



Development of the School Principals' Servant Leadership Behaviors Scale and Evaluation of Servant Leadership Behaviors According to Teachers' Views

Abdurrahman Ekinci ¹

Abstract

The purpose of this research is to develop a scale describing the servant leadership behaviors for school principals and also evaluation of school principals' servant leadership behaviors according to teachers' views as based on this developed scale. For this purpose, a scale outline was firstly formed based on literature and was presented to experts to take their opinions. According to experts' feedback, nine items were taken from the outline. The obtained data was analyzed by superimposing the outline scale with 39-items on 363 teachers who work at primary schools. A construct of five-dimensional (altruist behaviors, empathy, justice, integrity, humility) and 36-items were produced at the end of Exploratory Factor Analysis (EFA). In the second stage, 262 teachers' views were obtained from the implementation of the developed scales were analyzed descriptively. According to the obtained results, it was determined that "School Principals Servant Leadership Behaviors Scale" (SPSLBS) was a valid and reliable measurement. Also, there are significant differences according to teachers' views on school principals servant leadership behaviors, based on factors such as teacher gender, duration of time working with current principals, school principals membership in professional associations, and whether or not the teacher and principal are in the same association.

Keywords

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Introduction

In the management literature, studies about leadership behaviors occupy an important role. Most of those studies examine leader and follower relationships. (Argyris, 1976; Gronn, 2002; Luthans, 2002; Starratt, 2001). The servant leadership concept is also shaped based on this approach. A number of studies about leadership in recent times have focused on the "servant leadership" theory. While some of those studies developed a conceptual and relational approach, others focused on the tool of development of servant leadership behavior. (Argyris, 1976; Gronn, 2002; Luthans, 2002; Starratt, 2001).

¹ Mardin Artuklu University, Faculty of Literacy, Department of Educational Science, Turkey, aekinci74@yahoo.com

Greenleaf, who spent an important part of his life researching and studying management and education, was the developer of the servant leadership concept and published "The Servant as Leader" in 1970 (Spears, 2002).

In addition to his experience that he gained in half a century of working in management and research, the concept is also based on Herman Hesse's short novel called "Journey to the East." After he read this book he concluded that the real leader first serves others and is then accepted by others as the leader. After Greenleaf put forth his servant leadership theory, he founded the "Center for Applied Ethics" in 1974 to apply his studies in the management field. After his time, the center's name was changed to the "Robert K. Greenleaf Center" and it has published many important studies and research findings in the area of servant leadership (Spears, 2002).

The servant leadership theory that was developed by Greenleaf has gained widespread interest in literature and also has been the subject of many research studies (Buchen, 1998; Collins, 2001; Dennis & Winston, 2003; Page & Wong, 2000; Patterson, 2003; Russell, 2001; Russell & Stone, 2002; Spears, 1998). According to Greenleaf (1977), in the process of servant leadership service is manifested as an internal situation and later is a conscious leader behavior. For this reason, unnatural service is not meaningful.

Greenleaf (1977) articulated that servant leaders can gain leadership skills through serving their workers. Servant leadership behaviors and attitudes about serving, rather than planned and targeted, should be seen as a kind of heartfelt and enjoyable endeavour. Otherwise, intended behaviors will be ostensible and only intended to win recognition. This kind of artificial behavior seeks to win approval and is easily detectable by interlocutors.

According to Greenleaf, servant leaders lead through service. In this manner, servant leaders create a leadership style not with a predominance of authority but rather with worker autonomy that allows individuals to internally adopt the organizational process. According to this perspective, the interests of servant leaders are their followers. The followers interests, needs, and expectations are important for a leader. In this regard, the leader-followers relationship is the focus of servant leadership. Patterson (2003) also describes servant leaders as focused on their followers' needs and interests; the work environment is organized like a living area. He describes servant leaders as having personality characteristics such as virtue, high moral merit, integrity, and good will. Spears (2002) also acknowledges that the most important source of servant leadership is personality. One important source of servant leadership also is to have a humble and harmonious leader who aims to solve people's problems via these behaviors and have a positive affect on their interlocutors.

Covey (2002) describes the servant leader as having the characteristics of humility, reverence, open-mindedness, eagerness for learning, respectfulness, helpfulness, determination, and someone who also has an attitude and action based on these characteristics. According to Covey, the criteria of the level of servant leadership is based on those characteristics that are internalized and turned into continual action.

Leadership characteristics are discussed in the studies on servant leadership as being generally structured based on positive attitude, personality and behaviors. In this context, generally in literature about servant leadership the dimensions are accepted as empathy (Spears, 1998), trust, vision, sacrifice, humility, strengthening, supporting, and altruism (Dierendonck & Nuijten, 2010; Farling, Stone and Winston, 1999; Page & Wong, 2000; Patterson, 2003; Russel, 2001).

One of the most important reasons why servant leadership dimensions are studied in such different dimensions is because it can be stated that servant leadership dimensions, as yet, haven't been developed in a common and accepted manner. When the related literature was reviewed, it was revealed that there needed to be a servant leadership scale developed and oriented on the basis of leader's-followers behaviors by different dimensions and acceptable by different scholars.

Dimensions of Servant Leadership

In studies, servant leadership behaviors are handled by different dimensions. For example, while Bennis (2002) put emphasize on “trust” in his servant leadership model, and also pointed out that “trust” is carved out of a focal point of servant leadership, Covey (2002) believed in the underlying values of vision and harmony.

On the other hand, in the literature, the studies about servant leadership mostly handled a multi-dimensional perspective. One of the main reasons for this trend was because of servant leadership based on behavioral, relational and emotional concepts. Also, it has complicated characteristics and for this reason the belief is that it is not easy to measure in one-dimension (Sendjaya & Cooper, 2011). For this reason, when the studies have examined, it could be concluded that it is possible to say, the studies are handled by different dimensions. However, the dimensions related to the servant leadership as a conceptual idea are connected and related with each other. For instance, Dennis and Bocarnea (2005) elucidated that servant leadership has different dimensions such as, creating a shared vision, confidence and caring, being reliable, having modest attitudes and behaviors and empowering their followers.

Spears (1998), specified the ten characteristics of servant leadership. Those are: empathy, listening, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people and building community. Patterson (2003), in his study, mentioned the seven components of servant leadership. These are, humility, altruism, vision, trust, empowerment, service, and follower's agape. Page and Wong (2000) concluded that dimensions such as, empowering and fostering followers, humility, service, vision, integrity, sincerity, participative and inspirational elements are components of servant leadership.

Laub (1999), has seen servant leadership beyond the other leadership styles. According to Laub, servant leadership is more complicated than other leadership styles. In this complexity there are deep bonds formed between leaders and followers and also more internal, emotional and personality elements. In this context, Laub, by the development of servant leadership dimensions, has been an important reference in developing servant leadership scales. Laub focuses on servant leadership dimensions such as, esteem and support for followers, building community, empowering and fostering growth among followers, sincerity, sharing responsibility and leadership.

On the other hand, Farling, Stone and Winston (1999) examined servant leadership based on the behavioral and relational field and they emphasized dimensions such as vision, service, impact and trust. Barbuto and Wheeler (2006) pointed out servant leadership behaviors based on the frame of their developed “servant leadership scale” in five dimensions, such as, altruistic behavior, making favor without expectations, ability of persuasion, wisdom and abilities of organizational management. They conducted research in the area of servant leadership and many different scales had been used but the most common scales were developed by Laub's (1999) organizational leadership scale and by Barbuto and Wheeler's (2006) servant leadership scale.

The researchers who study on servant leadership and explain its dimensions are generally focused on leader personality and emotional aspects and characteristics. Likewise, they are interested in behaviors and specialities that are performed in those frames. Servant leadership theory is shaped by personal characteristics, based on behavioral reflections and effects on followers via service. Therefore, servant leadership can play more functions on school process' because the school is based on an operating system that is dominated by human relationships. In this regard, it is possible to say that developing a school principals' servant leadership behavior scale will make a contribution to the school management field.

Even though the scale development studies are a heavily technical process, actually its reflects a social phenomenon to explain allegations that are based on a certain conceptual frameworks. In this respect, theoretical framework is also very important in terms of the logical validity of the scale (Şencan, 2005).

Based on this understanding, in this research five dimensions were selected especially based on accepted related literature. One of the most important criterion in the process of the selection of servant leadership dimensions was especially that it represented the attitudes and behaviors of leaders towards followers. Those dimensions are determined as based on school principals' behaviors intended for teachers. Those dimensions are, empathy, altruistic behaviors, humility, integrity and justice.

Empathy: According to Spears (1998) one of the dimensions of servant leadership is empathy and it includes important elements such as relations, active listening, and social interactions. DeGraaff et al. (2001) implies that about 45% of energy is wasted in the social dimension of organizations, because of misunderstanding, misconceptions, and communication problems. It can be concluded particularly that comprehension of emphatic communication will significantly decrease communication problems and conflicts. DeGraaff et al. (2001) pointed out that the lack of empathy in organizational operation can bring difficulties to recognize about others' expectations and also the expectations that the organization has for them. Empathy is an important dimension of servant leadership. For this reason, it is very important in this stage for the leader to have an effective listening ability and to make other people feel that they are understood by the leader. According to Kuzgun (2006) emphatic ability means that in the communication process a person can posit others, feel like them and understand, and also reflect to others that they understand them. According to Gander and Gardiner (1993) empathy is an important pre-condition for sharing, helping and other altruistic behaviors. It is considered that it will also play a key role in servant leadership such as helping others, sharing and altruistic behaviors because those are also dimensions of servant leadership.

In the servant leadership approach, empathy plays a role as developing and preserving the individual's personality and characteristics. Leaders, develop a view that each person is valuable and has a unique entity and they care about their feelings and needs (Spears, 2004). According to Taylor (2002) an effective servant leadership behavior primarily depends on whether the leader is an effective listener and whether, in the real context, they are giving interlocutors the message that they understand and are engaged with them or not.

In this context, it is important for teachers to feel that their principal has developed an approach that will allow for them to feel understood and have their difficulties and needs considered. In this context it is possible to state that teachers can accept their principals as a leader and correlate with an internal link and show a more sincere and friendly manner in which the target can be directed.

Altruism: Altruistic behaviors refers to the approach that the leader focuses on their followers' needs and expectations rather than their own. Greenleaf (1977) pointed out that in leadership one of the most important characteristics is to be internally conscious of serving others. In addition, Avolio and Locke (2002) stated that altruistic attitudes and behaviors will create positive effects on organizational processes such as worker's commitment, sense of belonging, and dedication. Purkey and Siegel (2002) pointed out two important characteristics from Greenleaf's servant leadership approach. First, without service aspects, leadership will be selfish, self-oriented and ineffective rather than being empathetic, group-centered, and effective. Second, leadership demands instruction and counseling but more importantly it demands that the leader is a model for others in how to serve. If the leader puts first other's psychological and social needs they will be a good model for their followers. In this way, because of the altruistic behaviors, there will be function of reciprocity in organizational socializing, communication, collaboration, belonging, commitment, organizational citizenship and satisfaction. Altruistic behaviors focus on the follower's needs and expectations and solving their problems, rather than ambition and selfish behaviors and attitudes. (Sendjaya & Cooper, 2011). For this reason, one of the most important pre-conditions based on service is rather than focusing on himself, the leader must put first the other's needs and interests.

Humility: One of the important characteristics of servant leadership is humility. This characteristic also enables leaders to recognize social borders in communication. In this way, servant leaders don't neglect to get the support of others to overcome and accept their limits (Dierendonck &

Nuijten, 2010). In social relationships, humility enables sincerity and respect to grow and causes followers to engage closely with their leader (Patterson, 2003). Otherwise, arrogance and selfish attitudes and behaviors create barriers to the followers who have developed sincerity and commitment. It is thought that servant leadership can be powerful based on internal commitment and for this reason, humble attitudes and behaviors could be more important in this context.

Integrity: Integrity refers to a condition based on trust and internal confidence about people who a person is interacting with and in consistent words, attitudes, and behaviors (Harter, 2002). As a result, this situation brings trust in the leader and organization. Greenleaf (1977), believed that moral values are central in servant leadership. If you suspect a person's integrity this will be a barrier to trust and this problem will also prevent sincerity, commitment, and acceptability. For this reason, one of the important servant leadership dimensions is cultivating integrity to build honesty (Cassel & Holt, 2008). Ayrica, Joseph and Winston (2005) conducted research in which it was discovered a positive correlation existed when workers have the perception that their leader is acting as servant leader they are more likely to trust their leader and organization.

Justice: Justice in social relationships expresses a perspective of understanding and observance of the rights of individuals to get what they deserve (Cevizci, 2010). Servant leaders exhibit attitudes and behaviors of fairness in the organizational process with tasks, sharing of sources, and evaluation of workers. The conducted research found a positive relationship between managers' fair behaviors and attitudes and workers' sincere acceptance of sacrifice, commitment, and dedication (Konovsky and Pugh, 1994; Niehoff & Moorman, 1993; Organ, 1990). For this reason, fair attitudes and behaviors are very important in the servant leadership concept because it is based on internal processes and relationships.

In this study, much evidence was found that the five key dimensions of servant leadership behaviors have positive effects on workers in the organizational process. (Block, 1993; Spears, 2004; Ehrhart, 2004, Sturm, 2009; Taylor et al., 2007; Walubwa et al. 2010). Burbach, Barbuto and Wheeler (2003) pointed out that serving followers is the main dimension of servant leadership. For this reason, "serving" is the key identifier and the priority concept in servant leadership. As a priority is focusing on followers' needs, it also plays a function as a source of inspiration for followers to build in the organizational process: cooperation, commitment, team work and social capital. By this kind of output, it can be concluded that servant leadership has a critical value in terms of educational organizations.

According to Crippen (2005), servant leadership will play a functional role in schools, as an effective leadership and management model. DeFour (2001) also stated that school managers who seriously embrace their role as a servant leader will endeavour to establish a school that will work in shared vision and in cooperation.

Sergiovanni (2006) emphasized that servant leadership has considerable overlap with school management tasks. The main role of the school principle is directed to providing fulfillment about services produced in school. In this process, the school principal shows effort to anticipate the needs and expectations of the school community, and workers provide quality services to the institution's functioning. This effort corresponds to an important part of the factors considered in the context of servant leadership.

Purpose and Importance of Research

The purpose of this research is to develop a scale describing the servant leadership behaviors for school principals and also to evaluate school principals' servant leadership behaviors according to teachers' views as based on this developed scale. Additional to this main purpose, the research identifies servant leadership behaviors for school administrators to determine which dimensions consist and encourage the studies in the context of the school managers' servant leadership. It seeks to determine and evaluate school managers' servant leadership behaviors and contribute to the efforts that differentiate servant leadership from other types of school leadership. In the related literature, although there are some scales for determining the servant leadership behavior, it is believed that there is a required need for developing a multidimensional structured, valid, and reliable scale for

behavior related directly to “school servant leadership.” Besides, the conducted research has not found a scale to have been developed for servant leadership behaviors in Turkey. In addition, it was determined that school principals’ servant leadership behaviors also have not been sufficiently investigated.

For this reason, it has seemed significant in this research to develop a scale describing the servant leadership behaviors for school principals and also for evaluation of school principals’ servant leadership behaviors.

Method

This research was conducted based on the descriptive research design. The main purpose of the research in the first stage was to develop a valid and reliable scale describing the servant leadership behaviors for school principals. The purpose of the second stage was determining and evaluating school principals’ servant leadership behaviors in terms of different variables, according to teachers’ views as based on the developed scale. Both stages are explained in detail below.

I. Stage

Process Regarding Measuring Tool

The process of developing “School Principals Servant Leadership Behaviors Scale” (SPSLBS) is primarily related to literature that was scanned and the scales about servant leadership (Barbuto and Wheeler, 2006; Dierendonck and Nuijten, 2010; Laub, 1999; Sendjaya and Cooper, 2011) were examined. At the end of the examination process of the literature dimensions were identified that can measure servant leadership in the best way. In this process, five dimensions were determined from the research in the literature as being widely shared in the servant leadership concept; for each dimension the best items were determined based on theoretical concepts (Tezbaşaran, 1997) that had been established. During this process, 48 items formed an items pool from literature and additional consultation of teachers, school managers and supervisors. For the content validity of the measuring tool, field professionals were consulted (Balci, 2001).

For this reason, five scholars were consulted on their views in the field of education science. Based on the views of the scholars, necessary adjustments were made in the draft and nine items were eliminated because the expression and means were deemed inappropriate and could be interpreted in different ways. In its final version of the draft scale, there were 39 items that were scored on the five leveled Likert-type scale as based on five dimensions: altruistic behaviors, empathy, justice, integrity, and humility. In the application, the draft scale items were directly sequenced, without making any determination by dimensions on scale. To the draft scale there was added an explanation for participants about the aim of the research and rudiments of what was expected from them, and also 8 items to provide personal information about respondents. As a result of the arrangements, the scale draft was applied to 470 teachers who were working in primary schools by the researcher for determining reliability and validity. In the application process, in order to collect the data in an ideal way, specific permission was acquired from the relevant authorities and the scale was distributed to teachers in schools and also collected by the researcher in the same day.

Participants were asked to give an opinion of the level of the behavior represented in each item by their principal and to consider how often the behaviors were carried out by them from the options of: “always,” “mostly,” “sometimes,” “rarely,” and “never”. To have all of the items positively regulated on scale, the scale was scored as 5, 4, 3, 2, 1. In this case, a high score illustrates high levels of servant leadership. In the final version, with 36 items, the maximum score that can be obtained from the servant leadership scale is 180, the minimum score is 36.

Study Group

The study group is determined by considering the principle of intended number of items to be a few times more for scale development studies (Balci, 2001), while determining the sample size in the study. 17 public elementary schools were identified by random sampling method from Batman province during the spring semester of the 2011-2012 academic year in order to create the study group. 406 from a total of 470 data collection tools distributed by the researcher to these schools made

a return. The 43 incomplete or incorrectly filled tools out of these were eliminated and the data was analyzed over the remaining 363 scales. Comfrey and Lee (1992) have evaluated that 300 or more respondents are a good level to establish factors. In this regard, the sample size achieved was considered sufficient. When the demographic characteristics of the respondents were analyzed, it was determined that 60.1% of the teachers participated in the study were male, 39.9% were female, while 57% of them were classroom teachers and 43% of them were branch teachers.

Data Analysis

For the collected data, descriptive statistics of correlation, Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were performed in accordance with the aims of the study. EFA was performed to determine the strength of dimensions formed according to literature, and the coalescence of items with relevant factors. Before the factor analysis, Kaiser-Meyer-Olkin (KMO) and Bartlett's test were performed in order to determine the compliance of data to factor analysis. The KMO value was .971, whereas Bartlett's Test of Sphericity value was found to be significant ($\chi^2=11848.5$; $p<.01$). The basis is formed by a KMO coefficient higher than .60 and a Bartlett's test with significant result for the compliance data to factor analysis (Büyüköztürk, 2004; Şencan, 2005). This value, which is found statistically significant (.971), is accepted as an indication that factor analysis can be made on data. As associated items form factors by coming together, and factors are interpreted more easily, the Varimax axis rotation technique was preferred. Cronbach Alpha and item-total correlations were examined for the internal consistency reliability coefficient of the scale, also test split method was calculated with Spearman Brown correction and the reliability of the scale was re-examined.

II. Stage

The second stage of the study aims to perform a comparative analysis of the developed scale in terms of different variables. SPSLBS, which showed a valid and reliable structure, was applied in sampled schools, and the findings were evaluated and discussed.

Study Group

The population for the study is comprised of 663 teachers working in 14 secondary schools, which were determined by convenience sample method in Batman city center. To reach the teachers in these schools, the convenience sample method was used (Fraenkel & Wallen, 1990). The data collection tool distributed by the researcher to schools was distributed to teachers, who wanted to participate as volunteers in the study, and was collected back on the same day. Analyses were performed according to 262 data collection tools, which were collected from teachers, who participated as volunteers in the study, and considered as valid.

Data Collection Tool

In the study, SPSLBS is used. Information regarding the validity and reliability processes for the scale is presented above. In the second stage of the study, the evaluation of servant leadership behaviors of school principals according to teachers' views was adopted as the main objective. For this purpose, seven questions were added to the present scale, with 36 items and 5 dimensions, in order to collect personal data about teachers and school principals. These questions were prepared to obtain data such as the gender of teachers, their employment duration with their current principals, their membership status to any union, the membership status of school principals, and if they are members, whether their membership is with the same union of the school principal.

Analysis of Data

In the second stage of the study, the collected data was analyzed to evaluate the servant leadership behaviors of school principals according to teachers' views, regarding several variables. In the performed analyses, the t-test and one-way variance analysis (ANOVA) were used in order to determine whether there is a differentiation regarding teachers' views in "school principals' servant leadership behavior scale" points, and the Tukey HSD test was applied to determine the source of the difference, in cases where the result was significant. The significance level was set at 0.05 for the analysis of the data.

Findings and Discussion

Findings based on evaluation of data obtained from this study were presented in two stages. In the first stage, the findings regarding the validity and reliability of SPSLBS were presented and discussed. In the second stage, the existence of a differentiation regarding average points was assessed for views about the "school principals' servant leadership behavior scale" in accordance with the personal data obtained from teachers forming the sample.

I. Findings Obtained During the Stage and Discussion

Validity of SPSLBS

In order to determine the factorial structure of the School Principals' Servant Leadership Behavior Scale, an exploratory factor analysis with data collected from 363 teachers working in primary schools was made, and the values for five factors of the scale, which are established on the theoretical basis, along with the distribution of current items, were determined. The suitability and adequacy of the data for factor analysis was tested before the initiation of factor analysis. For SPSLBS, the KMO value was 0.971, and Bartlett's test result was significant ($\chi^2=11848.5$; $p<.01$). The factorial structure resulting from this process is given in Table 1.

When Table 1 is analyzed, it is seen that the items forming the scale are divided into 5 different factors. Also, it was identified that none of the items of the measurement tool remained outside and the lowest load value had been above the .40 level regarding its relationship with the factors. The load values of the items being above .40 indicate that they are at a good level in terms of their relationship to the factor (Büyüköztürk, 2002). However, three items with difference among load values less than .10 in two factors were neglected (Tavşancıl, 2002) and 36 items remained.

In factor analysis, the items collected under five factors, which are obtained as a result of Varimax rotation, were investigated, and it was identified that there were 9 items under the 1st factor (altruistic behavior) 9 items under the 2nd factor (empathy), 8 items under the 3rd factor (justice) 7 items under the 4th factor (integrity) and 3 items under the 5th factor (humility). When the obtained findings are examined, it is possible to say that as a result of the factorial analysis of the servant leadership scale, which is theoretically based on the literature and expert opinions, evaluated in five core dimensions, and composed of items in this context, there is a very close distribution in accordance with its draft version.

Also, the relationship of items forming the scale with total scale points was investigated (Table 1). When the correlation coefficients were analyzed, it was observed that the r value was variable between .428 and .824. These findings suggest that there is a high level of correlation of each item with the total scale points.

Table 1. The Factorial Structure of School Principals' Servant Leadership Behavior Scale and The Correlation of Each Item with Total Points*

Item No	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	r*
14	,731					,774
10	,675					,715
13	,644					,808
12	,624					,798
15	,589					,755
16	,586					,746
9	,552					,751
11	,540					,754
20	,459					,778
7		,755				,600
4		,702				,715
5		,646				,787
2		,639				,765
8		,591				,742
6		,586				,802
3		,570				,723
21		,558				,741
1		,526				,758
39			,704			,782
34			,646			,699
37			,637			,685
33			,629			,658
32			,619			,722
36			,607			,635
38			,574			,506
35			,545			,588
23				,724		,527
28				,681		,727
27				,612		,761
29				,520		,732
25				,518		,702
26				,444		,820
30				,443		,721
19					,743	,428
18					,716	,577
17					,519	,712

*All values are meaningful at 0.05 level.

The eigenvalues, reliability and Cronbach Alpha Coefficients regarding each sub-factor of SPSLBS are given in Table 2.

Table 2. The Eigenvalues, Reliability and Cronbach Alpha Coefficients for the Sub-Factors of School Principals' Servant Leadership Behavior Scale

Factors	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
Eigenvalue	21,019	1,883	1,301	1,062	1,004
Explained Variance	53,895	4,828	3,337	2,724	2,574
Cronbach Alfa	,941	,935	,901	,909	,748

*(p<0.05)

When Table 2 is analyzed, it is observed that the first factor is stronger than others regarding the explained variance. While 53.89% of the total explained variance of 67.35% is explained by the first factor, 13.46% of the remaining variance is explained by the second (4.82%), third (3.33%), fourth (2.72%) and fifth (2.57%) factors respectively. It is stated that in any factor analysis, the ratio of the explained variance to the total variance should be 2/3 (Kline, 2011). Also, when the variance ratios ranging from 40% to 60% in social sciences are considered as adequate (Şencan, 2005; Tavşancıl & Keser, 2002), it can be said that, the obtained 67.35% reflects a quite good rate and the structural validity of the scale is realized on an acceptable level.

As factors with eigenvalues greater than or equal to 1 are considered significant in factorial analysis (Büyüköztürk, 2002), it is observed that the 36 items, for which their factor number is analyzed, are collected under five factors with eigenvalues greater than one. According to these results, it can be suggested that the scale has a five-factor structure. However, a decrease is observed in their eigenvalue from the first factor to the fifth factor, regarding their explained variance and eigenvalues. In other words, a decrease of contribution to the variance is observed in factors subsequent to the first factor. This situation can be interpreted as the more significant strength of the first factor against other factors, and that the scale can also be used with a single factor.

Table 3. Correlation Coefficients between the Sub-Dimensions of Servant Leadership Scale (N=363)

Factors	Total	Altruistic Behaviors	Empathy	Justice	Integrity	Humility
Total	1	,952**	,927**	,914**	,915**	,723**
Altruistic Behaviors		1	,883**	,805**	,834**	,648**
Empathy			1	,778**	,785**	,587**
Justice				1	,824**	,632**
Integrity					1	,657**
Humility						1

** p<0.01

The correlations of scale factors among each other and for the whole scale were calculated, and the results were given in Table 3. The table indicates that there is a high level of significant correlations of factors among each other and for the whole scale. As the correlation coefficient is .80 and above, data regarding the measurement of same structure is presented (Judge & Piccolo, 2004). When Table 2 and Table 3 results are analyzed together, it is possible to suggest that the scale can be used both with a single factor and multiple factors (Klein, 2005).

Confirmatory Factor Analysis (CFA)

The study of structural validity of the scale was conducted to test the five-factor structure of the scale determined by EFA. For this purpose, the LISREL program with CFA (Confirmatory Factor Analysis) was performed and analysis values were given in Figure 1. As shown in the figure, the 36 present items are divided into 5 main factors. The compliance indices and statistical significance levels regarding CFA are given in Table 4. The Chi-Square value ($X^2=1895.29$, $df=584$, $p<.01$) calculated for model data compliance is significant. It was observed that, all values regarding the model have good compliance values and these values are acceptable (Şimşek, 2007; Yılmaz & Çelik, 2009).

The path diagram regarding the model obtained by CFA is given in Figure 1. When Figure 1 is examined, it was observed that the standardized coefficients, which are obtained from CFA and show the relationship between the factors and items, are distributed between 0.55 and 0.87.

Table 4. Compliance Indices of the Scale regarding CFA Model

Fit Parameter	Coefficient
GFI	0.77
AGFI	0.74
RMSEA	0.079
CFI	0.89
df	584
χ^2	1895.29
χ^2/df	3.24

Standardize Solution

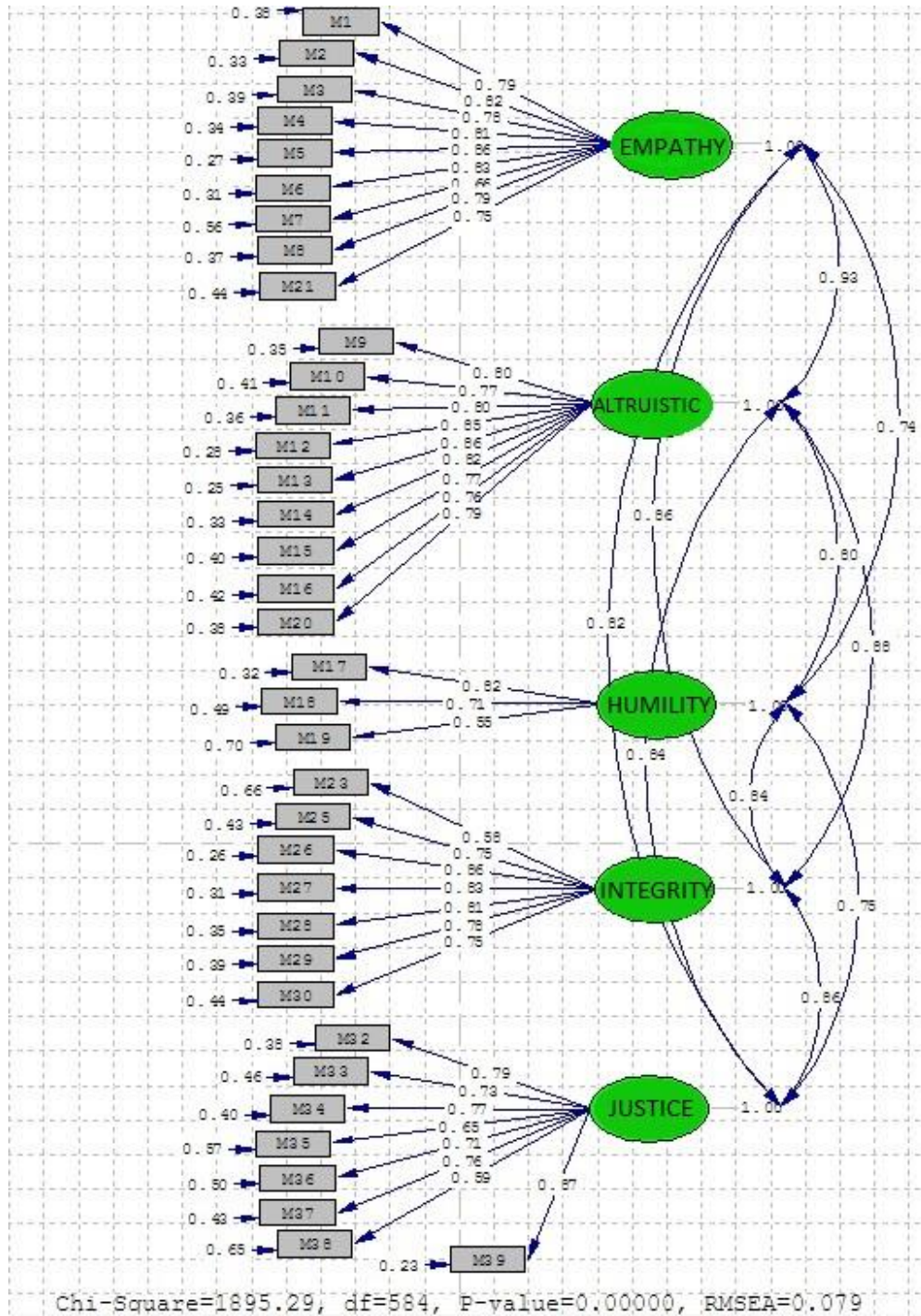


Figure 1. Confirmatory Factor Analysis Results

In Figure 1, the CFA results are seen for the five-factor structure, which are obtained by exploratory factor analysis. Standardized coefficients for the model indicate the relative importance of an item for its own size (Şimşek, 2007: 87). When the relationship between the dimensions was examined, it was observed that the highest relationship was between the dimensions of "empathy" and "altruistic behavior" (0.93), whereas the lowest relationship was between the dimensions of "empathy" and "humility" (0.74). When standardized coefficients were examined, it was found that the highest contribution to servant leadership behavior was realized by the 5th item for empathy, 13th item for altruistic behavior, 17th item for humility, 26th item for integrity and 39th item for justice dimensions.

Reliability of SPSLBS

The reliability of SPSLBS was measured by Cronbach Alpha internal consistency coefficient and test split reliability coefficient methods. Due to the difficulty in reaching the study group for the second time, reliability could not be examined by the test-retest method. This was considered as a limitation to the study. The Cronbach Alpha internal consistency coefficients of altruistic behavior, empathy, fair attitude and behavior, integrity and humility dimensions of the scale are found as .941, .935, .901, .909 and .748 respectively (Table 2). The .70 or higher value of Cronbach Alpha coefficient, which is used as a sub-estimator for the reliability of test scores, is generally seen as sufficient for reliability (Büyüköztürk, 2002; Büyüköztürk et al 2008). The test split reliability coefficient of the scale was found as .931 with Sperm Brown correction. These obtained results indicate that, the scale is adequately reliable to measure the servant leadership behavior of school principals.

In the literature search, it was identified that the scale studies related to the servant leadership behaviors show a multi-factorial structure (Barbuto & Wheeler, 2006; Dierendonck & Nuijten, 2010). In this study, a five-factor structure was obtained as well. It is considered that the obtained factors will prove functional for the determination of servant leadership behaviors of school principals in particular. In general, it was observed that the number of factors for scale development studies related to servant leadership varied between three (Dennis & Winston, 2003) and twelve (Spears, 1998). When the relevant literature is examined, it was identified that the scale development studies related to servant leadership can be adapted to many general and different organizational structures. In these mentioned studies, the identified limitations are the large number of factors and items along with a leader-focused structure (Dierendonck & Nuijten, 2010). In this study, the development of a scale is aimed from the point of view of teachers for relationships that can be considered in the context of servant leadership between school principals and teachers, by taking the unique organizational climate and culture of the school into account in particular.

II. Findings Obtained During the Second Stage and Discussion

The main objective in the second phase of the study was the evaluation of SPSLB in accordance with the opinions of teachers regarding several variables. For this purpose, the data derived from the application of the developed scale to a different group of teachers were comparatively analyzed regarding several variables, and the obtained findings were discussed.

Table 5. The t-test results of teacher opinions regarding school principals' servant leadership behaviours according to gender variable

Gender	n	\bar{X}	s	t	p
Male	158	3.91	.69	2.80	0.00
Female	104	3.61	.93		

* (p<0.05)

The t-test results obtained from the data derived from opinions of teachers regarding SPSLB according to gender variable are given in Table 5. According to the findings, significant differences were detected between the teachers' opinions regarding gender variable (p<0.01). Male teachers have evaluated servant leadership behaviors of their principals at a higher level than female teachers. It is

possible to interpret one of the most important reasons of these findings as the greater number of male school principals, and the fact that male principals can be more comfortable when exposing service-oriented behavior to their fellow colleagues.

However, no research was encountered in the literature to support this finding. In the studies of Cerit (2005); Salameh (2011); Balay, Kaya and Yılmaz (2014) and Han (2014), no significant differences were detected between the teachers' opinions regarding gender for school principals' servant leadership behaviors. Barbuto and Gifford (2010) studied the competence levels of men and women in terms of servant leadership. The obtained results showed that, there is no significant difference between male and female competencies in the context of servant leadership. These findings indicate that, the "gender" variable must be studied further with more detailed research including different methods in the context of servant leadership.

Table 6. Anova Results of teacher opinions regarding school principals' servant leadership behaviors, according to their employment durations with current school principals

Working lenght with current Principal	n	\bar{X}	s	P	Source of the differencies
Less than 1 year ^a	65	3.56	.80	4.86 (p>0.05)	b>a
1-3 year ^{ab}	183	3.85	.81		
4-6 year ^b	14	4.18	.49		
Total	262	3.79	.80		

* (p<0.05)

When Table 6 is examined, a significant difference was detected according to the employment durations of teachers with current school principals. In other words, it was observed that as the employment duration of teachers with current school principals increased, their perception regarding the servant leadership behaviors of their principals increases in the positive direction. In Han's (2014) study, the perception of teachers having longer employment durations with their current principals, increased in the positive direction regarding the servant leadership behaviors of principals. Beck (2010) has identified that, as the employment duration of the leader increases in the institution, the behaviors in the context of servant leadership increase as well. It is possible to associate one of the most important reasons of this case with the development of servant leadership behavior under the effects of communication, relationships and social interaction in general. In this scope, the significance of the behavior exhibited by leaders will definitely be based on time. In addition, Yavuz (2010) has identified that teachers having longer employment durations with their principals are listened to more by their principals. In this regard, it is possible to suggest that the teachers having longer employment durations with school principals make more sense of their behaviors in the context of servant leadership and school principals show significant behavioral integrity within this context. Also, Clercq et al (2014) indicate that, the high servant leadership perceptions of employees for their managers creates a positive perception for the work place as well, and this consequently increases the duration of employment in the same work place.

Table 7. Opinions of teachers regarding the servant leadership behaviors of their principals according to their union membership status

Union membership status	n	\bar{X}	s	t	p
Member	164	3.83	.74	1.07	0.28
Not member	97	3.72	.90		

When Table 7 is examined, no significant differences were detected between the union membership status of teachers and their perception against the servant leadership behaviors of their principals. By contrast, the teachers with union memberships ($X=3.83$) find the servant leadership behaviors of their principals at a slightly higher level than the teachers without union memberships

($X=3.72$). In the study performed by Meriç and Erdem (2013), the union membership status of teachers did not create any significant difference regarding their opinions about the behavior of favoritism exhibited by school principals.

Table 8. The evaluation of servant leadership behaviors of school principals regarding their union membership status according to opinions of teachers

Principals membership	n	\bar{X}	s	t	p
Member	180	3.71	.87	1.65	0.09*
Not member	62	3.87	.58		

* ($p<0.05$)

When Table 8 is examined, it was observed that the teachers participated in the study had a significantly higher level of perception against servant leadership behaviors of school principals without any union memberships ($p<0.10$). One of the reasons for this may be explained as the more objective perception of teachers against school principals without any union memberships, and the positive effect on their perception regarding behaviors in the context of servant leadership. Indeed, teachers see unions as a political structure (Kayıkçı and İnceoğlu, 2010). For this reason, they can develop a more positive perception for the school principal, who is not included in the mentioned political structure. Hence, Yasan's (2012) study showed that, there is a difference of opinion concerning the function of the unions among union member and non-union member teachers. Therefore, union memberships can lead to perceptual differences. Teyfur, Beytekin and Yalçınkaya (2013) have indicated in their study that, the organizational trust in schools showed a statistically significant difference in the sub-dimension of "sentimentality to workers" regarding the union membership variable.

In the light of these findings, the results regarding the change of perception in accordance with being a member of the same union with the principal are given in Table 9.

Table 9. Opinions of teachers regarding servant leadership behaviors in accordance with their status of being a member of the same union with the principal

If you are member	n	\bar{X}	s	t	p
Same union as principal	46	3.97	.68	2.38	0.01*
Not same union as principal	184	3.65	.83		

* ($p<0.05$)

In Table 9, findings are presented about the perception of teachers regarding servant leadership behaviors of their principals, in accordance with their status of being a member of the same union with the principal or another union. When the obtained findings are examined, it was identified that there was a significant difference of opinions between the teachers being a member of the same union with the school principal and the teachers being the member of another union. The teachers being a member of the same union with the school principal have evaluated the servant leadership behaviors of their principals at a higher level than the teachers not being the member of that union. One of the important reasons of this case can be interpreted as the exhibition of a more political stance of the teachers' unions in Turkey, the evaluation of them with an approach engaged in the political structure (Yıldırım, 2007; Kayıkçı, 2013) and the changeability of servant leadership perception of the teachers against school principals in accordance with this stance. In the similar study of Yasan (2012), it was identified that the teachers have a consensus that they categorize educational unions according to certain political ideas. Also, the teachers state in the performed studies that they give affirmative action towards teachers who are members of the same union with their principals (Yıldırım, 2008). The sense in this direction can be interpreted as having the ability to differentiate the servant leadership perceptions of school principals as well.

Conclusion and Suggestions

In this study, the development of a scale to determine the servant leadership behaviors of school principals was aimed. For this purpose, an item pool was created regarding the servant leadership behaviors of school principals. Later on, the necessary corrections were made based on expert opinions and scales were applied.

The obtained results regarding the validity and reliability studies of SPSLBS indicate that, the scale can be used to measure the servant leadership behaviors of school principals. The scale includes 36 items, all of which are comprised of positive statements. The scale was used with Likert-type five ratings (always=5, mostly=4, sometimes=3, rarely=2 and never=1), and the teachers submit their opinions by marking the frequency of the mentioned behavior of school principals. The points that can be earned from SPSLBS vary between 36 and 180. High scores mean the high level of the servant leadership of the school principal.

As the result of factorial analysis, it was found that the scale has been grouped under five factors with eigenvalues greater than 1. The total variance explained by these five factors regarding the scale was realized as 67.35%. The factorial load values of items belonging to these five factors vary between .44 and .75.

The five-factor structure of SPSLBS, as determined by EFA, was exposed to CFA by the Lisrel program. According to obtained data, the Chi-Square value ($X^2=1895.29$, $df=584$, $p<.01$) calculated for model data compliance was found to be significant. It was observed that the standardized coefficients, which are obtained from CFA and show the relationship between the factors and items, are distributed between 0.55 and 0.87. The χ^2/df ratio, which was applied to test the validity of the determined five-factor structure of SPSLBS, and calculated with CFA, was 3.25. This value shows that, the model has an acceptable compliance level. In addition, the compliance indices (GFI=0.77, AGFI=0.74, RMSEA=0.079, CFI=0.89) show a good level of model data compliance as well. As a result, it is possible to state that the five-factor structure of the scale is a usable and valid model.

The reliability of SPSLBS was measured by Cronbach Alpha and test split coefficient methods. The obtained results reveal that the scale is reliable in terms of dimensions and as a whole.

The obtained findings were interpreted and discussed according to teacher opinions by the application of the scale with determined validity and reliability. It was identified that the perceptions of teachers against the servant leadership behaviors of school principals showed differences according to gender, employment duration with the school principal, the union membership status of the school principal and whether the teacher and the school principal are members of the same union. These findings indicate that, the union affiliation of school principals was effective on the perceptions of teachers. In the study of Taş (2010), a significant difference was detected between teachers' business values and perceptions of fairness in the workplace according to the union they are a member in. With this awareness, school principals must act diligently with regard to exhibit a fair and objective management approach. In this context, a leadership approach by school principals that is enveloping and service-oriented for their employees can be recommended. As Greenleaf (1977) emphasized, it is possible to state that an approach with appeal to the hearts of employees and a service basis will serve an important function in this context.

Servant leadership has an approach of holistic thinking, focused on followers, based on moral values, service-centered leadership (Stone, Russel, & Patterson, 2004; Sendjaya & Cooper, 2011). Its biggest difference from other leadership approaches is the provision of a more focused approach for its followers on the basis of service for them. In this regard, a tool to measure servant leadership must consist of factors based on an approach of focusing on followers. It is possible to state that, the five factors obtained from this study have a function in this scope. The obtained factors have a high level of relationship with total points and each factor (Table 3). These results can be interpreted as the single-factor use of the scale as well. It can be suggested that, the developed scale can be used to determine the servant leadership levels of school principals, and the investigation of relationships between their servant leadership levels and their attitudes and behaviors regarding the different areas.

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Appendix 1. School Principals' Servant Leadership Behaviors Scale

Items Numbers According to Factors	<u>My School Principal:</u>	Never	Rarely	Sometimes	Mostly	Every Time
14	Thinks about their employees before themselves.	1	2	3	4	5
10	Tries to improve working conditions.	1	2	3	4	5
13	Supports me without any expectations.	1	2	3	4	5
12	Thinks about what is to my advantage and sacrifices for me.	1	2	3	4	5
15	Rather than to be served, enjoys serving others.	1	2	3	4	5
16	Respects my personality.	1	2	3	4	5
9	On my bad days would be by my side.	1	2	3	4	5
11	Paves the way for me by giving initiative.	1	2	3	4	5
20	Gives me appreciation.	1	2	3	4	5
7	Makes me feel what they think about me.	1	2	3	4	5
4	Makes me feel that they correctly understand my thoughts and feelings.	1	2	3	4	5
5	Is sensitive to my feelings and reactions.	1	2	3	4	5
2	Understands me very well even if I don't express my feelings directly.	1	2	3	4	5
8	Consistently encourages me to be successful in my job.	1	2	3	4	5
6	Creates a sincere and hearty climate in the communication process.	1	2	3	4	5
3	Can look at situations and events with my viewpoint.	1	2	3	4	5
21	Is available every time during the day.	1	2	3	4	5
1	Listens to my problems effectively.	1	2	3	4	5
39	Strives to be restrained in making decisions.	1	2	3	4	5
34	Takes care to equally distribute responsibilities and tasks.	1	2	3	4	5
37	Gives a restrained response to something done wrong.	1	2	3	4	5
33	Appreciates success.	1	2	3	4	5
32	Trusts their employees.	1	2	3	4	5
36	Forgives their employees' mistakes.	1	2	3	4	5
38	Does not hold a grudge against the employee.	1	2	3	4	5
35	Does not allow the formation of a privileged person or group.	1	2	3	4	5
23	Is recognized as one of the reliable people at school.	1	2	3	4	5
28	Is the same inwardly and outwardly.	1	2	3	4	5
27	Exhibits open and transparent attitudes and behaviors at school.	1	2	3	4	5
29	Is the same in thought and word.	1	2	3	4	5
25	Accepts their own mistakes.	1	2	3	4	5
26	Does not hesitate to administer self-criticism.	1	2	3	4	5
30	Gives priority to values and principles, rather than personal goals and achievements.	1	2	3	4	5
19	Does not like to be praised with words about themselves.	1	2	3	4	5
18	Does not like to talk about themselves.	1	2	3	4	5
17	Avoids arrogant behavior.	1	2	3	4	5