This analysis provided specific information about each antecedent. The analysis of the SQL instrument and antecedents provided information necessary to reach conclusions of whether students perceive difference in instructional quality along servant leader behavioral domains. The analysis of the data was performed using SPSS version 15. This study was based upon a 95% level of confidence level or an alpha value of .05.

CHAPTER 4

DATA ANALYSIS AND RESULTS

Although there are a variety of studies that examine the correlation between servant leadership and job satisfaction in the private sector (Laub 1999; Rauch, 2007; Spears, 2005), few studies have examined the correlation between servant leadership and job satisfaction in the educational environment educational environment (Svoboda, 2008; L. A. Walker, 2003; P. D. Walker, 1997). Very limited research in the form of a field study has been done correlating instructional effectiveness and servant leadership in the educational environment (Drury, 2005). The purpose of this current study was to add to the body of knowledge of instructional effectiveness and servant leadership in the educational environment.

Data Collection Process

The data analysis and results of this study are presented in following order: data collection, survey response rate, description of treatment of missing data, hypothesis testing, and data analysis. The population from which the sample was selected was the student body from a Midwest university who had completed at least 30 credit hours of study and who were degree-seeking students. Two samples were randomly selected from the university population of approximately 11,000. Each sample consisted of 300 participants, totaling 600 participants. The university's entity responsible for institutional research performed the sample selection process from current university records.

The SLQ instrument used in this study was encoded on two Qualtrics online survey forms (Appendix F). Each survey was differentiated by two unique URLs. Each participant was assigned to one of the two Qualtrics survey URLs. The data collection process was overseen by university's unit for information technology (OIT). The initial survey email was sent by OIT on October 8, 2013 (Appendix E). A second email was sent on October 17, 2013. The data collection process was concluded on November 1, 2013. The data were collected directly from Qualtrics in Excel file format. The Excel files were then entered into SPSS 15 for data analysis.

Survey Response Rate

For the survey group who addressed perceptions of the typical instructor, 39 usable completed surveys were received. This represented a 13% response rate. For the second survey group, who addressed perceptions of the exemplary or outstanding instructor, 31 usable completed surveys were received. This represented a response rate of 10%. Although the response rates were relatively low, a sufficient number of responses were collected for data analysis.

Evaluation of Missing Data

Surveys that were less than 75% complete were removed from consideration. For each survey deemed usable, further evaluation for missing data or other anomalies was performed. If the survey was deemed usable but contained missing data, the missing responses were replaced with the category mean value associated with each survey group. Replacing missing items in this fashion minimized the loss of degrees of freedom.

The missing data items on usable surveys were minimal, representing less than 1% (.007) of the total number of data items. Based upon these criteria, 80% of the received surveys were deemed usable for data analysis. The remaining 20% of the total received surveys were deemed

unusable and not considered in the data analysis. The total number of usable surveys used in this study was 70.

Data Analysis

The statistical technique used in this study for data analysis was the one-way MANOVA. The advantage of MANOVA over ANOVA is that MANOVA allows the inclusion of multiple dependent variables simultaneously (Stevens as cited in Mertler & Vannatta, 2005).

Mertler and Vannatta (2005) noted that MANOVA provides a better overall understanding of statistical outcomes. It may be difficult to obtain a good measure of a trait with one dependent variable and the inclusion of multiple dependent variables in a simultaneous fashion because these may interact differently to create statistical significance between groups. Therefore, a MANOVA may be more powerful than separate ANOVAs in such applications as in this study (Mertler & Vannatta, 2005).

The values for the test were determined using the SLQ scores between two groups of instruction. The MANOVA procedure generates several test statistics to evaluate group differences on the combined dependent variables. The MANOVA multivariate test statistics are Wilks' lambda, Hotelling's trace, Pillai's trace, and Roy's largest root. When the independent variable has two groups as in this study, the F test is identical across the four test statistics (Mertler & Vannatta, 2005). However, the Wilk's lambda statistic is the commonly reported MANOVA statistic and is the reference in this study.

Interpretation of Results

A criterion for MANOVA requires a test for homogeneity of variance-covariance. The Box's statistic tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups. The Box's test statistic was $F(15, 16603) = 1.608, .063, p =$

$>.05$; therefore, the conclusion was not to reject the null. The criterion of homogeneity of variance-covariance was successfully met. Therefore, the one-way MANOVA was completed for purposes of data analysis.

The first null hypothesis tested whether there was a significant difference in students' perceptions for the combined dependent variables between the two groups of instructional effectiveness using the one-way MANOVA. The resulting multivariate test revealed $F(5, 64) = .915, .477, p = >.05$; therefore, the conclusion was not to reject the first null hypothesis.

The second null hypothesis tested whether there was a significant difference in students' perceptions for the specific antecedent altruistic calling between the two groups of instructional effectiveness using the one-way MANOVA. The resulting univariate test statistic was $F(1, 68) = 2.780, .100, p = >.05$; therefore, the conclusion was not to reject the second null hypothesis.

The third null hypothesis tested whether there was a significant difference in students' perceptions for the specific antecedent emotional healing between the two groups of instructional effectiveness using the one-way MANOVA. The resulting test statistic, univariate $F(1, 68) = 1.055, .308, p = >.05$; therefore, the conclusion was not to reject the third null hypothesis.

The fourth null hypothesis tested whether there was a significant difference in students' perceptions for the specific antecedent wisdom between the two groups of instructional effectiveness using the one-way MANOVA. The resulting univariate test statistic was $F(1, 68) = 4.313, .046, p = <.05$; therefore, the conclusion was to reject the fourth null hypothesis.

The fifth null hypothesis tested whether there was a significant difference in students' perceptions for the specific antecedent persuasive mapping between the two groups of instructional effectiveness using the one-way MANOVA. The resulting univariate test statistic

was $F(1, 68) = 2.544, .115, p = >.05$; therefore, the conclusion was not to reject the fifth null hypothesis.

The sixth null hypothesis tested whether there was a significant difference in students' perceptions for the specific antecedent organizational stewardship between the two groups of instructional effectiveness using the one-way MANOVA. The resulting univariate test statistic was $F(1, 68) = 3.514, .065, p = >.05$; therefore, the conclusion was not to reject the sixth null hypothesis.

Descriptive Statistics

Table 4 represents the descriptive statistics, means and standard deviations, for each behavioral antecedent. For each categorical antecedent, the perceptions of the exemplary or outstanding instructor were higher than the typical instructor. Furthermore, the standard deviations were smaller in magnitude for the exemplary or outstanding instructor for each antecedent. This was also the case for each of the 23 sentences of the instrument's construct where students perceived a greater propensity of servant leader behaviors and less variation for the outstanding instructor group (Appendixes G and H). In summary, the SLQ instrument consistently measured leadership differences across the two groups studied. In this study, students perceived higher levels of servant leader behaviors for the exemplary or outstanding instructor group with smaller variance.

Table 4

Descriptive Statistics of Typical and Outstanding Instructors

Group	Altruistic Mean (SD)	Emotional Mean (SD)	Wisdom Mean (SD)	Persuasive Mean (SD)	Stewardship Mean (SD)
Typical Instructor	3.5897 (.88216)	2.8462 (1.05796)	3.8092 (.64233)	3.6082 (.84161)	3.6318 (.76932)
Outstanding Instructor	3.8952 (.67631)	3.0887 (.87690)	4.1161 (.60833)	3.8903 (.57234)	3.9613 (.67807)

Table 5 illustrates the Pearson correlation coefficient relationships between the five measures of servant leadership traits. Due to the degree of correlation among traits, Box's test for equality of covariance was tested. The Box's test statistic indicated the criterion of homogeneity of variance-covariance was successfully met (Table 6). This provided a measure of assurance for the selection of the one-way MANOVA for diagnostic purposes.

Table 5

Correlation Coefficients for Relationships Between Five Measures of Servant Leadership Traits

Measures	Altruistic	Emotional Healing	Wisdom	Persuasive Mapping	Stewardship
Altruistic	---				
Emotional healing	0.574**	---			
Wisdom		0.487**	---		
Persuasive mapping			0.742**	---	
Stewardship				0.626**	---

** $p < 0.01$ (2-tailed).

Table 6

Box's Test of Equality of Covariance Matrices

Box's M	F	$df1$	$df2$	Sig.
26.247	1.608	15	16603.892	.063

The Box's test for equality of covariance matrices was found not significant. Therefore the assumption of equal covariance matrices or homogeneity cannot be rejected. Table 6 summarized the test result for the analysis of homogeneity covariance. Table 7 summarizes the multivariate and univariate analyses of variance for by instructor type from the one way MANOVA analysis.

Table 7

Multivariate and Univariate Analyses of Variance for Trait Measures

	<u>Univariate</u>																	
	Multivariate			Altruistic			Emotional Healing			Wisdom			Persuasive Mapping			Stewardship		
Source	<u>F^a</u>	p	η^2	<u>F^b</u>	p	η^2	<u>F^b</u>	p	η^2	<u>F^b</u>	p	η^2	<u>F^b</u>	p	η^2	<u>F^b</u>	p	η^2
Instructor Type	.915	.477		2.78	.10	.039	1.055	.308	.015	4.131	.046	.057	1.375	.115	.036	3.514	.065	.049

Note. Multivariate F ratios were generated from Wilks' lambda. Multivariate df = 5, 64. Univariate df = 1, 68.

Table 8 describes the between-group analysis of servant leader behavioral traits. There were two groups in this study. The study contrasted student perceptions between the two groups (i.e., typical instructor and exemplary or outstanding instructor). The data indicated that four of five behaviors provided an approximately 90% confidence level that the observed value did not occur by chance alone and should be considered meaningful. The four behavioral antecedents:

altruistic, wisdom, persuasive mapping, and organizational stewardship—provide useful meaning in that students perceive these behaviors in exemplary or outstanding instructors.

Table 8

Between-Group Analysis: Leadership Antecedents

Dependent Variable	Type III Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	Sig.	η^2
Wisdom	1.627	1	1.627	4.313	.046	.057
Stewardship	1.875	1	1.875	3.514	.065	.049
Altruistic	1.611	1	1.611	2.780	.100	.039
Persuasive	1.375	1	1.375	2.544	.115	.036
Emotional	1.016	1	1.016	1.055	.308	.015

Further Interpretation of Results

Statistical significance is the probability that an effect is not due to chance. The tests used in this study were based upon an alpha of 5%. This value provided a threshold value and served as a statistical basis from which decisions leading to the rejection of the null hypothesis were made. This was the risk of committing a type I error.

However, due in part to low survey participation, inferences were made for each antecedent from the *p*-value statistics reported from the one-way MANOVA. For example, a *p* value of .10 indicates that there exists a probability of committing a Type I error of one part in 10. Or there is a 90% confidence level that the behavioral antecedent between the two groups did not occur by chance alone. Although a researcher prefers the smallest degree of error, it must be recognized that useful information can be obtained with an alpha greater than 5%.

Studies in behavioral sciences have recognized the difficulty in obtain a confidence level of 90% or better (Crossman, 2014).

There is also the concept of a power of a test. Power can be used to calculate sample size. However, a power calculation was not performed prior to the study. Rather, the sample size of 300 per group was deemed sufficient based upon discussions with the research consultant provided to me by the university. Given this, usable surveys totaling 70 were received and deemed sufficient to conduct this study. The test statistics obtained from this study provided useful information and sufficient evidence that servant leadership qualities are perceived as important by students in the classroom.

CHAPTER 5

CONCLUSIONS AND SUMMARY

The present study was to investigate the relationship of servant leader behaviors and instructor performance as perceived by students in a university setting. The significance of the study is threefold. First, the study indicated that the SLQ instrument or similar servant leader models, e.g., the Organizational Leadership Assessment (OLA) developed by Laub (1999), could be operationalized for the educational environment. Second, students perceived servant leader behaviors as demonstrated with greater propensity in exemplary or outstanding instructors. Third, because students perceived servant leader behaviors among exemplary or outstanding instructors, training modules could be developed to complement training and faculty development. An example of the conceptual construct of such a development model is provided for illustrative purposes. Further, any servant leader adjunct development model would require additional research and testing, which was beyond the scope of this study.

For the purposes of this study, the servant leader attributes were defined by an SLQ instrument that consisted of 23 questions covering five servant leader behavioral antecedents: (a) wisdom, (b) organizational stewardship, (c) altruistic calling, (d) persuasive mapping, and (e) emotional healing. Each servant leader behavioral antecedent consisted of up to five descriptive sentences scored along a Likert scale. To ensure consistency of the SLQ for application in an educational environment minor word changes were made under the guidance of the committee.

For example, the term leader was changed to instructor. Appendix C details the changes made to the SLQ instrument.

Summary of Findings

The present study indicated that one of the five servant behavioral antecedents, wisdom, was statistically correlated with exemplary or outstanding instructors with a 95% confidence level. An additional three behavioral antecedents were statistically correlated with exemplary or outstanding instructors with approximately 90% confidence level. Only emotional healing was found not to be significant in terms of the statistical analysis of student perceptions; however, this is not to say that students did not attach importance to the antecedent. This study corroborates research in which servant leaders can create a positive environment that people perform well within (Laub, 1999; Rauch, 2007; Spears, 2005; Svodoba, 2008; L. A. Walker, 2003; P. D. Walker, 1997). Further, this study indicated that student were able to perceived servant leader behaviors of exemplary or outstanding instructors. This suggests that faculty desiring to perfect their teaching skills should consider integrating servant leader behaviors in their approach to classroom management and pedagogy.

Research Question

Research Question 1 was developed to determine whether the SLQ instrument could be used to assess instructional effectiveness. A one-way MANOVA with two groups was selected for analysis of the data in this study. This provided a means to test all variables between the groups in a simultaneous or combined fashion. The one-way MANOVA of the SLQ instrument was found not significant in this particular study. However four of five servant behavioral antecedents were correlated with outstanding instructors and are separately addressed in the next section.

The interpretations of the results of this study were limited in scope by a relatively low survey response. Of the 600 students surveyed, 71 surveys were received and deemed usable. The aggregate response rate was approximately 12%, slightly better than the minimum criterion of 10%, which was selected through consultation with university statistics faculty before the data collection process began.

Although the number of usable returned surveys met the minimum requirement, the relatively low number of completed surveys contributed to a low observed power, especially for the antecedent persuasive mapping. It is likely that a higher number of returned surveys would have improved significance testing for at least four of the five antecedents. The antecedent emotional healing would likely remain insignificant due to a large observed p value (.308). Finally, because the study was conducted in a voluntary, autonomous fashion, survey participation may have improved if survey proctors were employed during the data collection process. However, this tactic was not employed by this exploratory research.

As described, four out of five servant leader behaviors had significant strength to differentiate a typical instructor from an exemplary or outstanding instructor. The servant leader behaviors were wisdom ($p = .046$), organizational stewardship ($p = .065$), altruistic calling ($p = .10$), and persuasive mapping ($p = .115$). Emotional healing had the weakest level of significance ($p = .308$).

Statistical significance is the probability that an effect is not due to chance alone. This study was designed and based upon an alpha of 5%. An alpha of .05 implies a 95% chance that the observation did not occur by chance alone. This value provides a threshold value and serves as a statistical basis from which decisions leading to the rejection of the null hypothesis can be

made. Further, this represents the level of risk associated with committing a Type I error for statistical inquiry. Given this, only the behavioral antecedent wisdom would meet this criterion.

However, due in large part to low survey participation, inferences can be made for each antecedent from the *p*-value statistics reported from the one way MANOVA. The test statistics obtained from this study provided useful information and sufficient evidence that servant leadership qualities are perceived as important by students in the classroom. The findings of this study implied that two randomly selected student groups perceived a difference between typical and exemplary or outstanding instructors along four of the five major servant leader behaviors as described by the SLQ instrument, providing an approximately 90% level of confidence of this not occurring by chance alone. Given this, four of the behavioral antecedents are discussed and developed in a proposed component for faculty training if servant leadership is deemed important at the academic institution.

Because these are behaviors that can be quantitatively measured, one can further develop these competencies. A faculty development model is provided for illustrative purposes later in this section. This model integrates servant leader behavioral traits with a source–feedback information-gathering loop.

Powers and Moore (2005) raised the question of whether servant leadership leads to better learning outcomes. Powers and Moore cited a recent body of work from Barbuto and Wheeler and Liden, Wayne, Zhao, and Henderson, who have developed instruments providing empirical tools that could be used to determine the proposition that servant leadership among faculty and staff could lead to significant improvements in learning outcomes.

Powers and Moore (2005) cited Greenleaf's general belief that servant-leaders are known as people builders and that learning is dynamic. Moreover, Powers and Moore (2005) further

described a process of learning wherein intelligence is malleable as is the motivation to learn. Drawing from Dweck's (1999) incremental self-theory, motivation to learn is situated within one's belief system where intelligence is either viewed as an entity that is fixed and situated outside of one's self or is viewed as an incremental process that is changeable based on the individual's pursuit of an intellectual goal rather than being defined by it. Thus, when intelligence is viewed as incremental self-theory, the individual's capacity to learn is enhanced. By extension within the learning environment, the goal is to support the pursuit of knowledge rather than to define individuals by attainment of a preset standard. Further,

It is possible that this belief in the development of their followers stems from the servant-leaders incremental self-theory. Thus, having an incremental self-theory seems like a logical antecedent to servant-leadership. This belief in the malleability of intelligence may also enable servant-leaders to foster this incremental self-theory in others, which will lead to greater achievement within the learning classroom. This belief in the malleability of intelligence and the ability to foster its development in their followers is what may make servant-leadership an ideal form of leadership for the learning classroom. (Powers & Moore, 2005, p.2)

The belief expressed was that educators' guide and nurture learners while providing inspirational reinforcement thereby creating greater learning achievement. An effective leader or instructor must also have the capacity to instill a positive belief system into their followers by emphasizing that followers can and will achieve greater things. Thus the leader is committed to the development of the follower and is central to the servant-leader approach in the classroom.

The findings of this current study indicated that students do perceive a difference between a typical and an exemplary or outstanding instructor along several significant servant

leader behavioral qualities. Further, it may be that exemplary or outstanding instructors have had a greater impact on learning when compared to a typical instructor learning experience. However, such conclusions cannot be drawn from the current study.

Further substantiating the need for additional inquiry, Drury (2005) noted that most terminal degrees do not educate new instructors as to how students learn. Rather, a new instructor replicates his or her learning experiences in the classroom (Drury, 2005). The new instructor is left to find his or her way in dealing effectively with students and peers.

Drury (2005) conducted a field study of college-age students using an operational form of the OLA servant leadership model developed by Laub (1999). Drury found that effective instructors demonstrated many of the servant leader attributes described by the OLA. However, I noted a limitation earlier in this field study. Essentially, a given student was asked to contrast an effective from a typical instructor along servant leader behaviors. Because no operational definitions of either type instructor were given, and the student may have overlaid extremes, there is the possibility of greater statistical variation. Recognizing this, consideration was given to minimize this possibility.

Drury's (2005) field research provided two important findings contributing to the development of this study: servant leadership behaviors could be operationalized in a survey for use in the educational environment and students were able to perceive differences between instructional performance levels. Finally, new instructors need a training framework providing a path to teaching excellence. The current study provides evidence consistent with Drury's findings that servant leadership behaviors can be operationalized in a survey for the educational setting and that students can differentiate between instructional performance levels based on servant leadership qualities. Thus, it is reasonable to postulate a faculty development model

based on servant leadership qualities. Moreover, a set of antecedents have a level of substantiation permitting some levels of specificity to be pursued within that model.

Servant Leader Development Model for Faculty by Antecedent

To assist in the personal development of faculty along servant leader behaviors, a model framework was constructed for illustrative purposes. The following section provides a description of major components of a servant leader development model that could have application in the educational environment. The illustrative model provided follows the servant leader behaviors developed by Barbuto and Wheeler (2006).

Wisdom

The antecedent wisdom implies that servant leaders are able to monitor surroundings, understand implications of what is happening, and anticipate consequences of actions. This ability to invoke wisdom in a variety of settings allows exemplary instructors to make the best possible decision at any given time. Barbuto and Wheeler (2006) drew from the concepts of awareness and foresight and defined wisdom as the combination of height of knowledge and its utility. Farling, Stone, and Winston (1999) viewed wisdom as demonstrated through the leader's conveyance of vision or direction to followers. In the classroom, this translates to the instructor's ability to engage the learner actively beginning from the learner's prior knowledge, scaffolding learning experiences, and then creating the conditions for the learner to situate the learning in the wider discipline or life. This enables transfer of knowledge into other spheres of exploration for the student. Spears (2000) described wisdom as the leader's situational awareness, conceptualization, and foresight. Similar to the translation of Farling et al.'s construct into the educational setting, the instructor conceives of the classroom as learner-centered with instructional practices aimed at scaffolding the learner from prior knowledge to

learning targets through active engagement. Again, transfer of knowledge to the wider discipline and beyond is the desired outcome. Therefore the antecedent wisdom consists of the following action constructs. The instructor is alert to what is current, good at anticipating the consequences of decisions, aware of what is going on and noteworthy, and is in touch with what is happening and models discernment.

This cluster describes wisdom as alertness, awareness, and knowledge of impact. Wisdom is not the level of the leader's aptitude per se but rather an awareness or ability to make logical connections. This capacity is likely manifested through the real-time integration of the information, working through the lens of experience and knowledge of what is right. Wisdom can be thought of as one's moral compass. Table 9 contains examples of the antecedent wisdom which, when demonstrated, may improve learning outcomes. The numbers following the statements correspond to questions that appeared on the SLQ instrument:

- develops and creates "teachable moments" (1, 2, 3, and 4)
- creates a conducive learning environment (4)
- surveys the students' understanding of prior information to determine prior learning (1, 3, and 4)
- clearly describes the objectives of the day's material and how it builds upon prior learning (1, 2, 3, and 4)
- uses various media to add depth, contrast and context effectively to illuminate and amplify salient points (1 and 4)
- uses of multimedia to bring outside experts into the class room (3 and 4)

Table 9

Behavior Antecedent: Wisdom

Wisdom	Typical Mean Value	Outstanding Mean Value
1. This instructor seems alert to what is happening.	3.88	4.13
2. This instructor is good at anticipating the consequences of decisions.	3.72	3.91
3. This instructor has great awareness of what is going on.	3.84	4.32
4. This instructor seems in touch with what is happening	3.77	4.32

Organizational Stewardship

The educational system is an organization composed of diverse people. People can have both positive and negative impacts on the organization's culture. Organizational toxicity occurs when the followers adopt strong negative views of the organization and its leadership.

Organizational toxicity creates turnover of better employees (Block, 1993)

Organizational stewards see the importance in the organizational community and endeavor to create a positive culture where learning can take place. Barbuto and Wheeler's (2006) definition of organizational stewardship extends beyond the organization while encouraging others to follow to enhance the well-being of the community. Spears (2000) considered stewardship an important leadership quality in that the leader places value on the institutions commitment to foster a holistic environment and communicates to others as such.

Survey respondents indicated that exemplary or outstanding instructors demonstrate a high positive regard for the organization. Students noticed that outstanding instructors are actively involved in activities outside the classroom. Organizational stewards encourage participation in civic activities thus linking the organization to the greater community (Barbuto & Wheeler, 2006).

The servant leader antecedent organizational stewardship consists of the following five action constructs. The instructor sees the organization's need to function as an inclusive learning community, believes the organization should function with external service communities, encourages a spirit of community service, sees the organization's potential to contribute to societies social welfare, and prepares others to make a positive difference in the future (Barbuto & Wheeler, 2006). Table 10 contains examples of the antecedent organizational stewardship which when demonstrated may improve learning outcomes. The numbers following the statements correspond to questions stated on the SLQ instrument.

- develops and communicates positive regard for the organization (2 and 4)
- describes connections with other organizations and to the community (1, 2, and 4)
- emphasizes the social importance of group involvement (2, 3, and 4)
- describes and communicates the importance of service to others (1, 4, and 5)
- describes a moral importance to wise stewardship (1 and 5)
- emphasizes that each of us must take responsibility (5)

Table 10

Behavioral Antecedent: Organizational Stewardship

Organizational stewardship	Typical Mean Value	Outstanding Mean Value
1. This instructor believes that discipline needs to play a moral role in the community.	3.53	3.93
2. This instructor believes that the university needs to function as a community.	3.50	3.97
3. This instructor encourages me to have a community spirit in the classroom	3.42	3.83
4. This instructor sees the university for its potential to contribute to society.	3.46	4.00
5. This instructor is preparing me to make a positive difference in the future.	3.86	4.07

Altruistic Calling

Bass (1990) suggested that one of the key differences between transformational leaders and servant leaders is the organizational focus of the leader. Servant leaders are likely to exhibit more altruistic motives because they are motivated by those they serve. Barbuto and Wheeler (2006) defined altruistic calling as having the desire and willingness to put aside self-interest in order to gain benefits for followers. This is one of the distinguishing differences between transformational leaders and servant leaders. Patterson (2003) and Laub (1999) describe a servant leader as a special type of calling. This calling is focused upon the growth and development of the follower.

Servant leaders are follower committed and are willing to go further to benefit the follower. Therefore, the purpose of the inquiry, altruistic calling, should focus on the classroom instructor's willingness to put the student's best interests ahead of his or her own to insure student success (Barbuto & Wheeler, 2006).

Further, the instructor is expected to provide frequent opportunities for student interaction ensuring the material is understood. Because the instructor is seen as one who sacrifices time, energy, and perhaps financial resources to ensure the students' learning needs are met, the exemplary instructor is seen as going further to help students. The antecedent altruistic calling consists of the following action constructs:

- puts the students' best interests ahead of his/her own
- does everything he/she can to help the student grow
- sacrifices his/her interests to meet the students' learning needs
- goes above and beyond the call of duty to meet the students learning needs

Table 11 contains examples of the antecedent altruistic calling which when demonstrated may improve learning outcomes. The numbers following the statements correspond to questions stated on the SLQ instrument.

- Willingness to provide extra time to help students understand the material (1 and 2)
- Encourages students to ask questions without a sense of stress (2 and 4)
- Views teaching as a special calling not a job (1, 2, 3, and 4)
- Source of positive energy (2 and 4)
- Personal success is measured by the success of students (1, 2, 3, and 4)

Table 11

Behavioral Antecedent: Altruistic Calling

Altruistic Calling	Typical Mean Value	Outstanding Mean Value
1. This instructor puts my best interests ahead of his or her own.	3.59	3.97
2. This instructor does everything he or she can to help me.	3.80	4.15
3. This instructor sacrifices his or her interests to meet my learning needs.	3.29	3.74
4. This instructor goes above and beyond the call of duty to meet my learning needs	3.46	3.85

Persuasive Mapping

The ability to influence followers has regularly been regarded as a cornerstone of the ability to lead. Exemplary or outstanding instructors use subtle power and persuasion influence as a means to lead followers. The effectiveness of persuasion by the servant leader is demonstrated by encouraging followers rather than by directing one to follow. The servant leader provides encouragement and vision. The vision helps the follower see the importance of the direction to be followed. Effective persuasive mapping is created by providing the right and consistent reasons to follow (Barbuto & Wheeler, 2006). Farling et al. (1999), Russell (2001), and Patterson (2003) view a leader's sharing of the vision of the future as a means to positively position people for change. This is in contrast with Barbuto and Wheeler's concept of persuasive mapping which more fully integrates the leader–follower in developing a shared understanding of the future. In the educational setting, this is accomplished by assisting the learner to grasp key

concepts through strategic placement of content, in a similar fashion to scaffolding. The learner internalizes and builds understanding along the path, reaching the goal of self-understanding.

This creates a holistic means to develop understanding or shared vision.

Barbuto and Wheeler (2006) argued that leaders who utilize persuasive mapping are able compelling when articulating opportunities. Effective persuasive mapping encourages followers to visualize and incorporate a path of action. The leader is subtle but offers persuasive and compelling reasons to follow. The antecedent persuasive mapping consists of the following action constructs:

- offers compelling reasons to get the student interested in one's future,
- encourages the student to dream big dreams about one's future,
- has the capacity to reason and discuss in a positive fashion,
- is good at convincing the student to get involved, and
- has highly developed interpersonal skills.

Table 12 contains examples of the antecedent persuasive mapping which when demonstrated may improve learning outcomes. The numbers following the statements correspond to questions stated on the SLQ instrument.

- Activist on behalf of students (2 and 4)
- Ability to discuss the importance of direction with students (1, 2, and 4)
- Ability to motivate students to perform at their highest level (1, 2, 3, 4, and 5)
- Ability to communicate in a fashion that inspires to follow (1, 3, 4, and 5)

Table 12

Behavioral Antecedent: Persuasive Mapping

Persuasive Mapping	Typical Mean Value	Outstanding Mean Value
1. This instructor offers compelling reasons to get me interested in my learning objectives.	3.64	4.16
2. This instructor encourages me to dream big dreams about my future in the discipline/profession.	3.74	4.03
3. This instructor is very persuasive.	3.49	3.65
4. This instructor is good at convincing me to get involved.	3.46	3.87
5. This instructor is gifted when it comes to persuading me.	3.32	3.73

Emotional Healing

Emotional healing is the ability of an individual to provide holistic emotional support when another individual fails at a task, dream, or relationship. It is argued that the ability to provide emotional healing to people is not only a powerful skill for leaders but also provides a cultural support for the organization (Barbuto & Gifford, 2010). Spears (2000) contended that emotional healing is central to maintaining a holistic environment. Block (1993) indicated that it is the lack of attention by leaders to the workers emotional wellbeing that creates a toxic work environment.

For the purpose of this study, emotional healing encompasses one's belief that the exemplary instructor is a person who is safe to discuss emotional issues and provide meaningful

input. Table 13 contains examples of the antecedent emotional healing. The emotional healing antecedent consists of the following four concepts:

1. This person is one I would go to if I had a personal trauma.
2. This person is good at helping me with emotional issues.
3. This person is talented at helping me to heal from an emotional issue.
4. This person is one that could help me mend my hard feelings.

Of the servant leadership antecedents tested, emotional healing had the weakest statistical power. The mean scores for both groups approach 3.0, implying no statistical difference. The question: “This instructor, as a person, is one I would go to if I had a personal trauma” had a minor mean difference of 2.78 and 3.34. This lack of power may have to do with instructor availability due to differing class schedules, committee requirements, and so forth. Another reason could be that students sensed a student-instructor boundary line. Although this antecedent lacked explanatory power in this study, it would be inaccurate to generalize across all academic settings. Further research may be warranted to more fully understand why students did not feel that instructors were a source of help for those facing emotional issues.

Table 13

Behavioral Antecedent: Emotional Healing

Emotional Healing	Typical Mean Value	Outstanding Mean Value
1. This instructor, as a person, is one I would go to if I had a personal trauma.	2.78	3.34
2. This instructor, as a person, is talented at helping me to heal from an emotional issue.	2.80	3.06
3. This instructor, as a person, is talented at helping me to heal from an emotional issue.	2.88	2.91
4. This instructor, as a person, is one who could help me mend my hard feelings.	2.90	3.03

Of the five SLQ qualities described, the emotional healing construct had the weakest explanatory power and was not developed for inclusion in this model. This may be because this academic institution offers medical support and counseling support. Consequently, it is more likely for the student to seek confidential support or treatment from the on-site medical offices rather than from the instructor. Therefore, questions relating to the inclusion of emotional healing should be considered in light of these findings.

Source for Data Collection to Support an Integrated Servant Leader Development Model

The following (Table 14) describes the elements of a servant leader faculty development model. The purpose of the model is to provide the servant leader behavior and the source–feedback linkage.

Table 14

Integrated Servant Leader Development Model

Antecedent	Demonstrated Behavior	Source of Data
Wisdom	Develops and creates “teachable moments”	Student Instructor Review
	Creates a conducive learning environment	Student Instructor Review
	Surveys the students’ understanding of prior information	Student Instructor Review
	Clearly describes the objectives of the day’s material and how it builds upon prior learning.	Student Instructor Review
	Uses various media to add depth, contrast, and context effectively to illuminate and amplify salient points.	Student Instructor Review
	Uses multimedia to bring outside experts into the classroom.	Student Instructor Review
Organizational stewardship	Develops and communicates positive regard for the organization.	Student Instructor Review Peer Group Review
	Describes connections with other organizations and to the community.	Peer Group Review
	Emphasizes the social importance of group involvement.	Student Instructor Review Peer Group Review
	Describes and communicates the importance of service to others.	Student Instructor Review Peer Group Review
	Describes and demonstrates wise stewardship	Student Instructor Review Peer Group Review
	Emphasizes that each of us must take responsibility.	Student Instructor Review Peer Group Review

Table 14 (continued)

Antecedent	Demonstrated Behavior	Source of Data
Altruistic Calling	Willingness to provide extra time to help students understand the materials.	Student Instructor Review
	Encourages students to ask questions without a sense of stress.	Student Instructor Review
	Views teaching as a special calling, not a job.	Student Instructor Review Peer Group Review
	Is a source of positive energy.	Student Instructor Review Peer Group Review
	Believes success is measured by the success of students and peers.	Student Instructor Review Peer Group Review
Persuasive Mapping	Seen as actively involved in student issues.	Student Instructor Review Peer Group Review
	Has the ability to discuss the importance of direction with students.	Student Instructor Review
	Has the ability to motivate students to perform at their highest level.	Student Instructor Review
	Has the ability to communicate in a fashion that inspires others to follow.	Student Instructor Review Peer Group Review
	Has the ability to follow a rational moral compass	Student Instructor Review Peer Group Review
	Has the ability to obtain consensus through a highly developed interpersonal skill set.	Peer Group Review
	Is seen as one who can reduce confrontation.	Peer Group Review

Once data collection was made the student instructor reviewed would be scored. This would provide information as to whether servant leader behaviors are being demonstrated in the classroom environment. Likewise the peer-to-peer review would capture relationships among

peers and other departmental administrative staff. Feedback would also be sought from participation in and contribution to external committee activities. To summarize, to be authentic and effective the practice of servant leadership should span from the classroom, to peers, and those relationships outside the faculty department.

Future Research

This study revealed that students do perceive servant leader behaviors demonstrated among the exemplary or outstanding instructor group. Of the five behavioral antecedents, four behaviors, namely wisdom, altruistic, organizational stewardship, and persuasive mapping, were perceived as present in outstanding instructors. Because these behaviors are apparently present in exemplary or outstanding instructors, the integration of these servant leadership behaviors in faculty development and training may help faculty achieve an exemplary teaching practice. Additional research is required to fully develop modules to compliment any existing training and development programs. This developmental research was beyond the scope of this study at this time, however it should be considered for future research. Further, this exploratory study indicated that every effort should be made to increase the number of participants to achieve greater participation by those surveyed. This could be achieved by inviting several institutions to participate in a joint study or offering incentives directly to students to encourage participation.

Furthermore, it would be of interest to determine if students were able to perceive the positive correlation as an improvement to the learning environment. This would be an interesting question for future research.

Summary

This chapter described a summary of the data analysis. Of the five servant leader antecedents, four demonstrated a statistical significance of approximately 90% or better. The study suffered from low power due to lack of student participation. Because the survey was voluntary and autonomous, students lacked sufficient incentives to participate. This fact contributed to a limitation of the study. The information did, however, provide sufficient evidence to suggest that students perceived servant leader qualities in those exemplary or outstanding instructors. This finding provides at least initial substantiation to consider the development of training modules to improve upon servant leader behavioral skills. Thus, a model for faculty development and data gathering was provided to assess servant leader behaviors. For this illustration, the SLQ served as a generalized template of the servant leader behavioral domains. The OLA (Laub, 1999) is another servant model that has been operationalized for the educational environment which may prove useful in faculty development models. Taken together, this study demonstrated the validity of the servant leader approach in the classroom. As such, the approach should be afforded additional consideration for inclusion in educational leadership and the design of curriculum and instructional environments.

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APPENDIX A: PERMISSION TO USE SLQ INSTRUMENT

Dan Wheeler [dwheeler1@unl.edu]

Sent: Monday, August 05, 2013 11:36 AM
To: Richard Setliff

You have my permission to use the Servant Leadership Questionnaire (SLQ) for your research study.

Daniel W. Wheeler, Professor Emeritus

University of Nebraska-Lincoln

APPENDIX B: ORIGINAL SLQ INSTRUMENT

The Servant Leadership Questionnaire (SLQ) Original Instrument

Source: Scale Development and Construct Clarification of Servant Leadership by Barbuto and Wheeler, 2006.

Altruistic Calling

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

Emotional Healing

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

Wisdom

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

Persuasive Mapping

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

Organizational Stewardship

This person believes that the organization needs to play a moral role in society.

This person believes that our organization needs to function as a community.

This person sees the organization for its potential to contribute to society.

This person encourages me to have a community spirit in the workplace.

This person is preparing the organization to make a positive difference in the future.

APPENDIX C: SLQ INSTRUMENT MODIFIED FOR AN EDUCATIONAL ENVIRONMENT

The following questions comprise the survey instrument used in this study. Minor word conformities were made under the direction of the committee's chairperson in order to better align the SLQ instrument to an educational environment.

Altruistic Calling

This instructor puts my best interests ahead of his/her own.

This instructor does everything he/she can to help me.

This instructor sacrifices his/her interests to meet my learning needs.

This instructor goes above and beyond the call of duty to meet my learning needs.

Emotional Healing

This instructor, as a person goes above and beyond the call of duty to meet my learning needs.

This instructor, as a person is good at helping me with emotional issues.

This instructor, as a person is talented at helping me to heal from an emotional issue.

This instructor, as a person is one that could help me mend my hard feelings.

Wisdom

This instructor seems alert to what's happening.

This instructor is good at anticipating the consequences of decisions.

This instructor has great awareness of what is going on.

This instructor seems in touch with what's happening.

This instructor seems to know what is going to happen.

Persuasive Mapping

This instructor offers compelling reasons to get me interested in my learning objectives.

This instructor encourages me to dream big dreams about my future in the discipline/profession.

This instructor is very persuasive.

This instructor is good at convincing me to get involved.

This instructor is gifted when it comes to persuading me.

Organizational Stewardship

This instructor believes that discipline needs to play a moral role in the community.

This instructor believes that the university needs to function as a community.

This instructor encourages me to have a community spirit in the classroom.

This instructor sees university for its potential to contribute to society.

This instructor is preparing me to make a positive difference in the future.

APPENDIX D: DETAILS OF CHANGES MADE TO SLQ INSTRUMENT

The following questions comprise the survey instrument used in this study. Minor word conformities were made under the direction of the committee's chairperson in order to better align the SLQ instrument to an educational environment. The word modifications draw the students' attention to the class room instructor.

Altruistic Calling

This person puts my best interests ahead of his/her own. (Original SLQ instrument)

This instructor puts my best interests ahead of his/her own. (SLQ with word modification)

This person does everything he/she can to serve me. (Original SLQ instrument)

This instructor does everything he/she can to help me. (SLQ with word modifications)

This person sacrifices his/her own interests to meet my needs. (Original SLQ instrument)

This instructor sacrifices his/her interests to meet my learning needs. (SLQ with word modifications)

This person goes above and beyond the call of duty to meet my needs. (Original SLQ instrument)

This instructor goes above and beyond the call of duty to meet my learning needs. (SLQ with word modifications)

Emotional Healing

This person is one I would turn to if I had a personal trauma. (Original SLQ instrument)

This instructor, as a person, is one I would go to if I had a personal trauma. (SLQ with word modifications)

This person is good at helping me with my emotional issues. (Original SLQ instrument)

This instructor, as a person is good at helping me with emotional issues. (SLQ with word modifications)

This person is talented at helping me to heal emotionally. (Original SLQ instrument)

This instructor, as a person is talented at helping me to heal from an emotional issue. (SLQ with word modifications)

This person is one that could help me mend my hard feelings. (Original SLQ instrument)

This instructor, as a person is one that could help me mend my hard feelings. (SLQ with word modifications)

Wisdom

This person seems alert to what's happening. (Original SLQ instrument)

This instructor seems alert to what's happening. (SLQ with word modification)

This person is good at anticipating the consequences of decisions. (Original SLQ instrument)

This instructor is good at anticipating the consequences of decisions. (SLQ with word modification)

This person has great awareness of what is going on. (Original SLQ instrument)

This instructor has great awareness of what is going on. (SLQ with word modification)

This person seems in touch with what's happening. (Original SLQ instrument)

This instructor seems in touch with what's happening. (SLQ with word modification)

This person seems to know what is going to happen. (Original SLQ instrument)

This instructor seems to know what is going to happen. (SLQ with word modification)

Persuasive Mapping

This person offers compelling reasons to get me to do things. (Original SLQ instrument)

This instructor offers compelling reasons to get me interested in my learning objectives. (SLQ with word modifications)

This person encourages me to dream “big dreams” about the organization. (Original SLQ instrument)

This instructor encourages me to dream “big dreams” about my future in the discipline/profession. (SLQ with word modifications)

This person is very persuasive. (Original SLQ instrument)

This instructor is very persuasive. (SLQ with word modification)

This person is good at convincing me to do things. (Original SLQ instrument)

This instructor is good at convincing me to get involved. (SLQ with word modification)

This person is gifted when it comes to persuading me. (Original SLQ instrument)

This instructor is gifted when it comes to persuading me. (SLQ with word modification)

Organizational Stewardship

This person believes that the organization needs to play a moral role in society. (Original SLQ instrument)

This instructor believes that discipline needs to play a moral role in the community. (SLQ with word modifications)

This person believes that our organization needs to function as a community. (Original SLQ instrument)

This instructor believes that the university needs to functions as a community. (SLQ with word modifications)

This person encourages me to have a community spirit in the workplace. (Original SLQ instrument)

This instructor encourages me to have a community spirit in the classroom. (SLQ with word modifications)

This person sees the organization for its potential to contribute to society. (Original SLQ instrument)

This instructor sees university for its potential to contribute to society. (SLQ with word modifications)

This person is preparing the organization to make a positive difference in the future. (Original SLQ instrument)

This instructor is preparing me to make a positive difference in the future. (SLQ with word modification)

APPENDIX E: RECRUITMENT EMAIL CONTENT

“You have been selected to participate in a survey regarding your educational experiences. The purpose is to improve learning outcomes for all students. Your information, should you decide to participate, will be anonymously collected. You may exit the survey at any point by closing the survey. The survey should take less than 10 minutes to complete. If you wish to participate, please click on the URL below which will take you to the survey.”

Links provided to IRB for review:

Typical Instruction: [URL] https://indstate.qualtrics.com/SE/?SID=SV_ePOuOQhCruQoQUR

(Either, but not both)

Exemplary Instruction [URL] https://indstate.qualtrics.com/SE/?SID=SV_3gFtETZDjf9QjY1

APPENDIX F: EXEMPLARY OR OUTSTANDING INSTRUCTOR SURVEY INSTRUMENT

EXAMPLE OF SURVEY INSTRUMENT

You are invited to participate in a research study intended to better understand the role leadership plays in classroom learning experiences. This study is based upon your experiences in the college classroom. This dissertation study is being conducted by Richard Setliff, a doctoral candidate in the Department of Curriculum, Instruction, and Media Technology at Indiana State University.

There are no known risks if you decide to participate in this research study. There are no costs to you for participating in the study. The questionnaire should take less than 10 minutes to complete. The information collected may not benefit you directly, but the information learned in this study should provide more general benefits improving our understanding of meaningful learning.

This survey is anonymous. This is a web-based survey; your responses will be anonymously collected. Your name is not requested and your IP address will not be collected. Your survey responses will be collected and then placed in summary form with other participants such that no one will be able to identify you or your answers, and no one will know whether or not you participated in the study. Upon completion of the study all collected survey material will be destroyed. However, while every measure will be reasonably taken, absolute anonymity cannot be guaranteed over the Internet.

Your participation in this study is voluntary. By reading the informed consent on the initial webpage and then pressing the “Start Survey” button you are voluntarily agreeing to participate. You are free to decline to answer any particular question you do not wish to answer for any reason and you may exit the survey at any time.

Thank you for your time, your input is greatly appreciated.

If you have any questions about the study, please contact Rick Setliff, at Rick.Setliff@indstate.edu and faculty sponsor Dr. Susan Kiger at Susan.Kiger@indstate.edu.

If you have any questions about your rights as a research subject or if you feel you’ve been placed at risk, you may contact the Indiana State University Institutional Review Board (IRB) by mail at Indiana State University, Office of Sponsored Programs, Terre Haute, IN, 47809, by phone at (812) 237-8217, or by e-mail at irb@indstate.edu.

Directions:

Based upon your experience, what is an outstanding instructor like?

Please consider an outstanding or exemplary class you have attended and reflect upon how the instructor conducted the class. You may consider such things as how the instructor encouraged learning and/or how the instructor interacted with you and other students during the class.

There is no right or wrong answer. Your best impression is the best answer.

If you want to complete the survey, click "yes". If you do not want to complete the survey, click "no".

- ☐ Yes
- ☐ No

1. This instructor puts my best interests ahead of his/her own.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

2. This instructor does everything he/she can to help me.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

3. This instructor sacrifices his/her interests to meet my learning needs.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

4. This instructor goes above and beyond the call of duty to meet my learning needs.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

5. This instructor, as a person, is one I would go to if I had a personal trauma.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

6. This instructor, as a person, is good at helping me with emotional issues.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

7. This instructor, as a person, is talented at helping me to heal from an emotional issue.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

8. This instructor, as a person, is one that could help me mend my hard feelings.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

9. This instructor seems alert to what's going on the university's campus.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

10. This instructor is good at anticipating the consequences of decisions.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

11. This instructor has an awareness of what is going on in the classroom.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

12. This instructor seems in touch with what's happening in the classroom.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

13. This instructor seems to know what is going to happen next in the classroom.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

14. This instructor offers compelling reasons to get me interested in my learning objectives.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

15. This instructor encourages me to dream big dreams about my future in the discipline/profession.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

16. This instructor is very persuasive about my place within the discipline.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

17. This instructor is good at convincing me to get involved.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

18. This instructor is gifted when it comes to persuading me about the value of the discipline in my personal life.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

19. This instructor believes that the discipline needs to play a moral role in the community.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

20. This instructor believes that the university needs to function as a community.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

21. This instructor encourages me to have a community spirit in the classroom.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

22. This instructor sees the university for its potential to contribute to society.

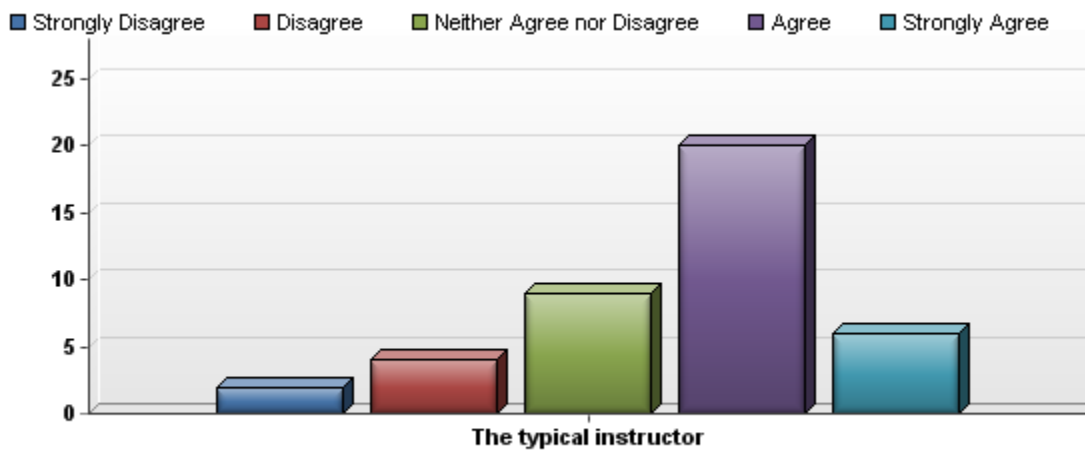
Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

23. This instructor is preparing me to make a positive difference in the future.

Strongly Disagree Disagree Neither Agree or Disagree Agree Strongly Agree

APPENDIX G: REPORT A DESCRIPTIVE STATISTICS SUMMARY: TYPICAL INSTRUCTOR

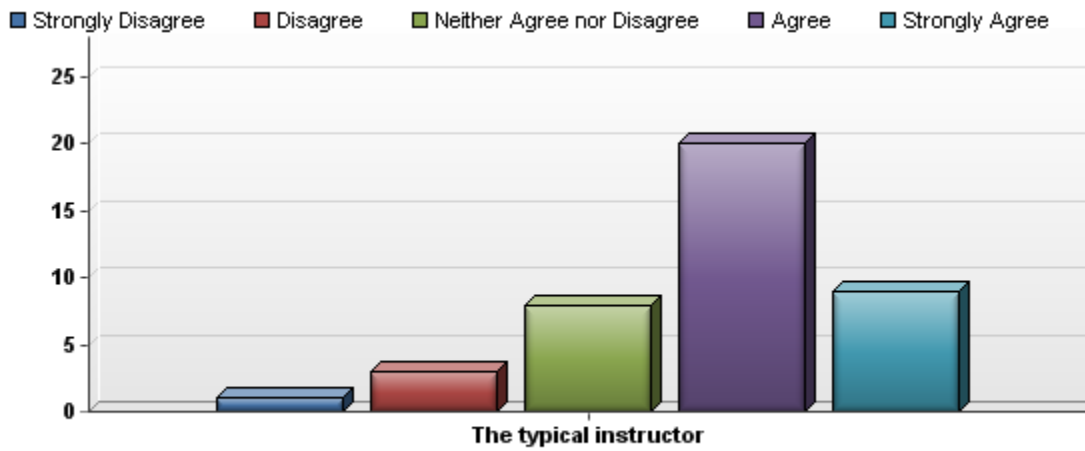
1. This instructor puts my best interests ahead of his/her own.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
2	4	9	20	6	41	3.59

Min Value	1.00
Max Value	5.00
Mean	3.59
Variance	1.05
Standard Deviation	1.02
Total Responses	41.00

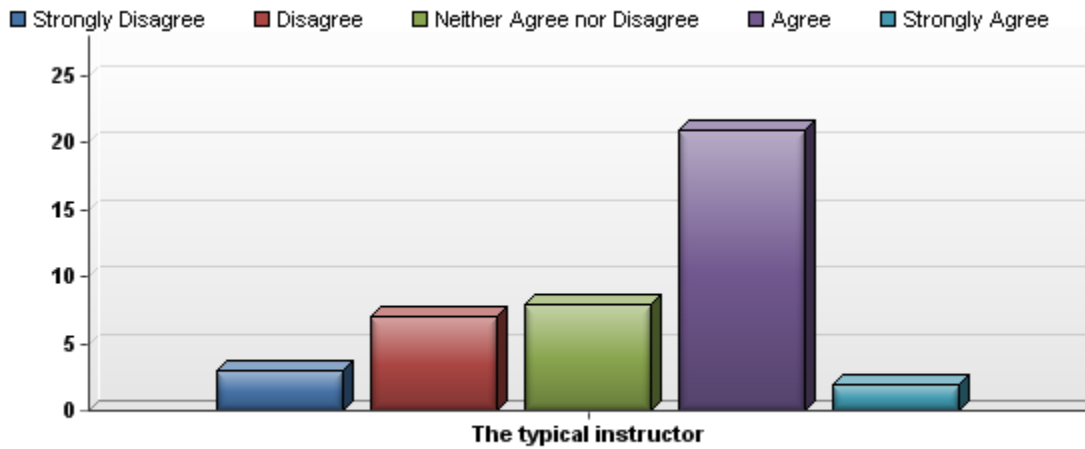
2. This instructor does everything he/she can to help me.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1	3	8	20	9	41	3.80

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	3.80
Variance	0.91
Standard Deviation	0.95
Total Responses	41.00

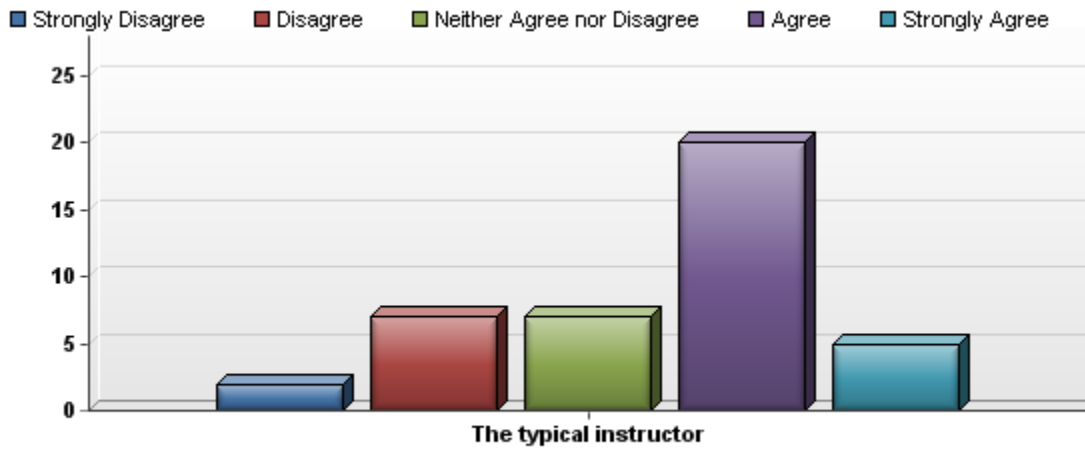
3. This instructor sacrifices his/her interests to meet my learning needs.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
3	7	8	21	2	41	3.29

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	3.29
Variance	1.11
Standard Deviation	1.05
Total Responses	41.00

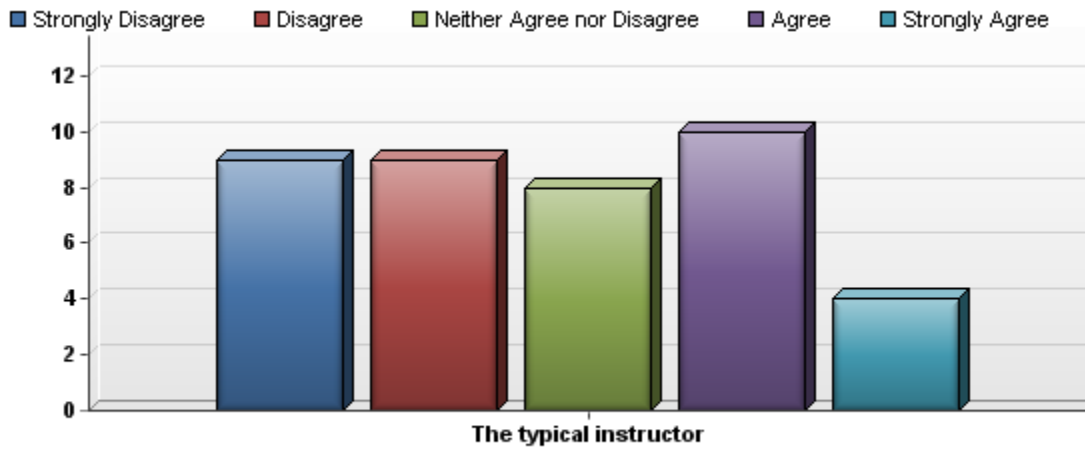
4. This instructor goes above and beyond the call of duty to meet my learning needs.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
2	7	7	20	5	41	3.46

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	3.46
Variance	1.15
Standard Deviation	1.07
Total Responses	41.00

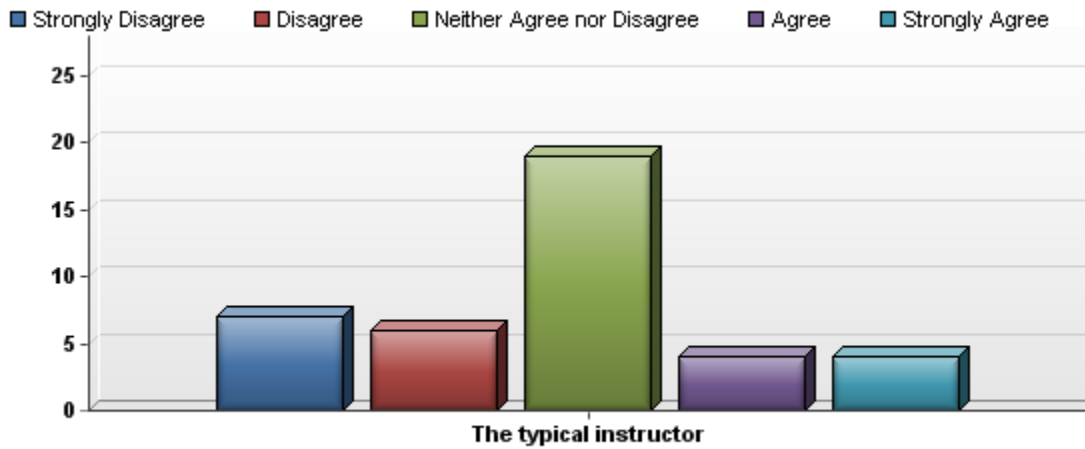
5. This instructor, as a person, is one I would go to if I had a personal trauma.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
9	9	8	10	4	40	2.78

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	2.78
Variance	1.77
Standard Deviation	1.33
Total Responses	40.00

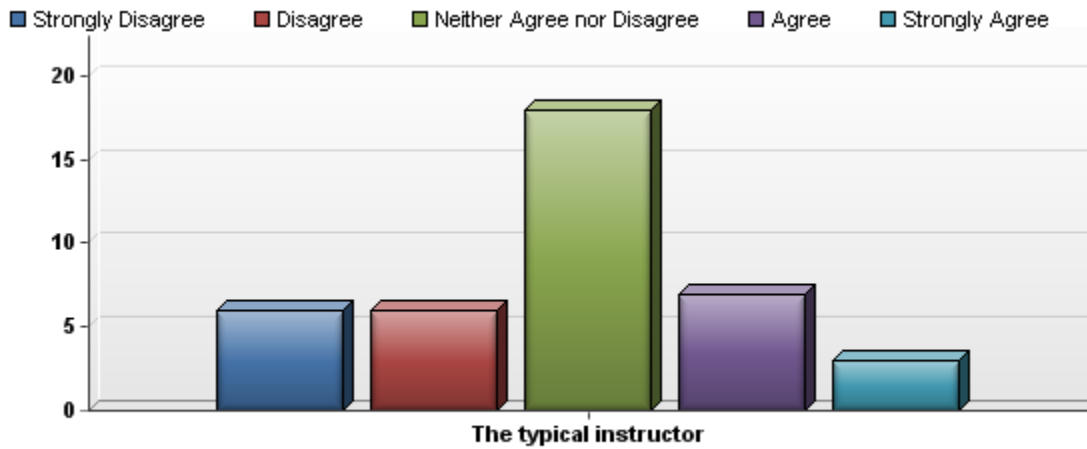
6. This instructor, as a person, is good at helping me with emotional issues.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
7	6	19	4	4	40	2.80

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	2.80
Variance	1.34
Standard Deviation	1.16
Total Responses	40.00

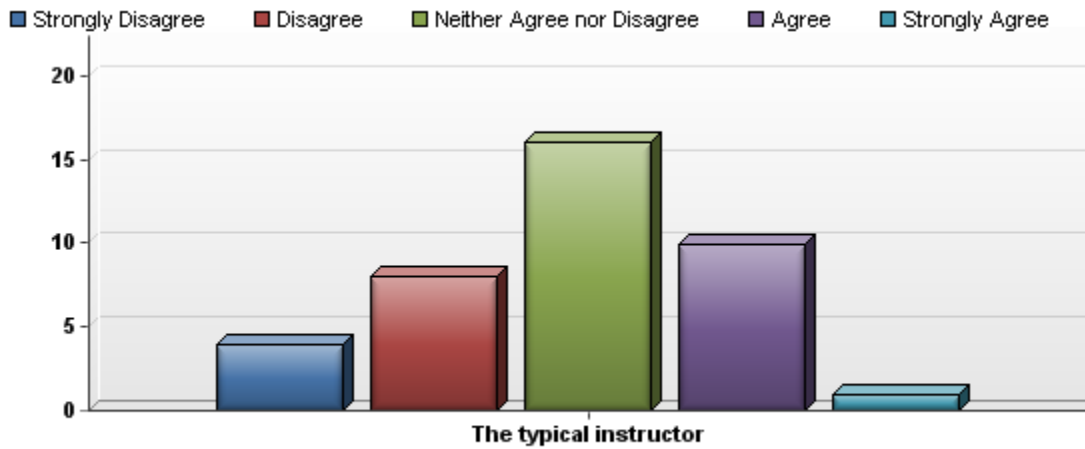
7. This instructor, as a person, is talented at helping me to heal from an emotional issue.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
6	6	18	7	3	40	2.88

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	2.88
Variance	1.24
Standard Deviation	1.11
Total Responses	40.00

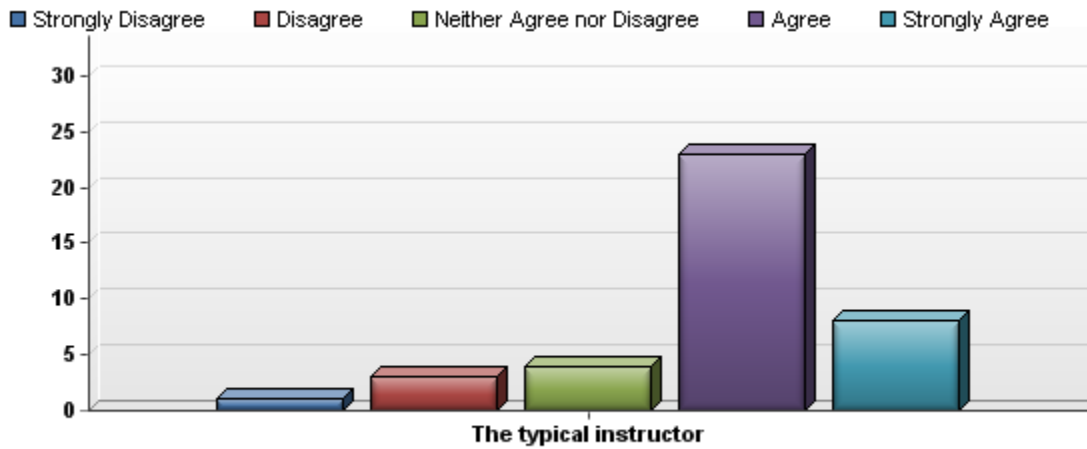
8. This instructor, as a person, is one that could help me mend my hard feelings.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
4	8	16	10	1	39	2.90

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	2.90
Variance	0.99
Standard Deviation	0.99
Total Responses	39.00

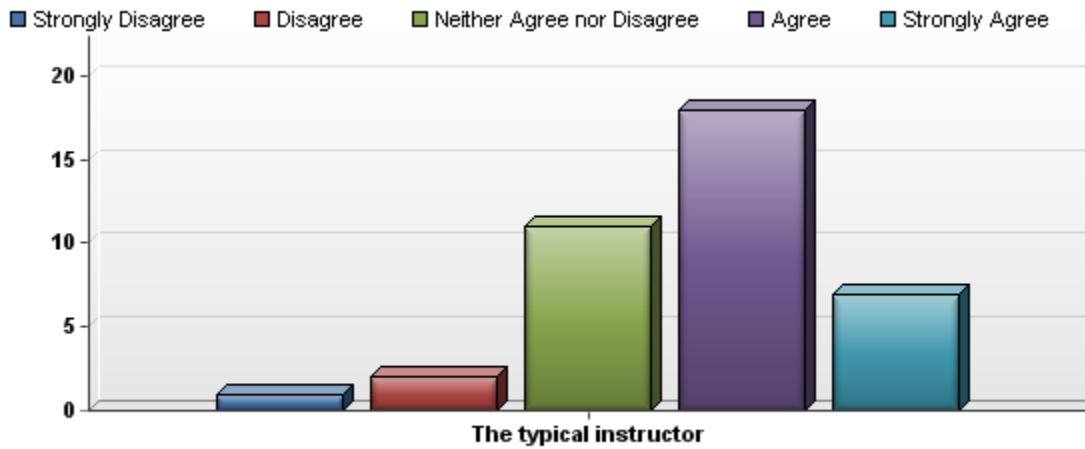
9. This instructor seems alert to what's going on the university's campus.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1	3	4	23	8	39	3.87

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	3.87
Variance	0.85
Standard Deviation	0.92
Total Responses	39.00

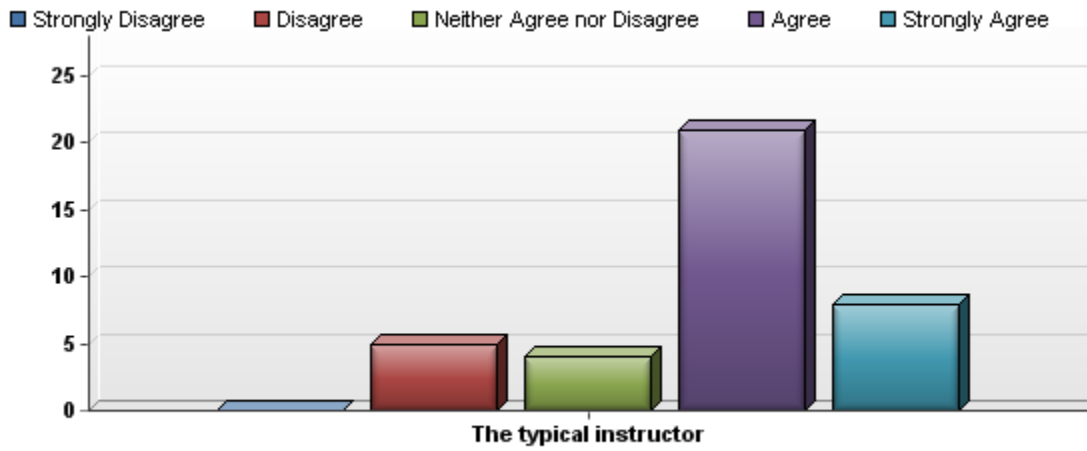
10. This instructor is good at anticipating the consequences of decisions.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1	2	11	18	7	39	3.72

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	3.72
Variance	0.84
Standard Deviation	0.92
Total Responses	39.00

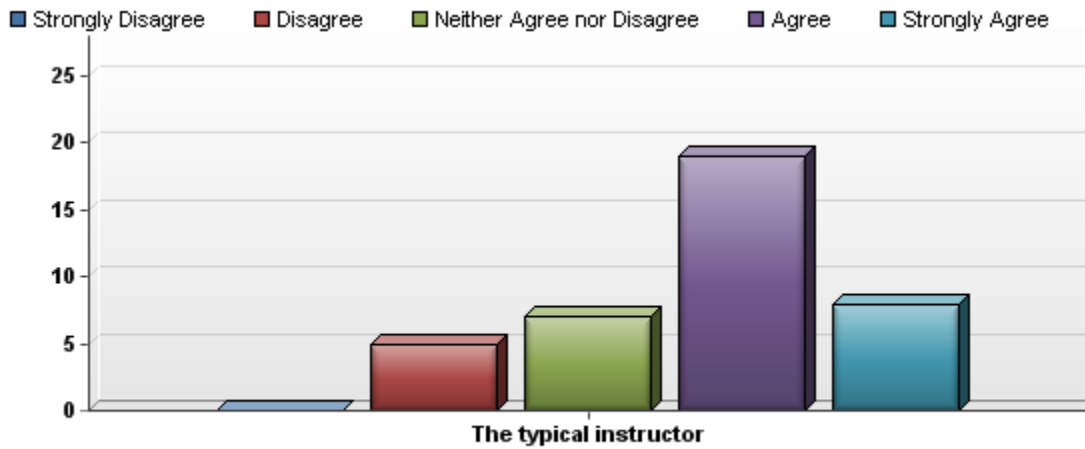
11. This instructor has an awareness of what is going on in the classroom.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	5	4	21	8	38	3.84

Statistic	The typical instructor
Min Value	2.00
Max Value	.00
Mean	3.84
Variance	0.84
Standard Deviation	0.92
Total Responses	38.00

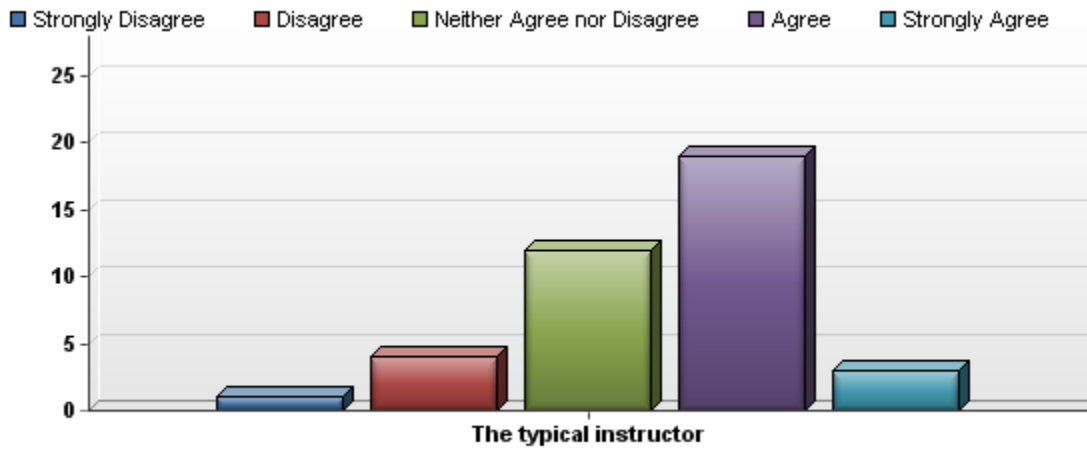
12. This instructor seems in touch with what's happening in the classroom.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	5	7	19	8	39	3.77

Statistic	The typical instructor
Min Value	2.00
Max Value	5.00
Mean	3.77
Variance	0.87
Standard Deviation	0.93
Total Responses	39.00

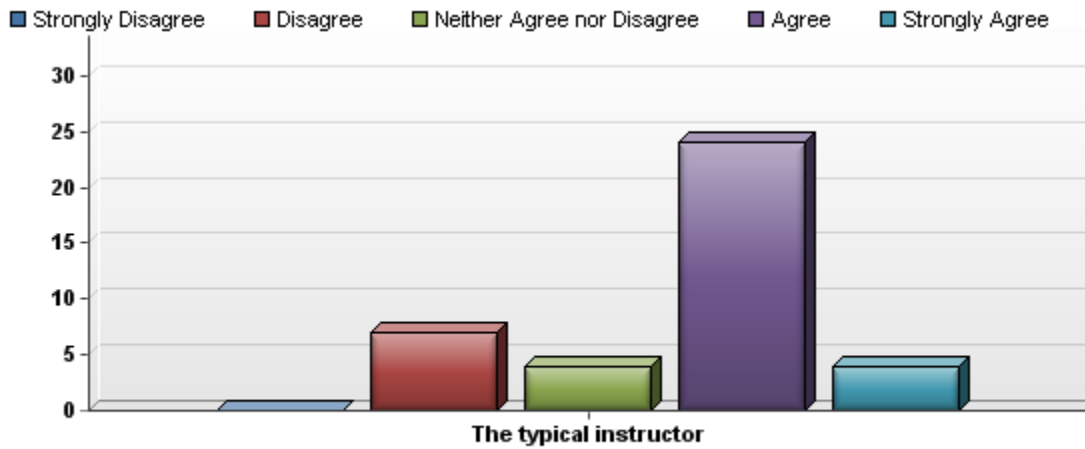
13. This instructor seems to know what is going to happen next in the classroom.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1	4	12	19	3	39	3.49

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	3.49
Variance	0.78
Standard Deviation	0.88
Total Responses	39.00

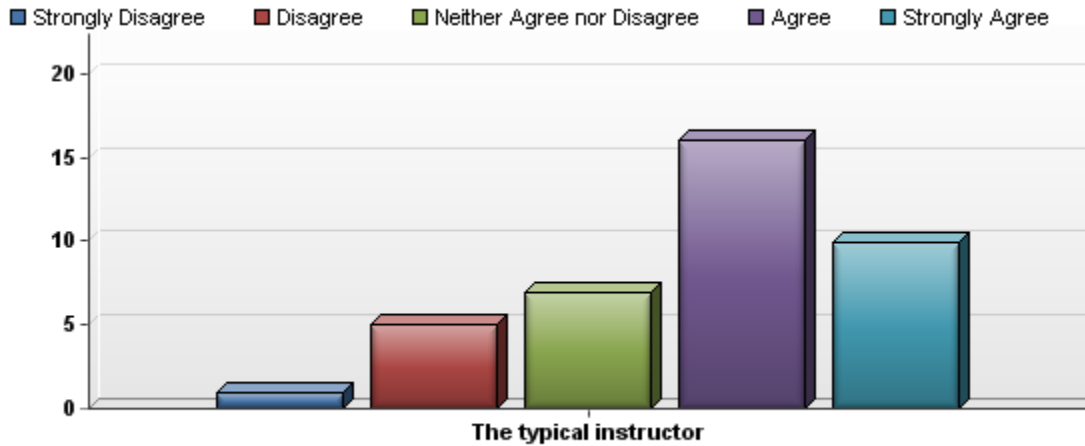
14. This instructor offers compelling reasons to get me interested in my learning objectives.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	7	4	24	4	39	3.64

Statistic	The typical instructor
Min Value	2.00
Max Value	5.00
Mean	3.64
Variance	0.82
Standard Deviation	0.90
Total Responses	39.00

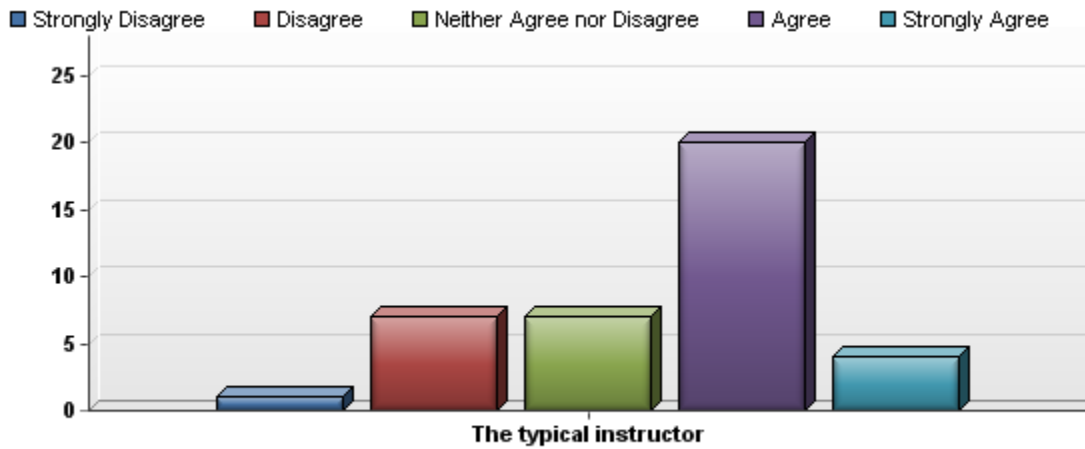
15. This instructor encourages me to dream big dreams about my future in the discipline/profession.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1	5	7	16	10	39	3.74

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	3.74
Variance	1.14
Standard Deviation	1.07
Total Responses	39.00

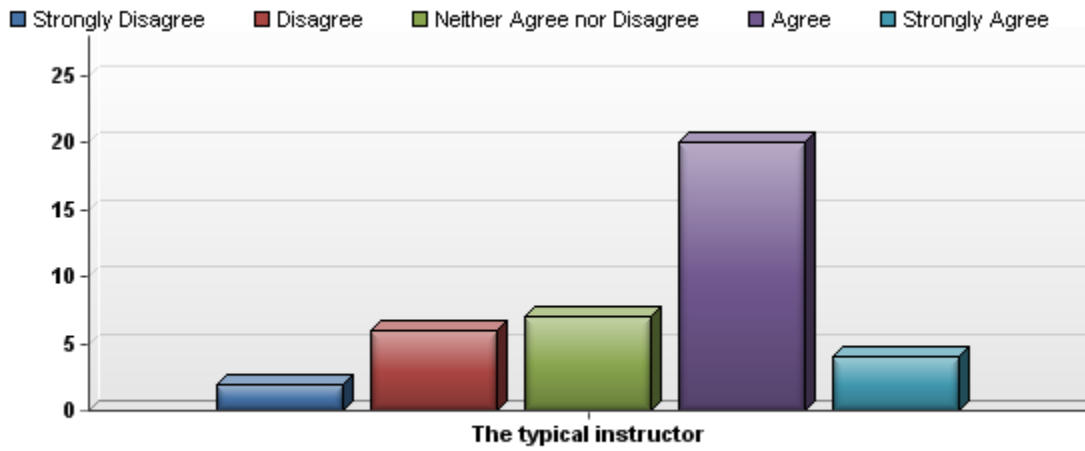
16. This instructor is very persuasive about my place within the discipline.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1	7	7	20	4	39	3.49

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	3.49
Variance	0.99
Standard Deviation	1.00
Total Responses	39.00

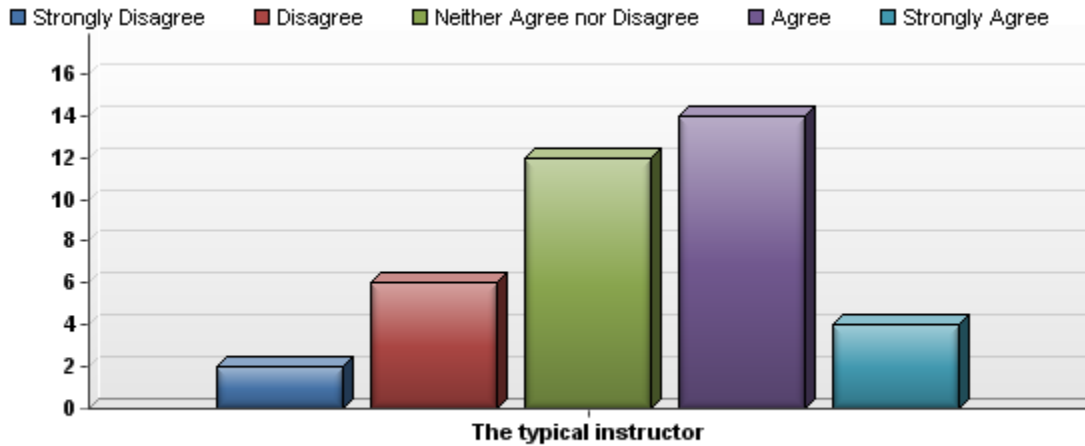
17. This instructor is good at convincing me to get involved.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
2	6	7	20	4	39	3.46

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	3.46
Variance	1.10
Standard Deviation	1.05
Total Responses	39.00

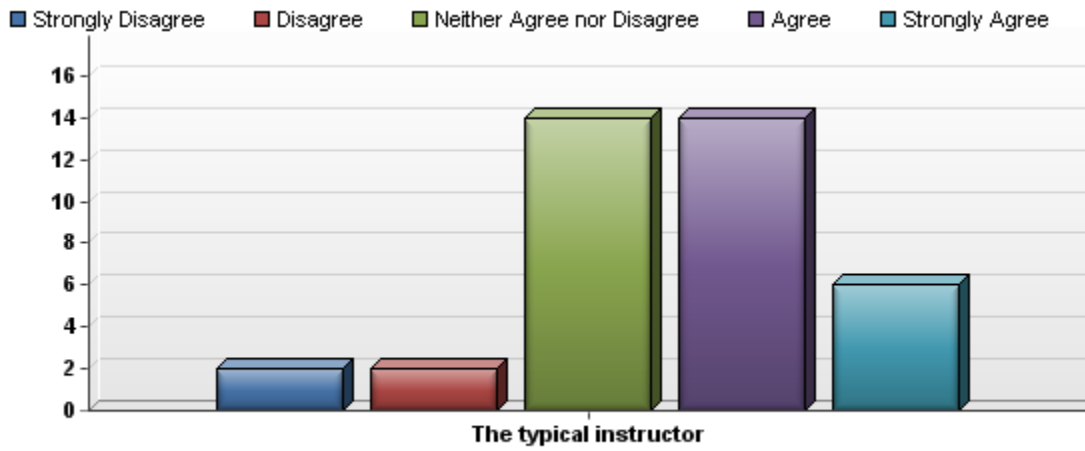
18. This instructor is gifted when it comes to persuading me about the value of the discipline in my personal life.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
2	6	12	14	4	38	3.32

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	3.32
Variance	1.09
Standard Deviation	1.04
Total Responses	38.00

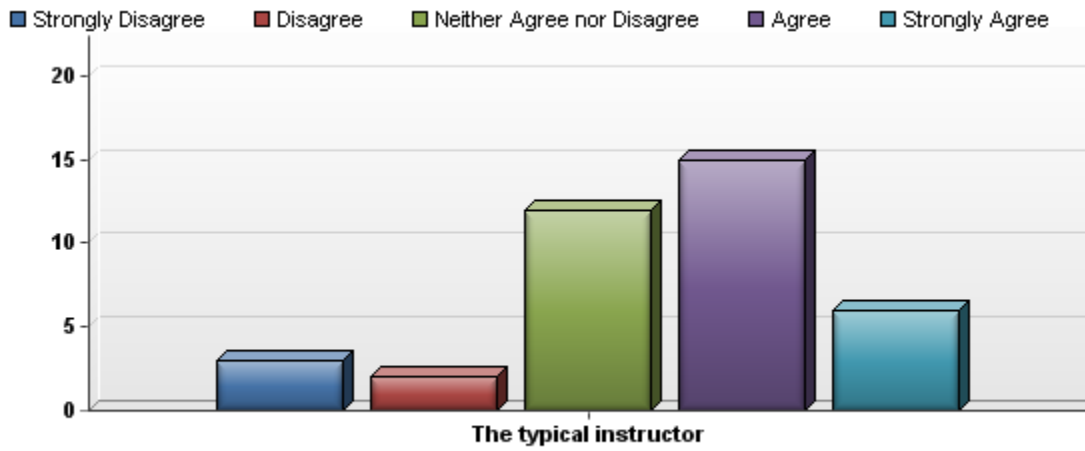
19. This instructor believes that the discipline needs to play a moral role in the community.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
2	2	14	14	6	38	3.53

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	3.53
Variance	1.01
Standard Deviation	1.01
Total Responses	38.00

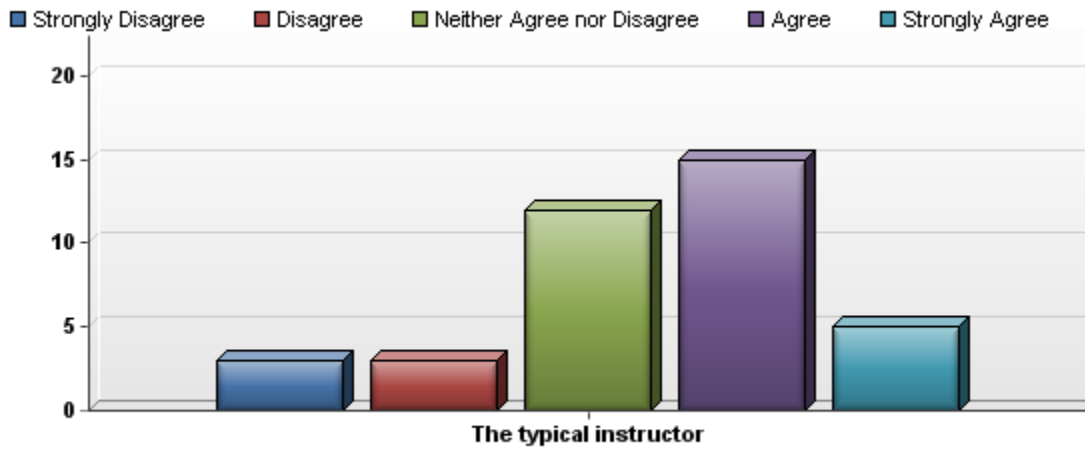
20. This instructor believes that the university needs to function as a community.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
3	2	12	15	6	38	3.50

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	3.50
Variance	1.18
Standard Deviation	1.08
Total Responses	38.00

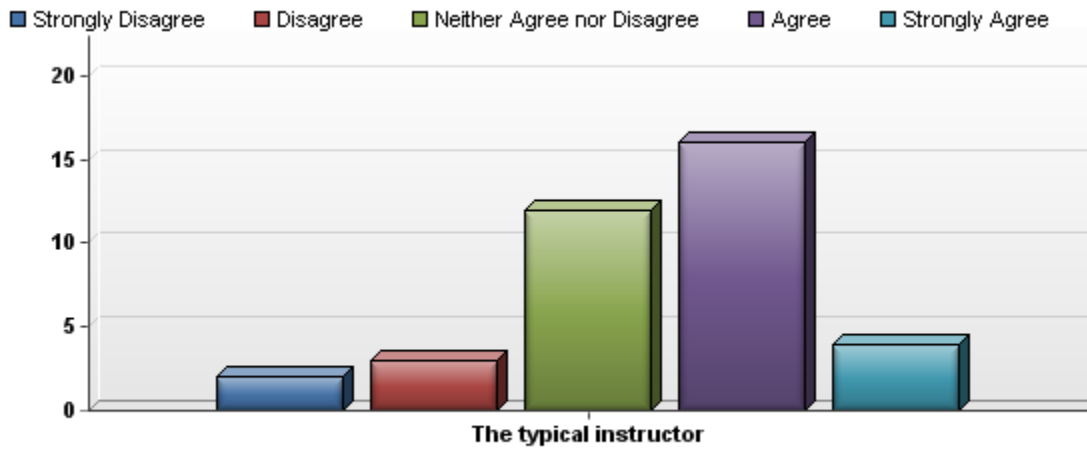
21. This instructor encourages me to have a community spirit in the classroom.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
3	3	12	15	5	38	3.42

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	3.42
Variance	1.17
Standard Deviation	1.08
Total Responses	38.00

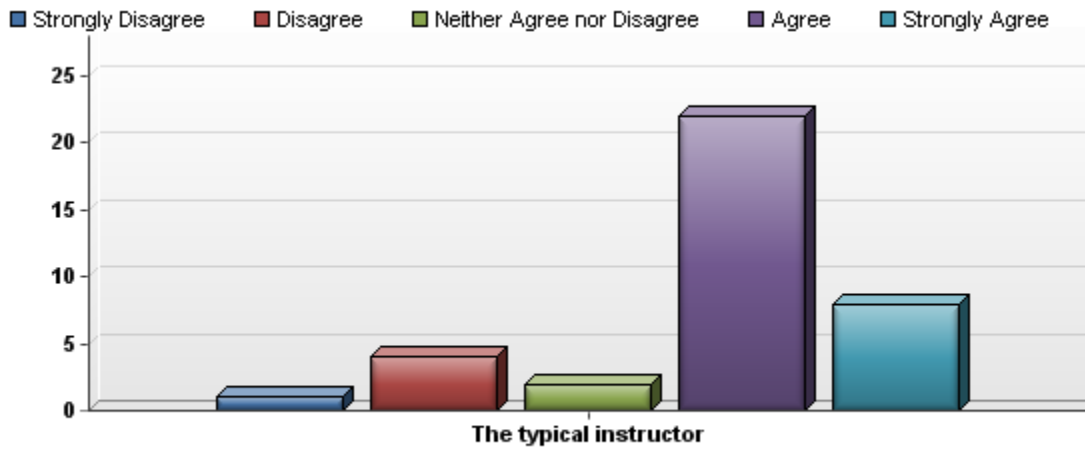
22. This instructor sees the university for its potential to contribute to society.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
2	3	12	16	4	37	3.46

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	3.46
Variance	0.98
Standard Deviation	0.99
Total Responses	37.00

23. This instructor is preparing me to make a positive difference in the future.

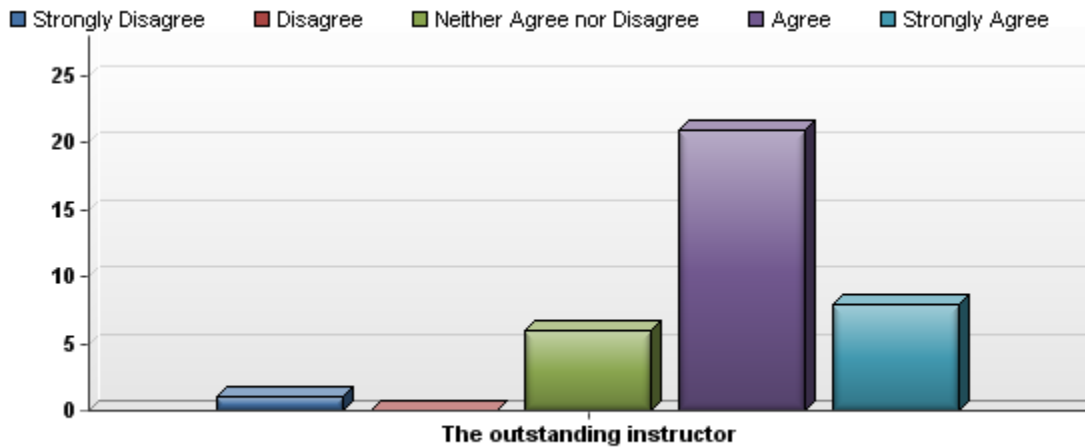


Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1	4	2	22	8	37	3.86

Statistic	The typical instructor
Min Value	1.00
Max Value	5.00
Mean	3.86
Variance	0.95
Standard Deviation	0.98
Total Responses	37.00

APPENDIX H: REPORT B DESCRIPTIVE STATISTICS SUMMARY: OUTSTANDING INSTRUCTOR

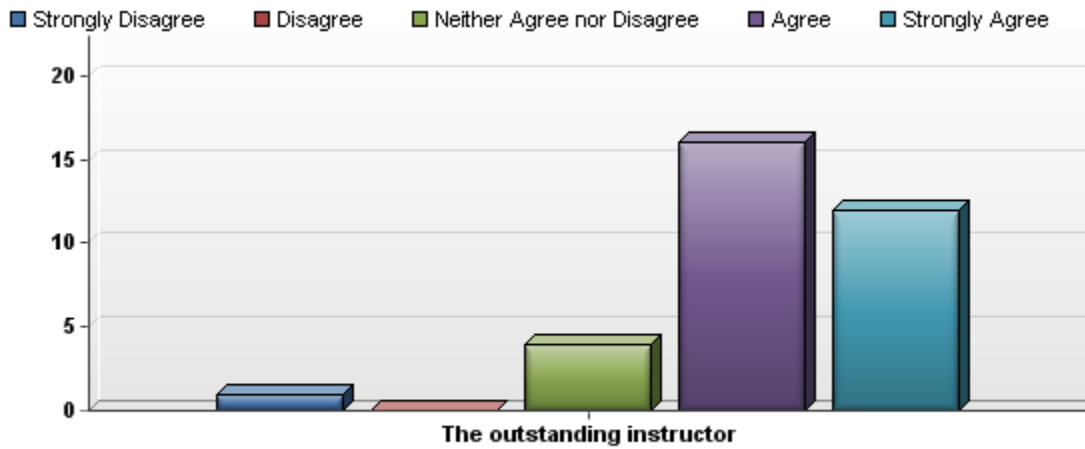
1. This instructor puts my best interests ahead of his/her own.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1	0	6	21	8	36	3.97

Statistic	The outstanding instructor
Min Value	1.00
Max Value	5.00
Mean	3.97
Variance	0.66
Standard Deviation	0.81
Total Responses	36.00

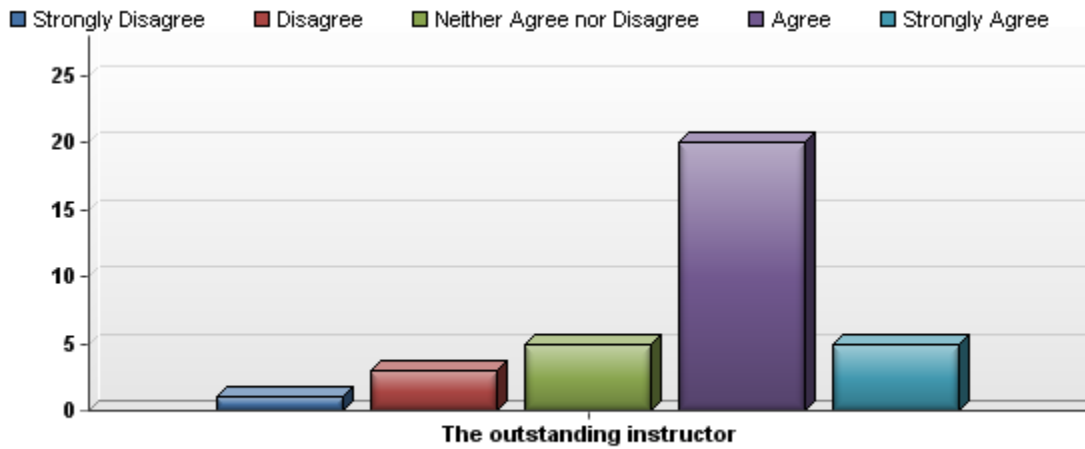
2. This instructor does everything he/she can to help me.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1	0	4	16	12	33	4.15

Statistic	The outstanding instructor
Min Value	1.00
Max Value	5.00
Mean	4.15
Variance	0.76
Standard Deviation	0.87
Total Responses	33.00

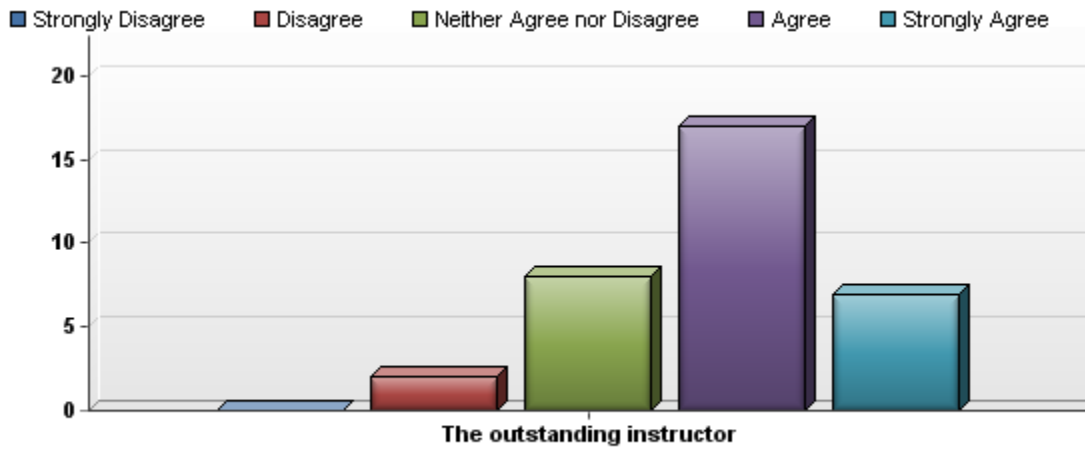
3. This instructor sacrifices his/her interests to meet my learning needs.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1	3	5	20	5	34	3.74

Statistic	The outstanding instructor
Min Value	1.00
Max Value	5.00
Mean	3.74
Variance	0.87
Standard Deviation	0.93
Total Responses	34.00

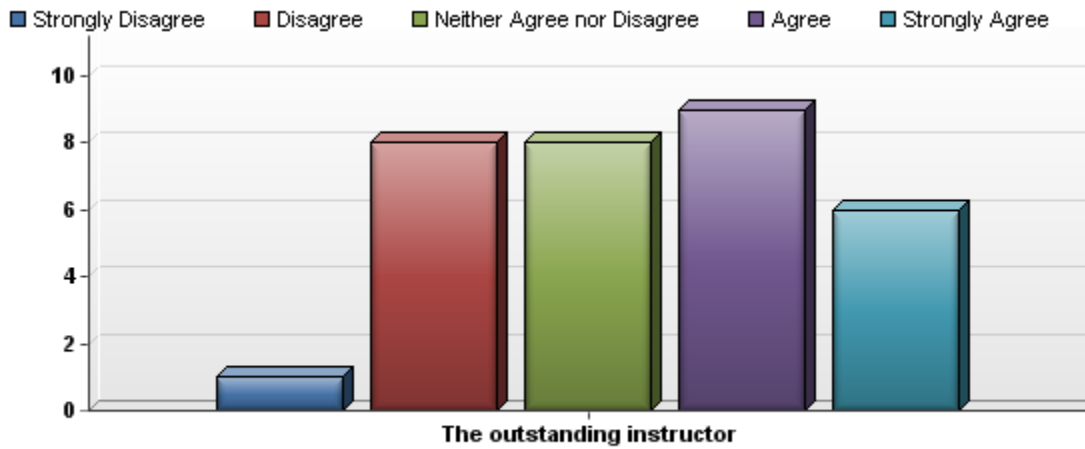
4. This instructor goes above and beyond the call of duty to meet my learning needs.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	2	8	17	7	34	3.85

Statistic	The outstanding instructor
Min Value	2.00
Max Value	5.00
Mean	3.85
Variance	0.67
Standard Deviation	0.82
Total Responses	34.00

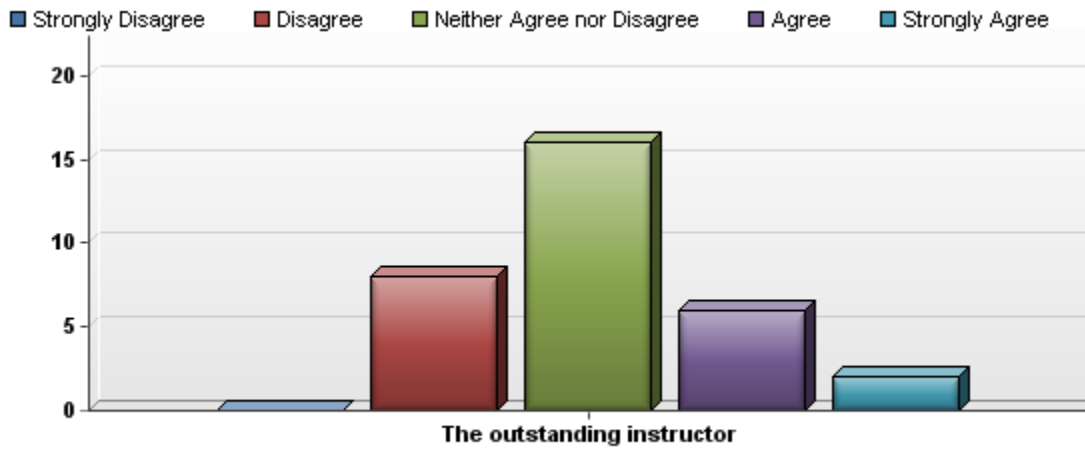
5. This instructor, as a person, is one I would go to if I had a personal trauma.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1	8	8	9	6	32	3.34

Statistic	The outstanding instructor
Min Value	1.00
Max Value	5.00
Mean	3.34
Variance	1.33
Standard Deviation	1.15
Total Responses	32.00

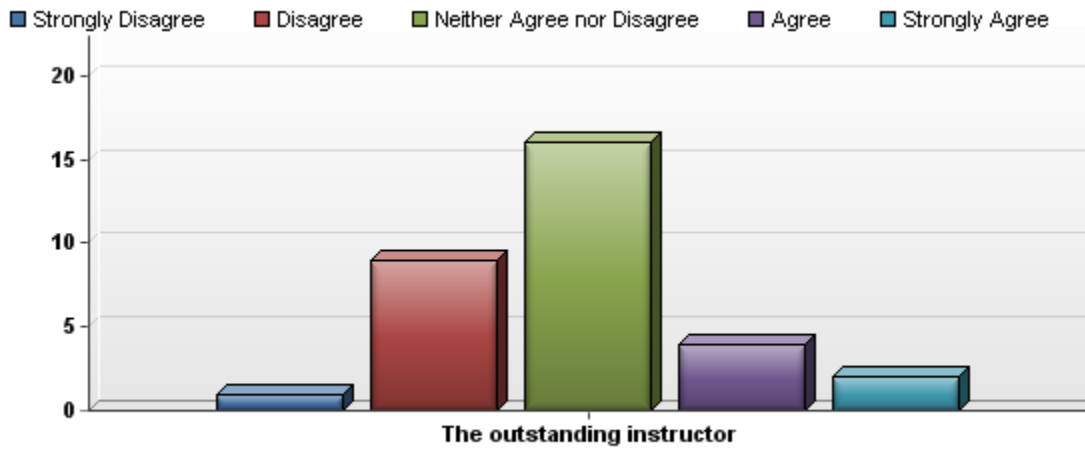
6. This instructor, as a person, is good at helping me with emotional issues.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	8	16	6	2	32	3.06

Statistic	The outstanding instructor
Min Value	2.00
Max Value	5.00
Mean	3.06
Variance	0.71
Standard Deviation	0.84
Total Responses	32.00

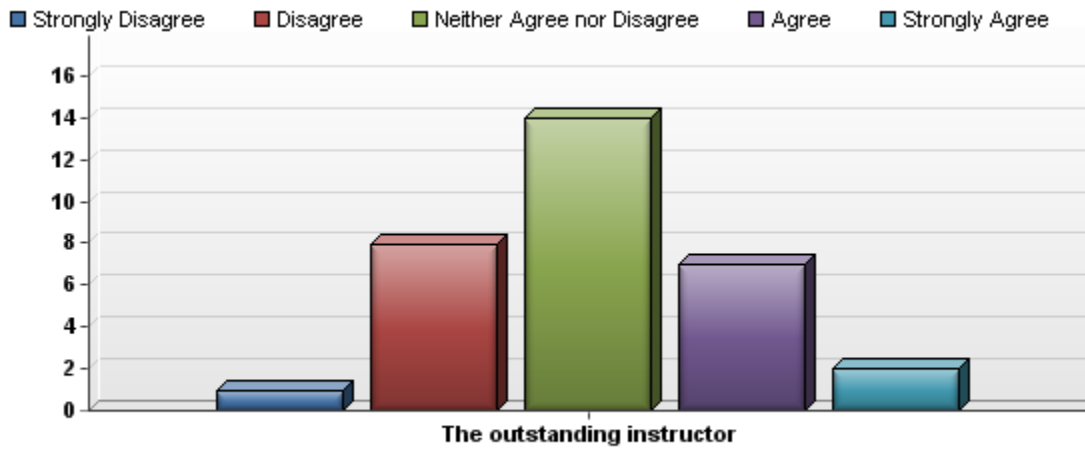
7. This instructor, as a person, is talented at helping me to heal from an emotional issue.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1	9	16	4	2	32	2.91

Statistic	The outstanding instructor
Min Value	1.00
Max Value	5.00
Mean	2.91
Variance	0.80
Standard Deviation	0.89
Total Responses	32.00

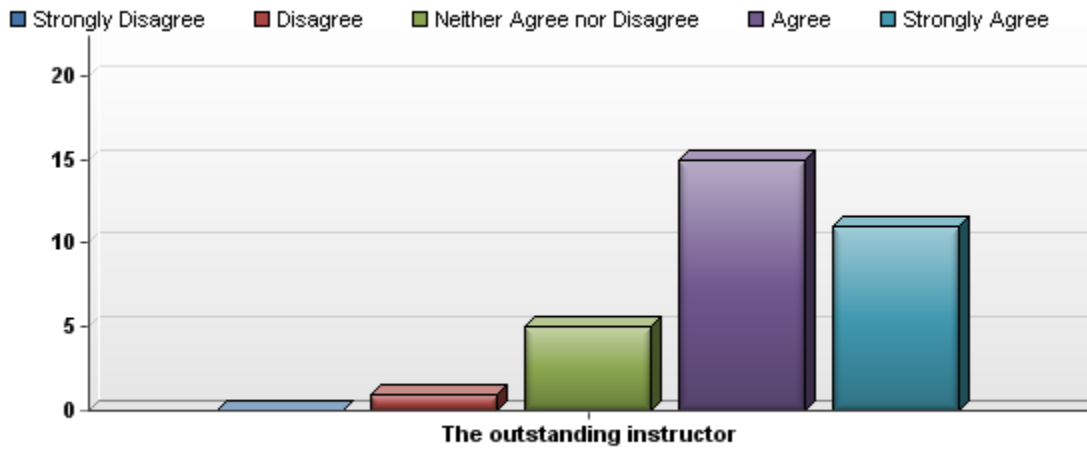
8. This instructor, as a person, is one that could help me mend my hard feelings.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1	8	14	7	2	32	3.03

	The outstanding instructor
Min Value	1.00
Max Value	5.00
Mean	3.03
Variance	0.87
Standard Deviation	0.93
Total Responses	32.00

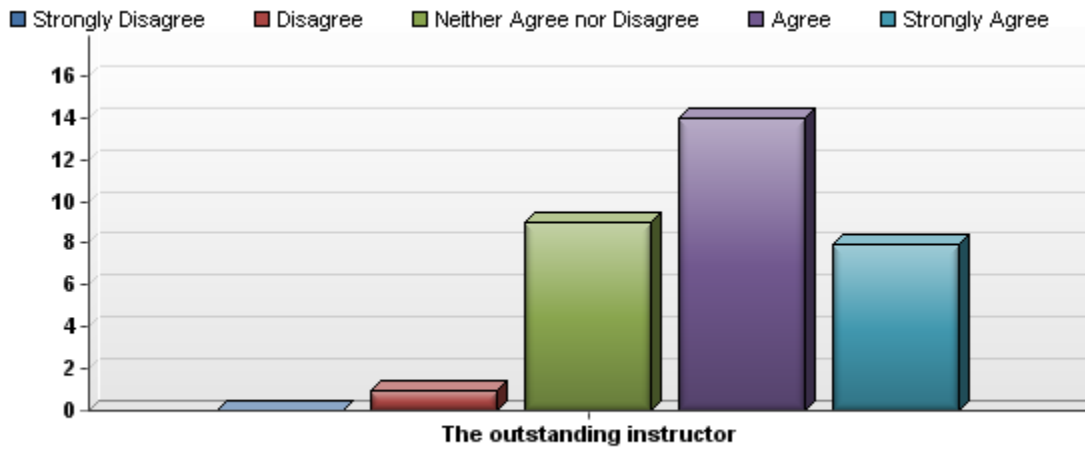
9. This instructor seems alert to what's going on the university's campus.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	1	5	15	11	32	4.13

Statistic	The outstanding instructor
Min Value	2.00
Max Value	5.00
Mean	4.13
Variance	0.63
Standard Deviation	0.79
Total Responses	32.00

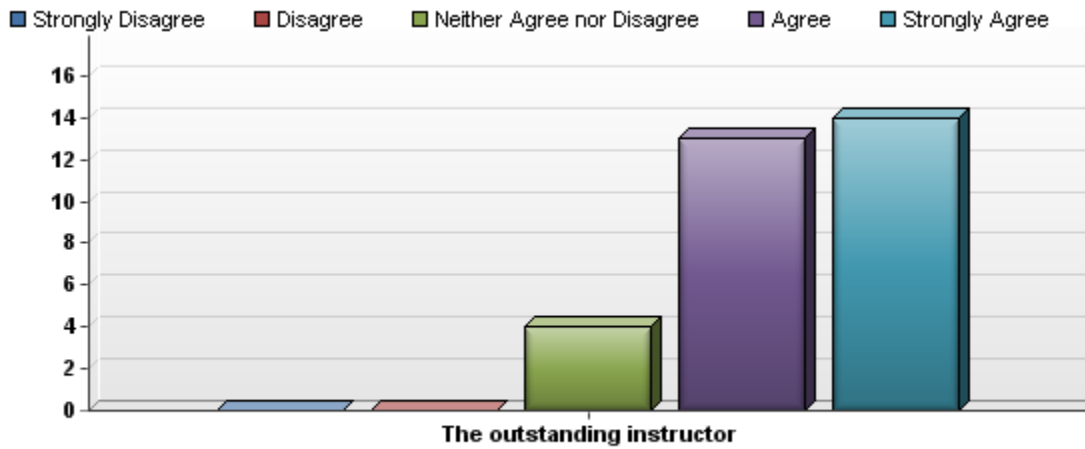
10. This instructor is good at anticipating the consequences of decisions.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	1	9	14	8	32	3.91

Statistic	The outstanding instructor
Min Value	2.00
Max Value	5.00
Mean	3.91
Variance	0.67
Standard Deviation	0.82
Total Responses	32.00

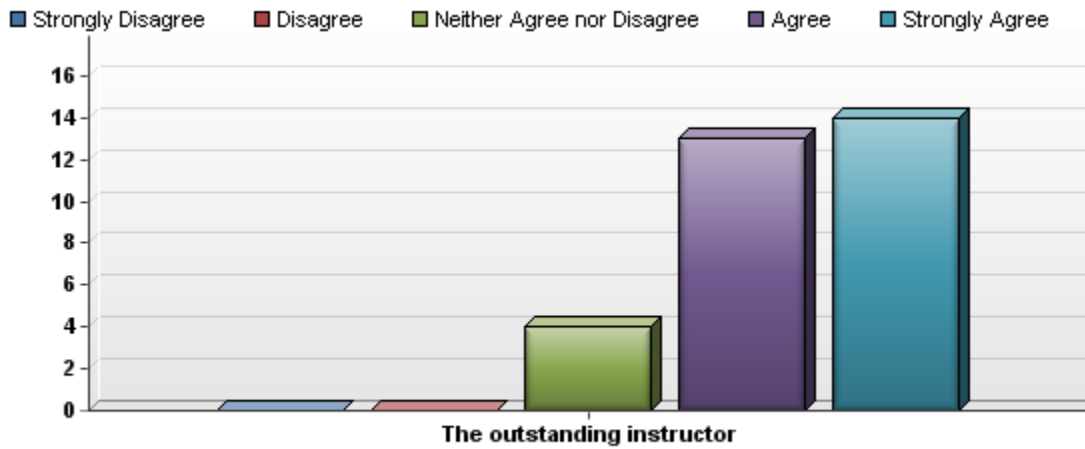
11. This instructor has an awareness of what is going on in the classroom.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	0	4	13	14	31	4.32

Statistic	The outstanding instructor
Min Value	3.00
Max Value	5.00
Mean	4.32
Variance	0.49
Standard Deviation	0.70
Total Responses	31.00

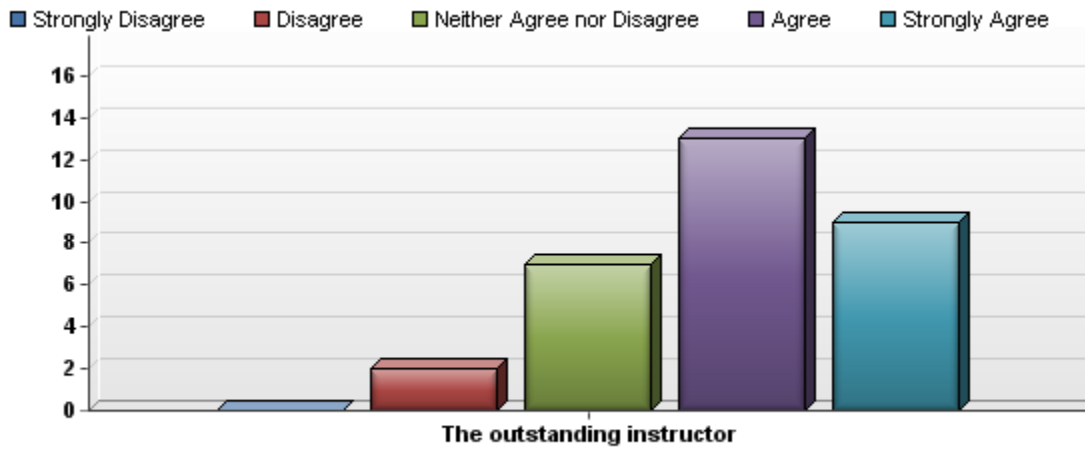
12. This instructor seems in touch with what's happening in the classroom.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	0	4	13	14	31	4.32

Statistic	The outstanding instructor
Min Value	3.00
Max Value	5.00
Mean	4.32
Variance	0.49
Standard Deviation	0.70
Total Responses	31.00

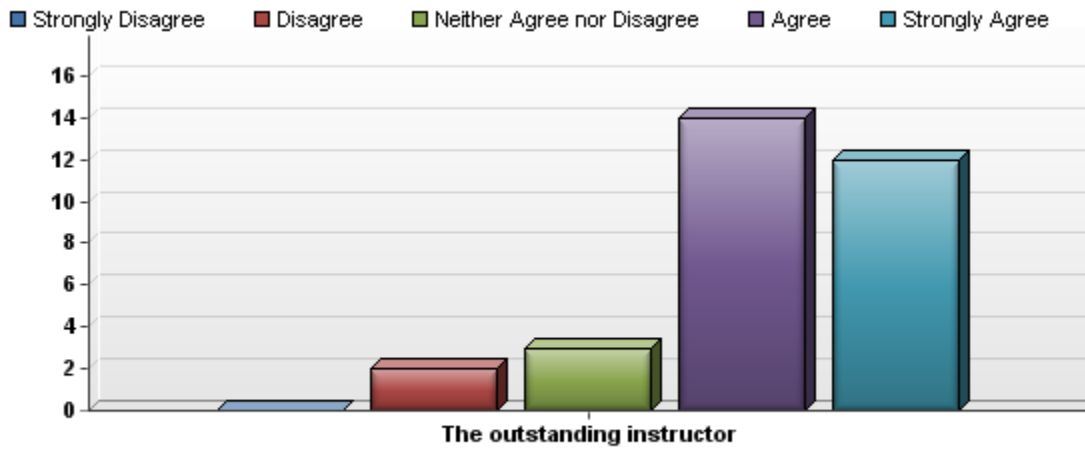
13. This instructor seems to know what is going to happen next in the classroom.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	2	7	13	9	31	3.94

Statistic	The outstanding instructor
Min Value	2.00
Max Value	5.00
Mean	3.94
Variance	0.80
Standard Deviation	0.89
Total Responses	31.00

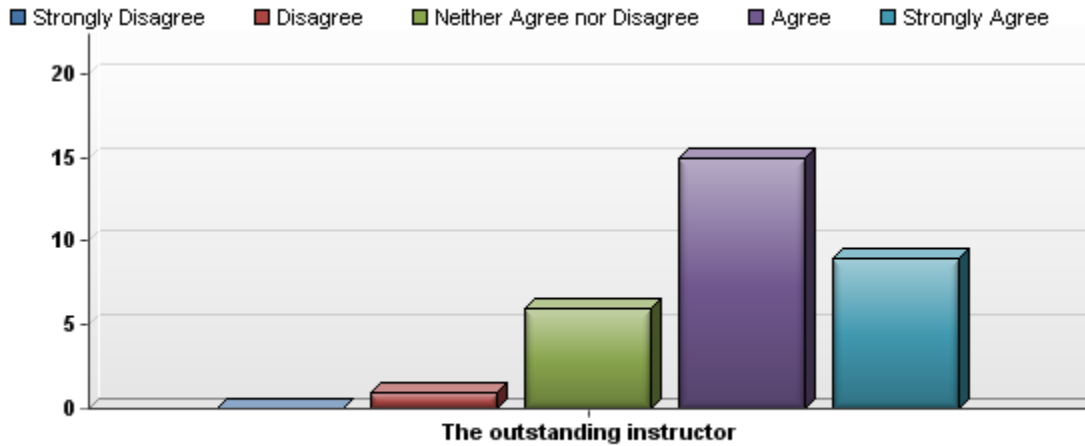
14. This instructor offers compelling reasons to get me interested in my learning objectives.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	2	3	14	12	31	4.16

Statistic	The outstanding instructor
Min Value	2.00
Max Value	5.00
Mean	4.16
Variance	0.74
Standard Deviation	0.86
Total Responses	31.00

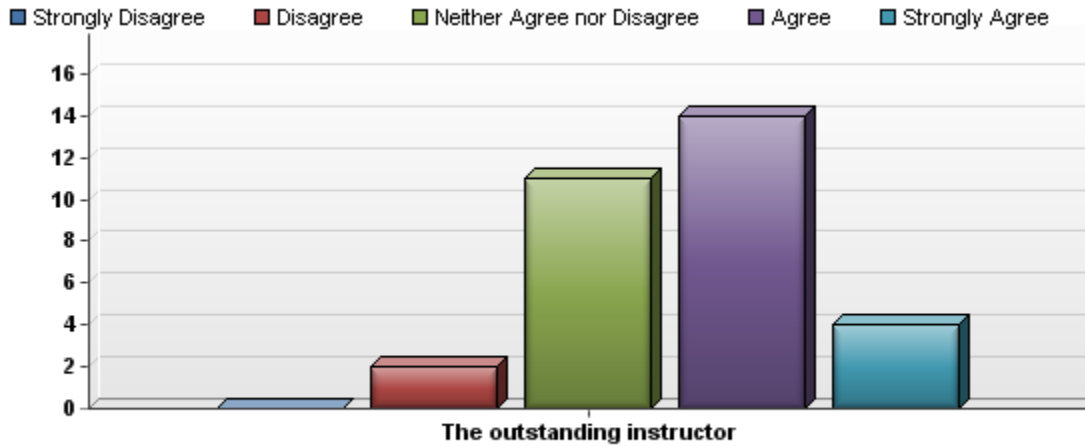
15. This instructor encourages me to dream big dreams about my future in the discipline/profession.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	1	6	15	9	31	4.03

Statistic	The outstanding instructor
Min Value	2.00
Max Value	5.00
Mean	4.03
Variance	0.63
Standard Deviation	0.80
Total Responses	31.00

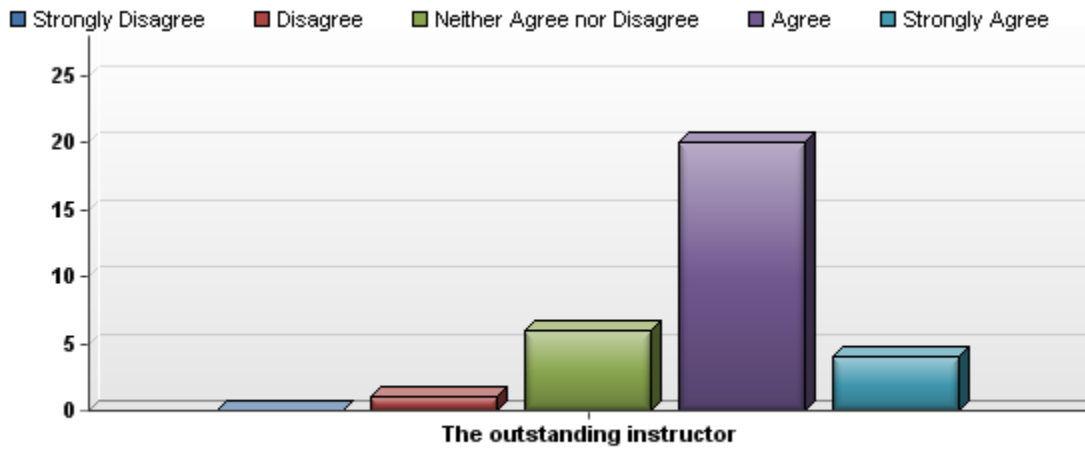
16. This instructor is very persuasive about my place within the discipline.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	2	11	14	4	31	3.65

Statistic	The outstanding instructor
Min Value	2.00
Max Value	5.00
Mean	3.65
Variance	0.64
Standard Deviation	0.80
Total Responses	31.00

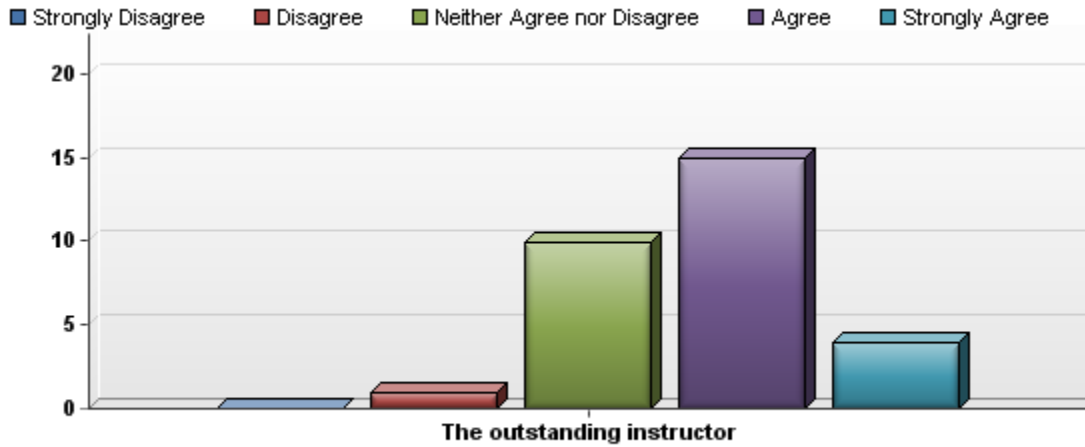
17. This instructor is good at convincing me to get involved.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	1	6	20	4	31	3.87

Statistic	The outstanding instructor
Min Value	2.00
Max Value	5.00
Mean	3.87
Variance	0.45
Standard Deviation	0.67
Total Responses	31.00

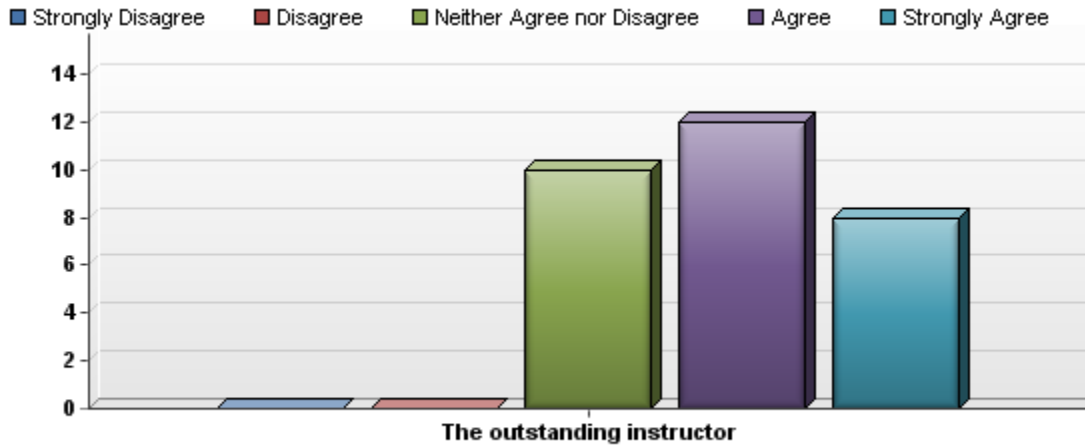
18. This instructor is gifted when it comes to persuading me about the value of the discipline in my personal life.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	1	10	15	4	30	3.73

Statistic	The outstanding instructor
Min Value	2.00
Max Value	5.00
Mean	3.73
Variance	0.55
Standard Deviation	0.74
Total Responses	30.00

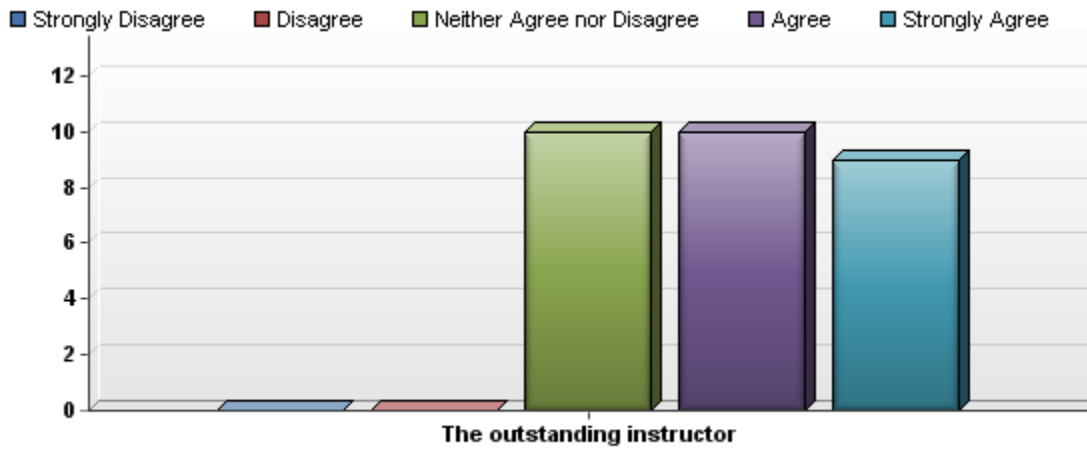
19. This instructor believes that the discipline needs to play a moral role in the community.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	0	10	12	8	30	3.93

Statistic	The outstanding instructor
Min Value	3.00
Max Value	5.00
Mean	3.93
Variance	0.62
Standard Deviation	0.78
Total Responses	30.00

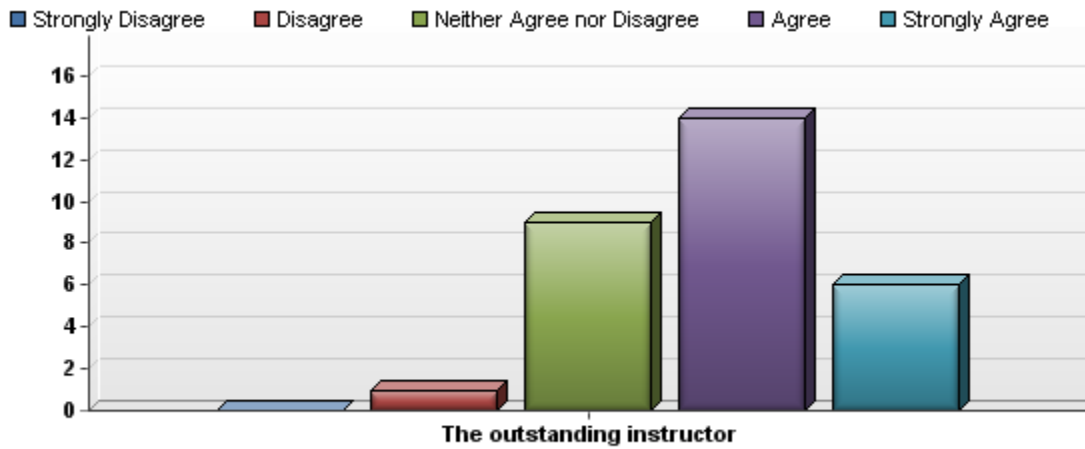
20. This instructor believes that the university needs to function as a community.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	0	10	10	9	29	3.97

Statistic	The outstanding instructor
Min Value	3.00
Max Value	5.00
Mean	3.97
Variance	0.68
Standard Deviation	0.82
Total Responses	29.00

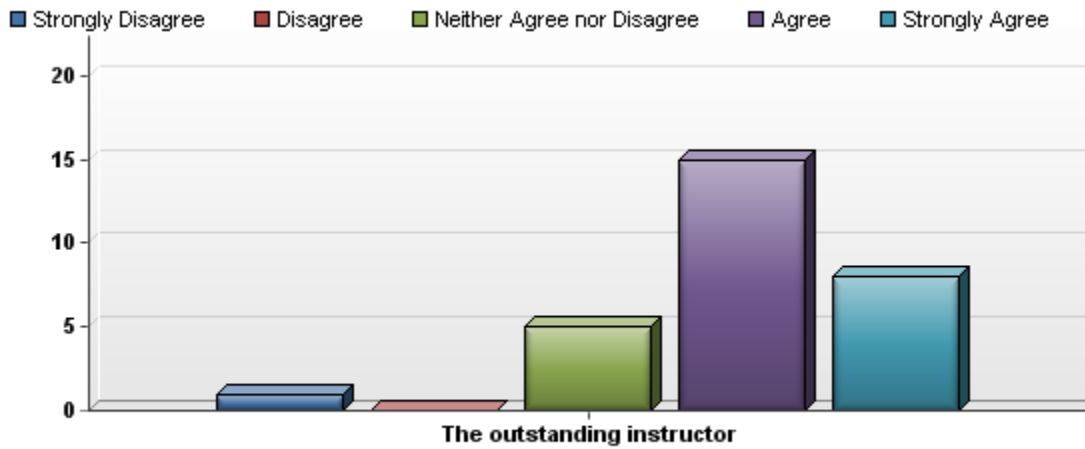
21. This instructor encourages me to have a community spirit in the classroom.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
0	1	9	14	6	30	3.83

Statistic	The outstanding instructor
Min Value	2.00
Max Value	5.00
Mean	3.83
Variance	0.63
Standard Deviation	0.79
Total Responses	30.00

22. This instructor sees the university for its potential to contribute to society.



Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total Responses	Mean
1	0	5	15	8	29	4.00

Statistic	The outstanding instructor
Min Value	1.00
Max Value	5.00
Mean	4.00
Variance	0.79
Standard Deviation	0.89
Total Responses	29.00