

Servant Leadership Characteristics of School Teachers and Its Effect on Student Success and Organizational Health in Selected Public Schools

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Abstract: This study utilized a survey to explore the relationships between servant leadership characteristics of school teachers, student success, and organizational health in selected public schools. This study hypothesized that the servant leadership of school teachers would positively affect student success and the organizational health of public schools. The Organizational Leadership Assessment was used (Laub, 1999) to collect data from fifteen public schools in Houston, Texas. Data were screened for normality, linearity, and homoscedasticity to ensure that the regression results were robust, and univariate and multivariate analyses were used to determine the nature of the relationship between organizational health and servant leadership. Descriptive analysis explained variance in dependent and independent variables. The values people subscale was statistically significant.

Keywords: servant leadership, teachers, student success, organizational health, Organizational Leadership Assessment.

Understanding Leadership

The concept of leadership is complicated and varies according to the situation and environment. Many researchers have identified the underlying features of effective leadership in different circumstances. Wong and Cummings (2019) explained that because organizations vary greatly, the situations and circumstances of leadership do not remain the same. Various leaders must deal with different workforces in carrying out their organizational responsibilities. Most evidence in the literature proves that leadership is the process through which people are inspired by a person and motivated to do everything in the leader's direction (Yong, 2021).

As imperative as effective leadership practice in organizations is, defining the differences involved in the process is also significant. For the leadership process to be effective, leaders must transfer learning into their workforce to bring betterment through its practice (Liden et al., 2014). Consequently, in dealing with people and managing them, leaders must be the harbingers of change and models for effectively adapting the dynamic features of the businesses or industries in which they operate.

A literature review indicates that a single style or approach cannot define leadership as several methods and perspectives define it (Sipe & Frick, 2015). Varying organizational situations, circumstances, and different kinds of workforces, it is mostly described as being determined by various aspects. Leaders in any firm or organization must constantly deal with change and remain vigilant and cautious for the avenues of evolution that could be utilized as necessary for organizational changes.

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Extensive research has been conducted on the various roles of leadership and the inherent functions of each position concerning personality traits. Van Dierendonck (2011) investigated the effectiveness of personality traits and found that when a leader acknowledges and respects the distinct personality traits of his followers, he or she can motivate and inspire them more efficiently. This approach towards understanding the role and importance of leadership relies heavily upon how leaders are assessed on their traits and personality characteristics because the innate characteristics of these leaders qualify them to persuade their workforces to work toward organizational benefits and progress. These required leadership traits include assertiveness and confidence in conduct or behavior (Allen et al., 2016).

Wong and Cummings' (2019) systematic review identified that business organizations are continually facing many facets of change around the globe. Thus, organizational leadership is also considered a practice that should not be constrained to a single definitional aspect or perspective. Therefore, the leadership construct is appropriately defined as residing on a continuum. For instance, leadership approaches can range from authoritative to lenient and supportive to directive (Liden et al., 2015). These perspectives for defining the concept of leadership are essential to understanding the various situations in which the organizations found themselves; they are regarded as important aspects through which the practice of dynamic and flexible leadership may be introduced. Upon analysis and consideration of some research studies, leadership practices differ based on organizational situations and circumstances. This debate thus gives rise to the research and analysis of leaders' leadership styles and approaches when interacting with their subordinates.

Thompson (2015) defined leadership as being "the ability to exert influence over people" (p. 21). For him, there is a strong emotional component in the exercise of leadership. He further stated that leadership must be distinguished from a leader, even though these two concepts are usually confused. Leadership is the ability to engage and influence people, which may be inborn or developed. A leader is in charge but does not necessarily have leadership. According to Sousa and Van Dierendonck (2016), being in charge does not mean that people will listen to a leader or do what they are told to do. Besides being able to influence, a good leader should be endowed with communication skills, empathy, and a sense of justice. A leader should serve as an example and, above all, be ethical.

According to Stanley (2004), a leader should be capable of selecting the right time for a decision, which positions him or her as a successful leader. Investigating differences between leadership and management, Stanley conducted in-depth interviews with a random selection of 42 nurses and collected responses to 830 questionnaires. The participants indicated that leadership was collective; it was more about guiding people, talking to people, and knowing how they feel and what they can do. As already noted, the necessary qualities of leaders are that they seize the initiative and allow the entire team to participate. Organizational leadership is necessarily a process that must be adaptable to some situations and flexible enough to fit various circumstances (Ehigie & Akpan, 2019).

According to Chiniara and Bentein (2016), several types of leaders are found in organizations, and each leadership type must be applied at the most opportune moment. Leaders include those who are demanding, autocratic, liberal, visionary, democratic, and coaching. Beholden to classic leadership styles, a servant leader will always privilege the concern of the people for whom they are leading. Such leaders do not care about status or position. They are always concerned with their people's development, growth, and improvement. To do this, a servant leader must master specific competencies. Humility is intimately related to passion, which can be both good and bad. If good, humility always leads to the desire to improve daily, grow together, and create commitment and synergy (Focht & Ponton, 2015). Humility is not bound to an office;

it is embedded in character. The sense of honesty, in this situation, applies not only to the non-execution of unlawful acts but especially to the honesty attached to the sense of justice. A leader should offer an environment of openness and transparency, where truth and ethics prevail as the fundamental principles of their conduct.

The leadership at a school aims to promote and develop transformative, responsible, and ethical leadership, with a vocation for service and orientation towards people among the leaders. An effective school should aim to believe in inspiring, motivating, and participative leadership capable of generating positive emotions in the team to meet the organization's objectives (Koyuncu et al., 2021). School leadership should be based on the new model of transformative and responsible leadership through which an increase of personal conscience, and an elevation of institutional conscience, are invoked to emphasize true humanism and the vocation of service. It allows school leaders to overcome the barriers to managing change towards a real transformation of leadership, both in the public institution and the political organization.

A servant leader must possess elegant behavior, treat people and subordinates equally, and promote education. That means the leader must develop the art of socializing in a group, regardless of class or social status. A servant leader must practice altruism; his or her actions must always aim to benefit other team members. A leader who practices altruism is also seen as a supportive leader (Burch et al., 2015). The opposite of altruism is selfishness. Finally, a servant leader must be objective, using all his or her intellectual, emotional, and spiritual intelligence to achieve the common goal. A balanced leader is also empathic, able to put himself/herself in the position of others, and able to see the situation not just from his or her perspective but also as a whole. Balance means mastering all types of intelligence, which includes intellectual, emotional, and spiritual intelligence. A balanced leader is empathic; that is, he can put himself in the place of the other, trying to see events from his perspective and respecting the differences in how others think and act. Thus, there is no debate regarding servant leadership's benefits (Burch et al., 2015).

Leadership Practices and their Importance in Organizations

Leadership is regarded as the chief element of success for firms and organizations providing services in public and private sectors because of its inherent association with the practices of learning and cooperation. People must be managed and administered by an authority that is above them in influence and tends to be looked up to and sought out by subordinates for learning effective organizational practices. Leadership is also essential in developing guidelines for subordinates and various skills.

According to Moreno et al. (2021) and Politis (2018), leadership is essential for organizational development as it impacts one of the most pertinent aspects that every organization aims for, a competitive advantage. To gain a competitive advantage, organizations increasingly require practices that are functions of organizational leadership. Those functions performed by leadership in any organization are directly linked to the development of a competitive edge.

Today, it is common to imply that change is necessary for organizational success. Firms must constantly adapt to endure in the industry and related business sectors. A company must make significant leaps in its field to keep up with global and local changes. In this time of increased competition, firms are forced to be significantly adaptable to various changes. To respond to increasing competition in related sectors, many organizations must meet global changes; their ability to do so is linked with leadership quality provided at various levels to the workforce. Leadership is significant in times of change and adjustment, as it is argued that leadership must

pioneer the changes and explain their implications for the people. This is an imperative management aspect of organizations (Ekinci, 2018).

Public school leadership is oriented toward developing leadership in current and future professionals. Leaders assume positions of responsibility in different public institutions, associations, and foundations and serve as officials of various international, national, and public administrations, which may be autonomous, provincial, or municipal. The school is based on the transformative and responsible leadership model, which manages emotions, aligns values, creates awareness, inspires, and commits to all team members, finding the sense of work and effort of all in achieving sustainable objectives (Spears & Lawrence, 2016). Thus, the leadership should bet on those who can create new scenarios, provide solutions and improvements, hope for a typical project that includes the talent and needs of the entire organization, and ensure the citizenry's interests.

Development of Leadership Theories

Theories on how to be an effective manager and models for how to be an influential leader can be found in many texts and research reports. In addition to various theories and models, numerous researchers have explored methods for educational leadership and management (Rea et al., 2017). The leadership studies field currently supports several leadership theories, and in recent years, leadership educators and student affairs professionals have introduced various models.

Reviewing leadership theories, Horner (2019) suggested that leadership is typically defined by a leader's traits, qualities, and behaviors. Bernard (1926) explored the idea that a leader is born with certain internal qualities/traits and suggested that with the proper characteristics, a leader could teach leadership behaviors—thereby creating “good” leaders and moving away from the idea that leaders are born and not made. One major contributor to this process is motivation. There are many motivational theories, and a great deal of academic work has been published on the subject (Houdyshell & Kirk, 2018). Understanding and appealing to the motivating factors of the group is an essential attribute of a leader.

Leadership Style

Transformational Leadership

The study of leadership has motivated researchers from numerous academic disciplines (economy, administration entrepreneurship, psychology, sociology, etc.). As a result, different theories have been developed that try to explain the figure of the leader and the relationship between leader and follower. Burns (1978) and Bass (1990) distinguish between transformational and transactional leadership. James MacGregor Burns introduced the concept of transformational leadership in his descriptive research on political leaders in 1978, but this term is now used in organizational psychology. Bass (1990) states that *transformational leadership* is a form of leadership that occurs when leaders “broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and the mission of the group and when they stir their employees to look beyond their self-interest for the good of the group” (p. 21). Day (2017) suggests that transformational leadership can be thought of as moral and invitational leadership, and he refers to a leader's values, such as care, equity, and achievement, developed within a collaborative organizational culture. This means transformational leaders must have a clear vision, which they must communicate to all their followers. By acting as role models, transformational leaders stimulate and inspire their followers; they are innovative and not afraid to

adopt unconventional methods to achieve collective goals or visions. However, Bryman (2007) states that there is little evidence of the heads of departments engaging in the kind of visionary thinking required of transformational leadership.

Leithwood and Poplin (1992) interviewed 2,290 teachers from 655 schools and found that transformational leaders used practices primarily to help staff members work smarter, not harder. To determine to what extent managers or other leaders are transformational, they investigated the direct and indirect effects of leadership on motivation, capacity, and situation and found that leadership skills affected teachers' classroom practices. Hence, transformational leadership is a style that is defined as leadership that creates a valuable and positive change in followers. A transformational leader focuses on "transforming" others to help each other, to look out for others, to be encouraging and harmonious, and to look out for the organization as a whole. In this mandate, a leader increases the motivation, morale, and performance of his/her group of followers.

The key advantages associated with transformational leadership are motivation, employee training, long-term growth, and effective leadership. This means that transformational leadership motivates and inspires the workers by giving them confidence; at the same time that it makes them share in the successes of an organization. This leads to higher productivity and better results (McCleskey, 2014). In this type, the group comes to understand that achieving the goals is everyone's responsibility (Winston & Fields, 2018).

Despite several advantages, the transformational leadership style has also been associated with several disadvantages that hinder its applicability in various scenarios. One critical negative aspect of transformational leadership is that it has demanding characteristics of leaders, implying that transformational leaders must have many characteristics that allow them to lead this type of change. If a leader does not possess certain requisite traits, he or she is probably not ready for a transformation. In the same way, if there is an intention to achieve concrete and short-term objectives, the transformational leadership's strategies will not be entirely useful. Therefore, an organization can opt for a transactional leadership strategy focusing on short-term objectives. Similarly, transformational leadership is insufficient if the employees are not motivated or committed to a company project; thus, transformational leadership will not work as expected (Clarke, 2018).

Transactional Leadership

Transactional leadership focuses on managing an organization's current issues and problems. It attempts to resolve issues by concentrating on rules, procedures, and contracts. Transactional leaders are primarily interested in efficiency. Burns (1978) describes transactional leadership as stemming from the traditional values of workers and organizations. Transactional leaders use their positional powers to facilitate their followers to complete tasks.

Furthermore, transactional leadership is based on fulfilling a transaction between the company and a collaborator. That is, a system of reward or sanction is created depending on the quality of the workers' performance. In those companies where this applies, the leader is in charge of focusing on achieving tangible objectives (Clarke, 2018).

Several aspects encompass the concept of transactional leadership. There is the issue of contingent rewards, which are necessarily linked to fulfilling a specific task. Through a consensus with his/her team, a leader draws the measurable and quantifiable objectives that must be achieved in a given period. Based on the results, there will be monetary compensation. In this process, a leader provides all the necessary resources and gives the workers the freedom to fulfill their tasks. However, a team leader will apply a counterpart to the reward when the objectives are not met as

expected as a kind of punishment (McCleskey, 2014). The key advantages of transactional leadership include fair recognition according to the responsibilities and functions performed and clarity in the business's goals. The achievement of short-term strategies is another advantage of transactional leadership, which is based on mutual benefit (both employer and employee benefit directly). Moreover, it allows for identifying the most effective workers within the team (McCleskey, 2014). Transactional leadership is useful when setting clear goals to achieve in a given period.

A transactional leadership style, however, has several disadvantages. McCleskey, for example, argued that the transactional leadership style prevents innovative processes from being developed because it focuses narrowly on fulfilling a specific objective. Nor does transactional leadership encourage loyalty or a sense of belonging in employees because the interaction is limited to a transaction of services and rewards.

Furthermore, in transactional leadership, the dynamics of punishment can end up being counterproductive to the motivation and performance of employees. The transactional leadership style does not have as much scope as other types of leadership, which in addition to the tangible benefits, are concerned with the welfare of employees and society in general. Finally, the critical disadvantage of transactional leadership is that the relationship between the employee and the leader is impersonal (Breevaart et al., 2019).

Currently, most companies are leaving transactional leadership behind because other important factors, such as personal motivation and emotional benefits, have come to play a more prominent role in the levels of productivity and competitiveness of a company.

Servant Leadership

Greenleaf (1977) first proposed the theory of servant leadership as an effective, ethical leadership and management style that considers leaders as servants to others. According to the theory, a servant leader has a genuine commitment to his or her followers and predominantly serves the needs of followers by empowering them and imparting a vision, with service as the primary focus (Spears, 2010). Numerous researchers have proposed different models of servant leadership. Van Dierendonck (2011) holds that servant leadership consists of wide-ranging behaviors that are difficult to capture in one or two constructs and disentangle.

Similarly, Laub (1999) describes servant leadership as based on six characteristics: it develops people, values people, displays authenticity, builds community, and shares and provides leadership. Liden et al. (2008) pointed out some other attributes of servant leadership, including emotional healing, empowerment, fostering conceptual skills, creating value for the community, helping subordinates grow and succeed, putting subordinates first, and behaving ethically. Yong (2021) investigated the servant leadership practices of selected executives in

Servant leadership also plays a pertinent role in developing a perception of the community and its close ties, and this is regarded as one of its most useful features (Joseph & Winston, 2018). It extensively promotes a sense of concord, harmony, and unity among people and enhances and endorses people's perceptions of their communal duties and responsibilities. It operates appropriately by viewing the whole workforce as a collective, which, in turn, is beneficial for producing a sense of togetherness among people. This vital function of servant leadership serves people by being beneficial to their learning (Zagorsek et al., 2019).

Another significant function of servant leadership is sharing power for collective decision-making (Sendjaya et al., 2018). Servant leadership concerns itself with inculcating principles that will elicit input from followers or the workforce so that they will participate in the decision-making

process, and their participation encourages them to follow the leader's path. Due to this participating function of servant leadership, this style of leading has taken on significance in educational settings, where pupils look up to their leaders and try to develop personal interactions with them to be led in the right direction (Joseph & Winston, 2018).

The world is increasingly changing, and the changes are growing more rapidly. Some new management models are being adopted in this new reality regarding leadership, a topic much discussed in the realm of business and other areas where groups and teams exist. It has been indicated that among these new trends in leadership, servant leadership may become the most widely used model in the coming decades (Northouse, 2018). This model gained momentum in organizations only a few years ago, especially among senior executives of many respected companies. Servant leadership in administration implies applying thinking not only to business but also to people. This is perhaps the most important change that must occur in companies to make them more competitive in the market.

Jaramillo et al. (2015) report that the main purpose of servant leadership is to help the team develop and be more concerned about serving the people than just giving orders. A servant leader realizes that his/her success depends directly on his/her team. With this perception, a leader may receive more positive returns than other types of leadership. It is a spiritual leader who helps instead of being served and is ethical above all. This concept refers to helping the people on one's team to develop both within the company and personally. It is putting one's leadership as the main item of concern. In this sense, a leader seeks each member's personal and professional well-being, acting contrary to the models in which the leader is to be served and gives orders. Regarding this concept, a leader becomes more of a team member and leaves behind the old concept that a leader is at the top and watches others' work.

Leaders and followers become partners when it comes to helping people, which is the greatest benefit of a servant leader. Al-Mahdy et al. (2016) stated that in leadership, loving means helping others to become better people, and this is the basis of servant leadership. Although many executives do not accept or have not yet assimilated this concept, it is already a fact that this model offers more returns than the old models (Brown & Bryant, 2015). As well as being someone who generally also has a spiritual understanding, a servant leader can use this characteristic to influence people or to take advantage of this characteristic, which they identify with some of the leaders, for the benefit of the whole team. They manage to develop the spirit of a mutual bond, providing a stronger interrelationship between members and leaders.

According to Grisaffe et al. (2016), pressures for organizations to change are likely to increase in the coming decades, and leaders must develop the personal qualities, skills, and methods needed to help their companies to remain competitive. They further state that managers must convert their organizations into agents of change, using the present to recreate the future. Changing people within the organization is not easy, but it is up to the manager to create methods that lead his team to better professional and personal performance, especially when competitiveness dictates market rules.

While it is not an easy task to change people's behaviors and attitudes, it is a natural consequence of one's leadership style and how one acts in the organization. A leader is the one who receives the feedback of the followers and seeks to reformulate methods and processes based on the real needs of the members of the group because he believes that since they are constantly involved in the process, they understand the difficulties better (Panaccio et al., 2020). Therefore, servant leadership seeks to reformulate the processes to obtain a better return from the team. With this commitment to meeting anxieties and eliminating the group's difficulties, the server leader thinks about people and can subtly affect the process of change in the organization, a feat that is

not easily achieved by other leadership styles. Leadership types like the autocratic cannot change the organization, or they can only manage by exerting pressure.

Organizational Commitment

According to Olesia et al. (2018), commitment is an essential issue in an organization; it concerns one's eagerness to go beyond one's regular duties. Like a magnetic force attracting metallic objects to one another, the willingness to perform one's duties and to fulfill one's responsibilities helps to accomplish the mission and goals of an organization.

Methodology

The purpose of this non-experimental quantitative study was to explore the relationships between servant leadership characteristics of school leaders and students' academic achievement in selected public schools and investigate the organizational health of the organization, as well as to explore which, if any, additional variables might affect student achievement. This research is aimed at answering the proposed research problems adequately. Developing a research design involves representing a blueprint (Creswell & Creswell, 2017) for the collection, measurement, and analysis of data obtained for the study (Khan, 2014). However, the research problem gives direction for the research design. This study was developed as a quantitative approach to test the hypothesized relationship between servant leadership, student achievement, and organizational health in a school setting. The design included several forms of descriptive statistics and simple and multiple regression analyses. Data were obtained directly through surveys of the school leaders as teachers.

The main set of results is based on a regression analysis of the survey data as the independent variable and the student achievement data as the dependent variable. The educational areas were selected by well-known variables typically used in the educational assessments of student achievement, such as state standardized test scores like the State of Texas Assessments of Academic Readiness (STAAR) for math, reading, writing, science, and social sciences.

Research Questions and Hypothesis

This research addressed the following research questions:

1. What are the relationships between the health of the organization and students' achievement scores in public schools; and
2. What are the relationships between the health of the organization and the servant leadership of the teachers in public schools?

Hypothesis

Based on available research, this study hypothesized that in the selected schools, the servant leadership of school leaders and teachers affects student achievement and, accordingly organizational health of the institution.

H1: The servant leadership of school teachers positively influences the organizational health of the institution in the selected schools.

Ho1: The servant leadership of school teachers does not influence the organizational health of the institution in selected schools.

H2: Thee servant leadership of school teachers positively influences student achievement in selected schools.

Ho2: The servant leadership of school teachers does not influence student achievement in the selected schools.

Population Sample

This research was conducted in the selected public schools in three districts in Houston, Texas. The researchers approached the 1096 potential teacher participants for this study. Following convenience sampling procedures, the information related to the recruitment of research participants was sent online. The sample size for this research might not be representative of all of the schools or the public-school system; however, the outcomes of this research are anticipated to be generalizable to a set of public schools having a similar size and student composition. Moreover, the results are also expected to represent public schools in states with similar socioeconomic and demographic characteristics.

For this study, the dependent variable was student achievement, measured using state data from standardized tests. The level of servant leadership was used as the independent variable, obtained through the Organizational Leadership Assessment (OLA) survey data. In the survey, a section measured organizational health. To the extent that servant leadership might be an important factor in student achievement, the coefficients of this variable are expected to remain statistically significant, even after the inclusion of these control variables in the regressions.

Laub's (1999) Organizational Leadership Assessment (OLA) was used as instrumentation. Laub developed this instrument to assess the characteristics of servant leadership and organizational health. It is well suited to analysis in an educational context like the one used in this study. Laub (1999) indicated that the cumulative instrument reliability was .98. Horsman (2017) and Ledbetter (2019) also conducted reliability tests for the OLA and reported equal or higher scores of reliability. Also, using the OLA, Miers (2004) obtained a comparably high-reliability score of .987 (Laub, 1999).

The OLA was established through the demanding Delphi Survey research process, which utilized a panel of 14 servant leadership professionals who agreed that the three parts of the Delphi process assessed the characteristics of servant-minded organizations. These characteristics are clustered into six main areas that relate to how a healthy organization functions (Laub, 1999): values people, shares leadership, develops people, builds community, displays authenticity, and provides leadership.

The OLA consists of 66 survey questions using a 5-point scale (1 = *no response or undecided*, 2 = *strongly disagree*, 3 = *disagree*, 4 = *agree*, 5 = *strongly agree*). As in the OLA survey, the results regarding the functions of servant leadership—values people, shares leadership, develops people, builds community, displays authenticity, and provides leadership—are interpreted as distinguishable factors that contribute to the larger whole: servant leadership. For the data collection, the researcher had two possible types of information and data, primary and secondary data, needed to achieve the research objectives.

The data analysis in this research, servant leadership behavior (the independent variable) and students' academic achievement (the dependent variable), and organizational health (the independent variable) were expected to be somewhat correlated. Both univariate and multivariate analyses were used to analyze these variables to ensure that the regression results were as robust

as possible. Thus, potential issues concerning data and violations of normality and regression assumptions were identified and tested for normality, linearity, and homoscedasticity (Warner, 2017). Given the results of these tests, variable transformations, adjustments to coefficient standard error, and additional variables were conducted as necessary. Data analysis was conducted using SPSS.

Brinkmann (2014) emphasized ethical issues, arguing that ethical issues are important to encourage research value. The issues a researcher faces include the preservation of the information, whether personal or confidential, obtained from respondents through the survey. Therefore, the researcher followed ethical guidelines to stress these issues.

Theoretical Framework

Bandura first introduced social learning theory terminology into the area of education in the 1960s. He pointed out the importance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Bandura's (1977) social learning theory was used as the theoretical framework for this study. Based on the theory, people learn from one another through observation, imitation, and modeling.

Bandura (1977) indicates that most human behavior is learned observationally through modeling; teachers are naturally role models, which helps prepare students for the future. Teachers are leaders in the classroom, and their leadership should contribute positively to students' performance and the general atmosphere at the school. As leaders in the classroom, teachers need to be visionary and exemplary and serve as prototypes. Gage and Berliner (1998) consider observational learning, modeling, and mentoring as the essential components of Bandura's social learning theory, much of which deals with learning by observing behavior. For Bandura, it is important to understand that for learning to take place, effective modeling must occur.

Results

The levels of servant leadership of the teachers were determined using the OLA. Servant leadership is used to determine the population's interests (Spahr, 2016). In this case, teachers considered the needs and interests of students above their own and were dedicated to the development of the students. Servant leaders focus on building community, practicing authenticity, providing for the good of those they lead, and sharing power for the good of each person in the classroom (Prichard, 2017). Servant leaders also have a concern for the organization and the employees working in the organization (Laub, 1999). The OLA was developed to test the degree to which leaders possess servant leadership qualities.

The OLA developers divided servant leadership measures into six key areas. In healthy organizations, the leadership must display authenticity, provide leadership, share leadership, value people, develop people, and build community (Laub, 1999). The degree to which a leader demonstrates these qualities and the average number is measured on a numerical scale, as shown in Table 1. As Table 1 shows, teachers who fall in the range between 4.5 and 5.0 are associated with optimal organizational health and are regarded as servant leaders. Similarly, those who fall between 4.0 and 4.49 are associated with excellent organizational health and are regarded as servant leaders.

Similarly, teachers who fall between 3.5 and 3.99 are associated with moderate organizational health and are seen as being positive and paternalistic. The teachers who fall between 3.0 and 3.49 are associated with limited organizational health and are regarded as negative

paternalistic. In contrast, teachers who fall between 2.0 and 2.99 are associated with poor organizational health and are regarded as autocratic leaders. Finally, teachers who fall between 1.0 and 1.99 are associated with toxic organizational health and are regarded as autocratic leaders.

Table 1

Servant Leadership Score Ranges

Score Range	Organizational Health Level
4.5 to 5.0	Servant Leader (Optimal Health)
4.0 to 4.49	Servant Leader (Excellent Health)
3.5 to 3.99	Positive Paternalistic (Moderate Health)
3.0 to 3.49	Negative Paternalistic (Limited Health)
2.0 to 2.99	Autocratic (Poor Health)
1.0 to 1.99	Autocratic (Toxic Health)

Demographic Characteristics

The demographic characteristics of teachers recruited in this research are displayed in Table 2 shows that approximately 58.3 % ($n = 211$) of the teachers recruited in this research were females, and about 41.7 % ($n = 151$) of the teachers were male.

Table 2

Gender of Teachers

	Frequency	Percent
Male	151	41.7
Female	211	58.3
Total	362	100.0

Table 3 indicates that 53.3% ($n = 193$) of the teachers were 26-35 years old. Moreover, about 31.5% ($n = 114$) of the teachers were 36-45 years old. Additionally, the remaining teachers belong to different age groups. For example, about 4.1% of teachers were aged between 18-25 years ($n = 15$), about 7.7% of teachers were aged between 46-55 years ($n = 28$), and the remaining 3% of teachers were aged between 56-65 years ($n = 11$).

Table 3

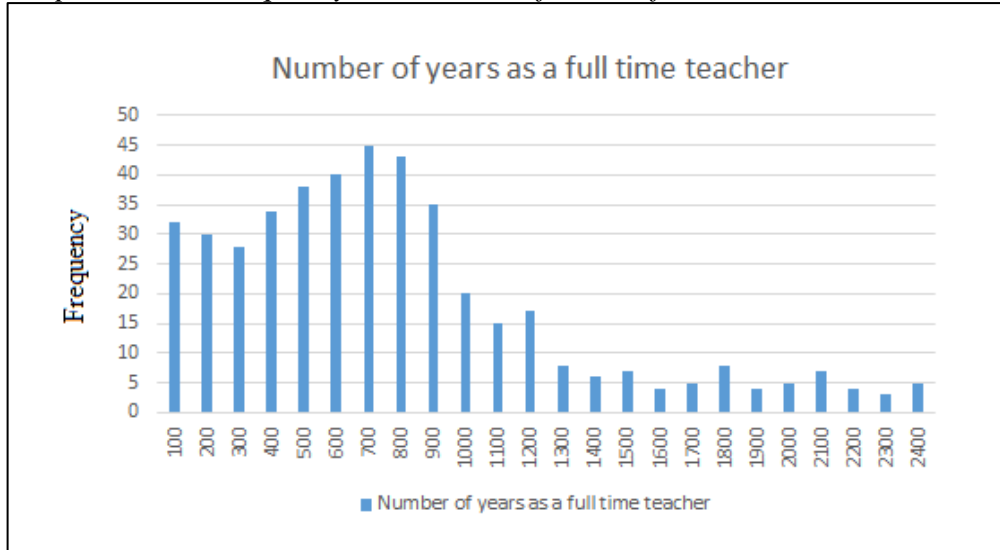
Age of Teachers

Age	Frequency	Percent
18-25 years	15	4.1
26-35 years	193	53.3
36-45 years	114	31.5
46-55 years	28	7.7
56-65 years	11	3.0
over 66 years	1	.3
Total	362	100.0

Figure 1 shows that about 48 teachers recruited in this study had eight years of experience as full-time teachers, and 41 teachers had only nine years of experience as full-time teachers. Furthermore, about 39 teachers had seven years of experience, and 35 had four years of experience.

Figure 1

Graph Between Frequency and Number of Years of the Full-Time Teacher



Note. 100 indicates 1 year in the figure above.

As shown in Table 4, the scale of the OLA survey indicated that all mean statistic scores fell within the servant leadership category under the designation of “excellent health.”

Table 4

Descriptive Statistics

	N	Mean	Std.	Skewness	Kurtosis		
					Std.	Std.	
	Statistic	Statistic	Deviation	Statistic	Error	Statistic	Error
Mathematics	362	86.81	7.99	-1.03	.12	-.36	.25
Reading	362	82.71	8.37	-.19	.12	-1.38	.25
Science	362	82.74	8.24	-.93	.12	-.11	.25
Social Science	361	80.07	14.70	-.84	.12	-.14	.25
Values People	358	4.21	.71	-1.90	.12	4.33	.25
Develops People	360	4.19	.77	-1.73	.12	3.25	.25
Builds Community	360	4.22	.65	-1.72	.12	4.21	.25
Displays Authenticity	361	4.16	.79	-1.60	.12	2.67	.25
Provides Leadership	361	4.20	.73	-1.67	.12	3.14	.25
Shares Leadership	359	4.15	.78	-1.81	.12	3.28	.25
Job Satisfaction	361	4.44	.55	-2.26	.12	8.89	.25

The ranges of the scores were calculated for each of the teachers in each of the six areas of servant leadership. Concerning this method, teachers can have a mix of different levels of servant leadership traits. For instance, a teacher may score high on the ability to provide leadership but may score low on the degree to which they value people. Ideally, the perfect teacher leader would have high scores in all six areas. However, only a few teachers would obtain perfect scores in all servant leadership areas. As shown in Table 4, the scale of the OLA survey indicated that all mean statistic scores fell within the servant leadership category under the designation of “excellent health.”

Pearson Correlations

Pearson’s correlational statistical test was executed to identify the direction and strength of two different variables. The correlation coefficient in this particular test may be identified between the numerical ranges of 1.00 to +1.00. Within the research of statistical testing, three different kinds of correlation could be identified between any two variables, including negative, positive, and no correlation.

The significance value of two variables, including students’ science achievement scores and social science achievement scores, was less than 0.05, indicating that their values of servant leadership change these variables. If the values of servant leadership were to be improved, it would improve the student's achievement scores and the organization's health. See Table 4.

Table 5
Correlations Among Four Independent Variables (n=358)

Correlations		Values
Math	Pearson Correlation	.781*
	Sig. (2-tailed)	.034
Science	Pearson Correlation	.726**
	Sig. (2-tailed)	.000
Social Science	Pearson Correlation	.729**
	Sig. (2-tailed)	.000
Reading	Pearson Correlation	.724
	Sig. (2-tailed)	.652
Values	Pearson Correlation	1
	Sig. (2-tailed)	

Note. * = and ** =

Discussion

The implication of the servant leadership style can be depicted by the level of servant leadership that is also investigated in the study. The results showed that the servant leadership score ranged from 1.0 to 5.0. The findings of the present study are supported by Thompson's (2015) study, which stated that the organizational performance level is affected by the servant leadership score. In Thompson's study, servant leadership with a score of 1.0-1.99 was evident by the poor performance of the organization, whereas servant leadership with a score of 4.4-5.0 was evident by the optimal performance of the organization. This reflects that the servant leadership score should be rated high to achieve efficient organizational performance.

Barbuto and Wheeler (2021) described servant leadership as an altruistic calling due to "a leader's deep-rooted desire to make a positive difference in others' lives" (p. 318), giving Mahatma Gandhi and mother Theresa as examples. Heyler and Martin, (2018) argued that a servant leader chooses first to serve, and then as an outpouring of that desire comes an aspiration to lead others.

Servant leadership behaviors enhance employee commitment in healthcare organizations that include a commitment to the people's growth (Olesia et al., 2018), listening (Panaccio et al., 2020), and social responsibility (Moll et al., 2016). In our study, organizational health scored 4.4-5.0, so it can be said that the organizations we studied were healthy from the perspective of servant leadership.

Bandura's (1977) social learning theory was applied to this study. The theoretical framework emphasizes that individuals possess the capability to symbolize, self-regulate, self-reflect, and learn through modeling. In light of this theory, students enrolled in particular educational institutes are capable of reacting to situations. Different concepts related to the social cognitive theory apply to the thoughts and actions adopted by servant leaders. The theory believes that human behavior must be described regarding the reciprocal interaction between cognitive or personal, behavioral, and environmental determinants. Cognitive processes are the first mediators of behavior. But people can incorporate the consequences of previous actions into their future efforts. In social cognitive theory, an essential part of behavior results from vicarious learning or imitation (Bandura, 1991/2014). According to Schmidt (2019), academic group leaders in our study, the teachers are important role models in terms of scientific rigor and aspects such as lifestyle, relationships, worldviews, and ethics (Moll & Kretzschmar, 2017).

The study also found that leadership models vary according to the characteristics of schools. In most school systems, one would expect to see a larger degree of variability than appears in this sample; that is, one would expect to find a mix of personalities and leadership styles within a school district. This would produce a higher standard deviation than this sample set. The question is whether the low standard deviation scores and consistent results reflect the characteristics of the teachers within the school system, as has already been discussed, or whether there is another explanation for the consistent answers obtained on the subscales. The school system may hire and train its teachers to produce a high degree of servant leadership within the system (Thompson, 2015). Servant leaders must maintain employees' motivation, making them realize that they are integral and essential parts of the company's processes (Yang et al., 2018).

It could also be that those who already possessed a high level of servant leadership regarding the values people subscale and a high degree of caring for the outcome of the school community were the ones who volunteered to take the test. In this case, the low degree of standard deviation from the mean may result from sample bias—even though the researcher used random sampling techniques and was not in control of the final sample makeup (Russell & Stone, 2021). If this is the case, the results of the study reflect only the teachers with a high level of servant

leadership qualities, and those other teachers within the school system who do not possess these qualities are not reflected in the results (Spears, 2017). Heyler and Martin (2018) emphasized that a person's level of integrity should also be a better predictor of their decisions than their age or education level. Wahyuni et al. (2018) indicate that servant leadership significantly influences teachers' work satisfaction and performance.

The only way to test and determine if sample bias has occurred in the current research study would be to re-administer the Organizational Leadership Assessment (OLA) to a higher number of teachers within the district. Here, OLA is the independent variable to be correlated with student achievement, which is the dependent variable. Students' academic achievement was defined based on standardized test results in Houston. However, if the retest results were the same, then it would suggest that perhaps the school culture is what promotes a high level of servant leadership. If the retest results were different, even though a random sampling technique was used, it would indicate that there might be some degree of sample bias in the current study. Consequently, re-administering the test would help improve the survey instrument's reliability (Wong & Cummings, 2019).

The OLA is designed to be used in several ways and for different purposes (OLA Group, 2017). For instance, it can determine how an organization views its culture and leadership. It can also determine changes in organizational culture over time. Moreover, it can also be used to demonstrate the perceptions of different subgroups within an organization about leadership (OLA Group, 2017). Saleem et al. (2020) pointed out the importance of practical implications for managers looking to promote leadership, trust, and performance in subordinates. Most of these components were covered in the OLA survey.

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