EXPLORING SERVANT LEADERSHIP CHARACTERISTICS AMONG THE PUBLIC SCHOOL PRINCIPALS AND THEIR ROLE IN SCHOOL EFFICIENCY

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A Dissertation

Submitted to

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DECLARATION

I hereby declare that this dissertation represents my original work and that it has not been submitted for candidature for any other degree.

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Rupendra Pokhrel   20 October, 2013

Degree Candidate

DEDICATION

To all those who work with children

Taking them as angels of heaven

To help them explore who they are

With unbound love and limitless care

And are always just and tremendously fair

Master of Philosophy in Educational Leadership dissertation of *Rupnedra Pokhrel*

presented on 20 October, 2013.

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AN ABSTRACT OF THE DISSERTATION OF

Rupendra Pokhrel for the degree of *Master of Philosophy in Educational Leadership* presented 20 October, 2013.

Title: *Exploring Servant Leadership Characteristics among the Public School Principals and their Role in School Efficiency.*

Abstract Approved: _____

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Evidences show that servant leadership is an emerging leadership theory hiving its practices in diverse organizational settings including schools and colleges. "Servant leadership is a leadership model that is gaining popularity because this model has been shown to be effective in both the public and private sectors" (Kasun, 2009, p. 4). So, it has attracted the attention of scholars and has also remained as one of the most studied leadership theory in the era. However, in Nepalese education field, this theory was not tested until this study made an attempt. Therefore, the purpose of this descriptive study was to explore the servant leadership characteristics among the public school principals, examine the association between servant leadership and their age, education and experience and look into the contribution of servant leadership in student promotion rate for school efficiency. It had set three research questions and second and third research questions were answered by four hypotheses.

Designed quantitatively under post-positivistic paradigm, this study conducted a survey among 116 randomly selected public school principals of secondary level in three districts – Kathmandu, Lalitpur and Bhaktapur by using the SLPR, a seven point Likertscale developed by Page and Wong (2003) for self assessment of servant

leadership. Similarly, promotion rate for internal school efficiency, delimited to secondary level, was measured with the equation developed on the basis of the literature review which took the data of grade ten students of the year 2068 BS.

The data analysis was carried out in three distinct phases: the first phase analyzed the data to explore the prevalence of servant leadership characteristics of the principals and found out that almost all the principals had these characteristics in varying number but only 31 principals possessed all seven servant leadership characteristics, majority of whom was female. In the second phase, the principals categorized as NSL and SL in the first phase were examined for the association of servant leadership with age, education and experience performing a Chi Square test. Statistically significant associations were revealed by the test at $\alpha = 0.01$ for ages and $\alpha = 0.001$ for education and experience. In the third phase, to explore the role of servant leadership in promotion rate for school efficiency, the fourth hypothesis was tested using a t-test which rejected the null hypothesis at $\alpha = 0.05$ thereby establishing statistically significant difference in promotion rat of the students on the basis of servant leadership characteristics among the principals.

This study has made an important place in the existing literature by exploring the association of servant leadership with age, education and experience of practitioner. Furthermore, its most highlighted implacability is that this study can provide content and procedure for pre-service and in-service teacher training course. Its significance in enhancing promotion rate of the students calls for development of servant leadership characteristics among the public school principals.

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Rupendra Pokhrel   20 October, 2013

Degree Candidate

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By the time a nearly two-year long journey came to an end, I had an opportunity to be in close company of many people for various purposes. Though I am solely credited for this research, it is not an individual work in a true sense. I am, in fact, just an actor on the stage with a band of great artists behind the curtain directing and guiding me in my way ahead. So, it would be my imprudent action if I go ahead without acknowledging these valuable peoples and distinguished scholars.

Curving a naïve action to bring it into the required standard of rigorous task may be an endeavor next to impossible for many but the dexterities of my dissertation supervisor, Prof. Mana Prasad Wagle, PhD, got me through as though in a presto. But for his patience and invaluable insight in the process of reaching to the report, the work would never have seen its final form. So, no appreciation and gratitude to his contribution in shaping this research work as a mentoring supervisor is a limit.

I am thankful to the Dean of the School of Education, Prof. Tanka Nath Sharma, PhD for equipping me with the knowledge of management theories and sensitizing me towards the theories of leadership that proved very handy a tool in the process of this research. I feel to be in debt to Prof. Sreeram Prasad Lamichhane, PhD, in illuminating my path in the darkness of the initial stages of my journey. It was his initiation and effort that helped me do away with the messy heaps of redundancies in the beginning stages of my work. So, mere expression of thankfulness, I feel, will not be a justice to his contribution. Similarly, I want to remember Prof. Mahesh Nath Parajuli, PhD, and Assoc. Professor Bal Chandra Luitel, PhD, for their invaluable inputs in fostering my research methodology. I am truly thankful to them, too. I heartily appreciate and acknowledge the efforts of Dr. Vishnu Karki as an external

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ABBREVIATIONS AND ACRONYMS

APA	American Psychological Association
BA	Bachelor of Arts
IA	Intermediate of Arts
MA	Master of Arts
MBA	Master's of Business Administration
M. Phil	Master of Philosophy
NBPTS	National Board for Professional Teaching Standard
NSL	Non Servant Leader
OLA	Organizational Level Assessment
PhD	Doctor of Philosophy
SASL	Self-Assessment of Servant Leadership
SL	servant leadership
SLC	School Leaving Certificate
SLP	Servant Leadership Profile
SLPR	Servant Leadership Profile Revised
SSRP	School Sector Reform Plan
TLA	Teacher Leadership Assessment

CHAPTER I

INTRODUCTION

Chapter Overview

This chapter begins with background of the study, then the problem why I had to take this study is discussed under the subtopic statement of the problem and then purpose of the study is seen in a gist. The concern of the problem is highlighted in the research questions which I have taken as the guideline in the process of my study. To see that the implacability of the study, its significance is pointed out and to guide the study from going irrelevant some delimitations are set and the major terms so as to facilitate the readers to understand are defined with relation to this study before I wrap up with the description of how this study has been organized.

General Background

With the passage of time, everything changes and schools are changing, too. The factors playing roles behind these changes may be many but with respect to the schools; ever expanding and advancing technology, growing expectations of the guardians form the school where their children are enrolled, the demand of labor market for more skilled workforce, popularity of the private and boarding schools in the nation are some of the many major factors contributing to such a change. In the center of all these pivots of changing schools lie teachers as the critically important element which enables any school to keep pace with these changing demands.

This change has given birth to challenges for the schools to develop such leadership which can sustain its competitive teachers and keep them working for the

benefit of its stakeholders thereby contributing significantly to the entire education scenario of the nation. Principals can make a difference. "Researchers, policy makers, and educational practitioners agree: good school principals are the keystone of good schools" (Institute for Educational Leadership, 2000, p. 6).

Though there may be various actors in leadership role in school setting, it is the principal who occupies the central role in modeling school to success or failure. Subedi (2005) has stated "…head-teacher leadership is the most critical success factor that alone can make or ruin the school". Therefore, like many organizations which are shifting from bureaucratic leadership style to empowered team-oriented style, there is a need for schools to adapt to new leadership model as the schools in the nation are completely based on rigid hierarchal style of leadership for a long time obstructing the way to their own success.

Various scholars have pointed out to various styles of leadership appropriate for the schools of the present century but Lloyd (1996) has pointed out the fact that most of the successful organizations have been practicing servant leadership model. Not only him but Blanchard and Hodeges (2003) have been convinced that servant leadership is the foundation for effective leadership. Lloyd (1996) states, "I truly believe that Servant Leadership has never been more applicable to the world of leadership than it is today" (Foreword). This statement strongly emphasizes that this is the time an alternative on the existing leadership paradigm be thought.

In 1977, the proponent who first coined the terms 'Servant Leadership', Greenleaf (1970), called for application of servant leadership in churches, foundations, business organizations and school and colleges thereby pointing out to its applicability in all sort of organizations that have a place for leadership. He described servant leaders as, "servant first…It begins with a natural feeling that one wants to

serve, to serve first. Then conscious choice brings one to aspire to lead" (p. 27). According to Greenleaf, true servant leaders put others' needs before their own, and they "make sure that other people's highest priority needs are being served" (p. 27). Covey (1998) also has pointed out that under servant-leadership, workers are driven by

> . . . inner motivation towards achieving a common purpose . . . . The leader does this by engaging the entire team organization in a process that creates a shared vision that inspires each to stretch and reach deeper within themselves and to use their unique talents in whatever way is necessary to independently and interdependently achieve that shared vision. (p. xii)

In this way what the servant leader does best is to bring out the leader in every individual – he or she is the enabler (Smolenyak & Majumdar, 1992) and the principal as a school leader gains success in developing positive school culture where there is widely shared sense of purpose, group norms of continuous learning and school improvement, collegiality, and appreciation and reorganization. By enabling those who follow the servant, the vision and goals are more likely to be achieved.

After some years of carefully considering Greenleaf's original writings, Spears (2010) has identified a set of ten characteristics of the servant-leader that he views as being of critical importance--central to the development of servant leaders. The ten characteristics of servant leaders as identified by him are: Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment to the Growth of People, and Building Community. He believes that these characteristics "often occur naturally within many individuals; and, like many natural tendencies, they can be enhanced through learning and practice" (p. 4) and is confident that "servant leadership offers great hope for the future in creating better,

more caring, institutions" (p. 5). Hence, this study focused on exploring these servant leadership characteristics among the public school principals and looking into their interrelationship with promotion rate for school efficiency.

This study assumes that a strong principal leadership is needed to create a high performing school as principalship is one of those foundations in schools that drive everything else. The potential of the teachers and the school ultimately depends on the acts and action of a principal. Therefore, scholars see the administrative theorists supporting the interrelation between leadership style and organizational success (Stephen, 2007).

Many scholars and researches have taken Servant leadership as actually a robust, revolutionary idea that can have significant impact on school's performance. The anecdotal thinking about leadership that to lead is to be the boss has been reversed by this leadership theory turning the bosses and managers into coaches and mentors. Many studies have built upon this model to explain the interactions between leaders and followers in servant leadership relationships by proposing that the leader who produces results by encouraging and teaching (by serving), has longer lasting results. Therefore, I find an interesting theory to be tested in our public school scenario.

As seen in the international scenario, many innovative practices in leadership are being exercised as a result of which the structure of the school is being shifted. Crippon (2005) has claimed that the schools in the present world are moving towards more collegial, cooperative, transformative service approach in the learning community (p. 2). However, the leadership in our schools is strictly based on top-down hierarchal structure thereby distancing the gap between principals and teachers. The formal relationship appears very much in actions hindering collegial and

collaborating school culture where the principals are found to act as bosses and managers rather than mentor and coaches. This formal relationship has resulted in less interaction between teachers and principals except in the formal situations like meetings. This is possibly the product of existing tall leadership structure.

Different scholars claim the structured top-down leadership style in the learning organizations like academic institutions cannot suffice the betterment and effectiveness of leadership. Sewell (2003) states that the traditional top-down managerial style is no longer effective in the 21st century education system. Therefore, a need for change in the managerial style along with new leadership model has been felt. Stephen (2007) asserts "There is a need for new kind of leadership styles in schools" (p. 1).

Though various leaderships like collaborative, democratic, community-based and inclusive style of leadership has been proposed within the professional leadership literature as new model of leadership (Yamasaki, 1999); Laub (1999) found that many researchers had proposed servant leadership as a successful leadership model for the future. Jennings (2002, as cited in Stephen 2007) after reviewing the literature on Bureaucratic, Transformational, Transactional, Moral and Constructivist Leadership found that servant leadership could fill a new role in schools stating:

> In many cases, shared leadership among leadership teams in the school help all stakeholders to be involved in the leadership of the school. Still, the principal is the designated leader of the school. His or her leadership philosophy, beliefs, and values are evident in the school climate, the students and staff who populate the school, and the perceived success of the school. The servant leadership model supports this shift in leadership ideology by

focusing on the enrichment of the community and the growing of leaders from within the community. (pp. 51-52)

Do the public school principals have Servant Leadership characters? Even though it is not principals alone who occupy the leadership role in schools, the immediate responsibility to maintain good relationship with guardians, inspire the teachers to perform better, motivate students towards active learning and maintaining stakeholders collaborations fall on the shoulder of the principal of a school.

Rationale of the Study

Though servant leadership is not a new concept in the field of leadership, it seems to gain proper and systematic attention after Greenleaf revived it in late 1970's. Whitmore (2004) has thought in the same line stating that "It is now in its fourth decade of influencing management and is offered as a viable alternative to traditional management practices because it discourages dependence on leadership, while encouraging people to determine their own values and take responsibility for themselves" (p. 16). It is evident in these statements that the servant leadership concept, as a new leadership approach, is gaining popularity and becoming more common in the world every day. Maybe the reason behind its popularity is the emergence of postmodern concept in which the established paradigms are either shifted, deconstructed or deconstructed and reconstructed. Seen the leadership thorough this lens, structurally, servant leadership best fits this era as its structure is put upside down keeping the leader behind from where s/he inspires, integrates, empowers, builds team, develops courage and vision keeping the power and pride behind the curtain. So, this study has made an attempt to explore whteher such a pertinent theory of leadership exists in Nepalese school leadership domanin.

Going a step ahead, in the twenty-first century schools, "it is now claimed that people look for leaders who are competent, inspirational …, are intuitive and who engender respect for self and others, have high moral standards and work ethics, but above all, display honesty and unimpeachable integrity" (Whitmore, 2004, p.16). For the fulfillment of this expectation, if we believe Greenleaf's approach to leadership, many scholars are found to put emphasis on servant leadership. In the backdrop of reversed leadership structure, there seems a little room for any management practices or leadership based on hierarchy which, in fact, is the most common organizational structure of our schools. One of the several disadvantages of hierarchy, 'Greenleaf believed, hierarchies that adopted these management practices bred arrogant behaviour that stifled creativity and imagination' (Greenleaf, 1977, as cited in Whitmore, 2004). This claim seems to have concern with the leadership style of principals as conceived by the SSRP Core Document (2008). Hence, this study has endeavored to explore the existing principals' leadership characteristics to see whether or not they possess the expected characteristics.

The reviver of this approach, Greenleaf, also believed that when people "feel a part of the larger purpose without losing their individuality, and so that all the parts can contribute to the total strength of the enterprise….it is difficult to lure them away" (Greenleaf 1977, p. 145). In the light of this discussion, it can be inferred that servant leadership approach seems to keep the people in the center on top of process and procedure. So, servant leadership, as a culture, can transform leadership culture, create teacher friendly environment which then results in child friendly instructional environment contributing in enhanced school efficiency. In this connection, an endeavor to assess whether or not the principals working in the public schools have servant leadership characteristics may be a justifiable action.

This study does not intend to make judgement on leadership styles and advocate in favour of servant leadership but intends to merely explore whether there is prevalence of servant leadership characteristics among the public school principals and if there are any, what role they have played in enchancing student promotion rate for internal school efficiency by answering the three research questions set forth.

At least in the field of educational leadership in the context of Nepal, servant leadership reamins an unattended topic by any research. In other words, no research works are found to have carried out bringing it to the school and/or educational context. Therefore, this research can be expected to be helpful to determine the prevalance of servant leadership among the public school principles and digout the fact about their contribution in internal school efficacy.

Twenty-first century schools demand the position of principals put in a horzonal structure of power exercise and decision making process as claimed by Witmore (2004) in term of sought leadership characteristics. Hence, this reasearch can set a floor for discussion on new instrucational leadership theory. Policy makers and curriculam designers of teacher preparation sectors can gain some new insight in the process of incorporating materials for the purpose. It can further become a self-assessment tool for the principals to determie their servant leadership characteristics.

Finally, this study can be of interest to training curriculam designer and can draw their consideration to incorporate the servant leadership characteristics in the ledarship development training courses.

Problem Statement

There exist two distinct forms of school in Nepal- public and institutional (private). Though they are dealing with the same curriculum at the secondary level and facing the same secondary level exit examination (SLC), the performance of these

schools has been seen to vary so much that there is almost no comparison. The institutional schools are showing nearly 100% success rate at this exit examination whereas the public schools are pathetic and loosening the public faith every year. The power relation between the teachers and the principals of these schools has always remained a matter of much debate because of various factors playing their parts in widening the gap between the teachers and the principals but the leadership style adopted by these principals can be assumed one as it demonstrates the teacher-principal relationships to be hierarchical.

By reaching to the present era in the constant flux of ever changing technological encroachment in every sphere of life, ever spreading concept of globalization and changing workplace ethics and norms, the organizational structure based on hierarchy somehow plays a part in distancing the relationship between the 'principals' and the 'teachers' thereby exerting negative impact on the transparency, accountability, power sharing, flow of communication and participation in team work questioning the management efficiency of the school leaders. In the Nepalese school context so is frequently reported by various research and a recent research study points out to the fact that "… the head teachers and school management were not serious on running the school in a transparent, accountable and participatory manner" (Parajuli et al., 2012, p. 2). In fact it proves that the concern of the school management and principals lies somewhere else than on the learning environment of the school. Though these facts prevail in the school scenario, no attempt seems to be made on exploring the servant leadership characteristics of the principals on the one hand and the newly introduced SSRP demands improved and effective school leadership from within the existing organizational structure of the schools.

As a teacher and educational administrator for more than a decade, the researcher has experienced high number of school dropouts, low enrollment, high failure rates, the prevailing low teacher morale, and unethical student accountability reporting in public schools. Therefore, the researcher felt the need of exploring servant leadership characteristics among the working principals of public school for the reason that, "servant leadership seeks to involve others in decision-making, is strongly based in ethical and caring behavior, and enhances the growth of workers while improving the caring and quality of organizational life" (Spears, 2010, p. 2). After all leading is not making people work but making them willing to work. In this purpose, evidences show that servant leadership is an emerging leadership theory which has its practices in diverse organizational settings including schools and colleges. "Servant leadership is a leadership model that is gaining popularity because this model has been shown to be effective in both the public and private sectors" (Kasun, 2009, p. 4). and it has ever attracted the attention of scholars and has also remained as one of the most studied leadership theory in the era since the time Greenleaf (1977) propounded this theory in his seminal paper. However, in the context of Nepal, this theory has not been tested whether it is adaptable in the field of school leadership and whether or not this leadership style is specific to age, education level and experience of principals. This leadership theory is of interest for the reason that it departs from the highly structured top-down hierarchical model reversing the structure as indicated by Serrat (2009).

Many scholars are found to lay emphasis on the fact that the higly structured, hirarchical leadership style no longer befits the organizational setups such that Wong and Davey (2007) postulate "In today's environment, command-and-control leadership no longer works, because leaders must earn people's respect and trust" (p.

5) and so is true in the educational field, too. However, seen in the Nepalese context, such a leadership style has resulted in making the teacher individualistic, their roles to be distinct, issues to be dichotomized, solutions and decisions to be enforced, and power to be consolidated. Then, are these schools gaining success to integrate the teachers into a team so as to enhance student promtion rate for school efficiency?

Hence, whether or not improved student promotion rate for school efficiency can be expected from the existing organizational structure and leadership style is a question that seems standing unattended.

Purpose of the Study

The purpose of this study was to explore the servant leadership characteristics prevailing among the public school principals, examine the association between servant leadership and their age, education and experience and look into the contribution of servant leadership in school efficiency.

Research Questions

As this study intended to explore the Servant Leadership Characteristics and see the role of servant leadership characteristics in internal school efficiency, the study incorporated the following research questions:

1. What servant leader characteristics can be found among the public school principals?

2. What is the association of servant leadership and their age, education and experience?

3. Is there any difference in the student promotion rate for internal school efficiency on the basis of servant leadership characteristics among the principals?

Hypotheses

The empirical literature review showed that no studies have as yet made an attempt to look into the association of servant leadership with age, education and experience of the leader. Similarly, promotion rate for internal school efficiency was not evaluated on the basis of the servant and non servant leadership styles in schools. So, to fill up this gap, this study felt the need of formulating some hypothesis on the basis of the hints provided by the studies like Malligan (2003) and Stephen (2007) that this leadership style is exercised by more females than males. If this leadership style has association with sex, can't there be association with other demographic variables of the practitioner of this leadership? Hence, the study had set the following hypothesis based on the problem statement, literature review and conceptual framework to answer the Research Questions 2 and 3.

First Hypothesis

H_0: There is no significant association between age and servant leadership characteristics among the public school principals.

H_1: There is a significant association between age servant leadership characteristics among the public school principals.

Second Hypothesis

H_0: There is no significant association between education and servant leadership characteristics among the public school principals.

H_1: There is a significant association between education and servant leadership characteristics among the public school principals.

Third Hypothesis

H_0: There is no significant association between work experience and servant leadership characteristics among the public school principals.

H$_1$: There is a significant association between work experience and servant leadership characteristics among the public school principals.

Fourth Hypothesis

H$_0$: There is no significant difference between servant leadership and student promotion rate for internal efficiency of a school.

H$_1$: There is a significant difference between servant leadership and student promotion rate internal efficiency of a school.

<center>**Significance of the Study**</center>

Since this study was almost the first attempt in looking into the practicability and availability of Servant Leadership in the academic sector of the nation, it was obviously significant in many ways. Some of the significances of the study are highlighted as followings:

The results of this study can add to administrative theory by exploring most common servant leadership characters among the principals and providing practical definitions of servant leadership. Griffiths (1959) expresses, "Unless a theory can provide guidance for the administrator when he needs to act, it is a poor theory indeed" (p. 25).

Since Servant Leadership theory still remains in the dormant state in the educational context of the nation, this study can turn out to be an authentic source for providing practical information to the ones interested in this leadership by focusing on which they will be able to develop themselves as effective servant leaders. It is also believed that it will provide the trainers with practicable information; they will be able to draw from this study.

This study provides information to help future servant leaders find their personal resources of character such that humility, stewardship, team building, trust,

etc. and give them specific actions that will lead to the wisdom and power to successfully serve public school stakeholders pertaining to Jaworski's (1996) statement that, "The ultimate aim of the servant-leader's quest is to find the resources of character to meet his or her destiny – to find the wisdom and power to serve others" (p. 118).

Definition of Terms

Leader - A leader is "a person who influences a group of people towards the achievement of a goal" (Wong, 2007). In this study, public school principal are defined as leader.

Public School - For the purpose of this study, a public school is the school which is run by the direct involvement of the national government in term of funding, management and control or is community based.

Public School Principal − For the purpose of this study, a public school principal is any principal from the secondary public schools of Kathmandu, Bhaktapur and Lalitpur district.

School Efficiency: School efficiency in this study stands for internal efficiency of secondary school based on the student promotion rate.

Servant Leadership Profile - Revised (SLPR) − The SLPR is a survey that measures self-perception of servant leadership. The survey yields a continuous interval mean score (possible range of 1.0 to 7.0) for overall self-perception as well as a mean score for each of seven servant leadership categories.

Servant Leadership − Greenleaf (1977) defined servant leadership as a person's natural desire to serve other people developing into an aspiration to lead others.

Servant Leadership Factors − Page and Wong (2003) created the Seven Servant Leadership Factors: Empowering and Developing Others; Power and Pride (of which the inverse is Vulnerability and Humility); Serving Others; Open, Participatory Leadership; Inspiring Leadership; Visionary Leadership; and Courageous Leadership.

Stakeholders - For the purpose of this study the stakeholders are defined to be school teachers, guardians, students, SMC members or any one related with education.

Delimitations

Pertaining to school efficiency, this study focused only on student enrollment and (SLC) result as the variables to determine school efficiency. Since being only these two aspects focused, the result found out on promotion of students in relation to servant leadership indicated internal efficiency of the school. The external efficiency was not touched upon.

Organization of the Study

The study has been organized in traditional five chapter thesis. All the chapters has been opened up with the subtopic Chapter Overview and closed with Chapter Summary.

The first chapter has dealt with the introduction of the study with all required details such as background of the study, problem statement, purpose of the study, objectives of the study, research questions, significance of the study, definitions of terms, limitations and delimitations and this subtopic itself.

The second chapter has contributed in furnishing comprehensive review of servant leadership literature along with the glimpses of different perspectives on leadership theories. Besides these, this chapter has also incorporated the reviews on

some most commonly practiced leadership styles in school settings. Obviously, the review of servant leadership has contained the contents with proper substantiation from its origin as was available to date so as to develop or depict the construct required for data generation to supplement the study.

The third chapter has been the methodological part of the study which has identified paradigm, design and methods required for carrying out and organizing the study. Discussion has been made on instrumentation, population and sample, data collection procedure, study location, and other methodological parts.

The fourth chapter has analyzed the data in systematic way by making use of proper statistics with the help of computer software SPSS 17 so as to feed the fifth chapter with discussions, conclusions and implications of the study.

Chapter Summary

In this chapter, I discussed the background of the study, then the rationale and problem why I had to take this study under the subtopics rationale and statement of the problem and then purpose of the study briefly. The concern of the problem was highlighted in the research questions which I took as the guideline in the process of my study. To see that the implacability of the study, I pointed out to its significations and to guide the study from going irrelevant I set some delimitations, defined the terms and concluded with the description of organization of the study.

CHAPTER II

REVIEW OF LITERATURE

Chapter Overview

This chapter is the comprehensive literature review on servant leadership. However, an attempt has been made to give some glimpses on the leadership theories exercised to date. These theories are categorized into two parts- theories focusing personal traits of leaders and modern theories having follower focus. Though servant leadership theory is one of the modern leadership theories, it has not been sub-grouped under modern leadership theories; instead it has been reviewed in detail including its origin and history. Detailed review of characteristics of servant leader has been made which are the foundations of servant leadership. Being the study mainly based on the servant leadership and its role in internal school efficiency, literature review on servant leadership theory has been dealt in great detail under different sub-headings including the reviews of servant leadership construct. Apart from these thematic and theoretical reviews, empirical and policy reviews have also been touched upon followed by the review on school efficiency towards the later part of this chapter.

Leadership Defined

It is hard to find a single definition of leadership most agreeable to all. William (2009) claims that this difficulty is caused due to the complexity given rise by the interactions of three components: the leader, the followers and the situation. However, some unanimous concept can be traced out from the study of various definitions that leadership is accepted as a process of influencing people to get the

task done for some purpose The purpose is considered to be the goals to be achieved, people who assume the leadership engage in activities to influence the thoughts and actions of others so as to lead them towards attainment of the set goals (Blanchard & Hodges, 2003). This gives a clue to agree with Blanchard and Miller (2003) that anyone who is in a position of authority is a leader and "is responsible for the results of those under her/his direction" (p. 10).

Defining leadership as a process, Yukl (2006) states that leadership is "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (p. 8). This definition focuses on goal setting and attainment; procedure and strategies; and process.

According to Northouse (2007), leadership is "a process whereby an individual influences a group of individuals to achieve a common goal." These definitions suggest several components central to the phenomenon of leadership. Some of them are as follows: (a) Leadership is a process, (b) leadership involves influencing others, (c) leadership happens within the context of a group, (d) leadership involves goal attainment, and (e) these goals are shared by leaders and their followers (Northhouse, 2007). These selected definitions add to the complexity of leadership since they have not clearly determined who is acting as a leader and when leadership occurs. Then what leadership characteristics are essential to carry out these phenomena of leadership? A recent study by Kouzes and Ponser (2007) explored the following top ten characteristics of an effective leader.

Kouzes and Sponser (2007) conducted a survey among over seventy-five thousand people from various organizations including schools worldwide asking them to select seven qualities in a leader that they would willingly follow. A research was

conducted in the year 1987 in an attempt to find out the most desired leadership

characteristics by government and business executive. This study was replicated in

1995 and further investigated in 2007 by Kouzes and Sponser. Among the various

qualities of the leaders, the most desired top ten characteristics of a leader at different

intervals of time have been shown in table 2.1.

Table 2.1

Characteristics of Admired Leadership

Characteristics	Percentage of 2007 respondents selecting characteristics	Percentage of 1995 respondents selecting characteristics	Percentage of 1987 respondents selecting characteristics
Honest	89	88	83
Forward-looking	71	75	62
Inspiring	69	68	58
Competent	68	63	67
Intelligent	48	40	43
Fair-minded	39	49	40
Straightforward	36	33	34
Supportive	35	41	32
Broad-minded	35	40	37
Dependable	34	32	32

(Kouzes & Posner, 2007, p. 30)

As definitions reveal leadership as a process, another most important domain

of leadership is focus to the followers. Since the locus of control in an organization

somehow culminates in leadership, the characteristics of leaders play vital role in

fulfilling organizational objectives. Unless and until the leader is capable of

influencing the followers, accomplishing the task may become impossible.

The Way Ahead

With this view in mind, while going through the leadership theories from the time of their systematic studies, it can be concluded that the leadership theories can be categorized into three distinct schools of thought. Though there does not seem clear demarcating lines when these schools of thought developed into three different branches as all the theories evolved from the beginning to the date are still found to be exercised in some forms in various organizations and institutions. However, Bolden et al. (2003) in their study emphasized the fact that the earlier theories tended to focus on the characteristics and behavior of successful leaders whereas the theories developed later considered the role of followers along with the contextual nature of leadership. Hence, this discussion provides a ground to infer that leading processes culminates either in successful leader's personal traits and behavior, follower focus or situation. However, since the time leadership was started to look into systematically some 70 years ago (Bolden et al., 2003), more than 10,000 studies have already been carried out on leadership (Kriger & Simon, 2004) ultimately testing and revising old theories and thereby propounding new theories. In the leadership journey from the beginning theory of leadership: the trait theory- to post-modern theories of leadership: personal leadership theory, many theories seem to have emerged with significant influence enjoying incredible reign in the field of management. Some of those theories which have left a landmark in the field of administration and management are reviewed briefly so as to provide the background support for the leadership theory undertaken by this study.

Leadership Theories Focusing Personal Traits of Leaders

Plato believed not all but only a select few who had superior wisdom should be leaders. Aristotle appeared opposing Plato putting forward his opinion that "From

the moment of their birth, some are marked for subjugation and others for command."

Machiavelli, another of the most prominent figure who is remembered in the field of

leadership even today in form of "Machiavellianism", believed that the princes having

cunningness and the ability to organize power and knowledge in the defense of the

state should be followed. Contrary to the ideal of Plato and Aristotle, he preferred the

leader to take into the path of manipulation to achieve one's goals if the end justifies

the means for he believed people are weak, fallible, gullible, and dishonest. St. Paul

supported the notion of divinity in leadership. "These historical perspectives

continued to influence thinking throughout the centuries" (Henan, 1995, p. 2).

However, discarding these pre-historic thoughts, if turned to 20th century, the first

ever leadership theory identified in the beginning was great man theory of leadership.

'Great Man' Theory of Leadership

The 'Great Man' theory of leadership assumes that the capacity for leadership

is inherent – that great leaders are born, not made. To put it other way, during this

early period of the conception of leadership, nature was the dominant factor which

shadowed the strength and role of nurture in leadership development. In fact, except

the personality and influencing capacity of a leader, no other aspects of leaders were

given a room in this theory. This theoy often portrayed great leaders as heroic, mythic

and destined to rise to leadership when needed. Interestingly, the use of the word

'Man' with 'Great' was intentional as Bolden et al. (2003) state "leadership was

thought of as a concept which was primarily male" (p. 3). As there seems not much

difference between this theory and trait theory, the details have been furnished in the

following theory of leadership.

Trait Theory of Leadership

The roots of trait theory are found in the 'Great Man' theory in which the key characteristics of a successful leader was identified and such a person with maxim number of such traits was considered a 'Great Man' endowed with innate quality appropriate for assuming a leadership positions. "This approach was common in military and is still used as a set of criteria to select candidates for commissions" (Bolden et al., 2003, p. 6). This theory was one of the most popular theories of leadership before the World War II and Snogdill (1974) highlighted some traits like adaptable to situation, ambitious and achievement oriented, assertive, cooperative, decisive, dependable, alert to social environment, willing to resume responsible, tolerant, self-consistent, persistent, stress bearer and skills like socially skilled, creative, organized, persuasive, diplomatic and tactful. Yukl (2006) seems to go with Snogdill's notion stating that the trait approach "emphasizes leaders' attributes such as personality, motives, values, and skills. With regard to this theory, Lord et al. (1986) comments that traits influence our perceptions of whether someone is a leader (Lord et al., 1986). "Level 5 Leadership," by Jim Collins (2001), represents one of the more recent trait approaches to leadership.

However, researches point out the fact that no consistent traits can be found out because almost all the positive adjectives found in the English dictionary with profound connotation to personality can easily go with the leaders identified by this leadership theory. Believing Snogdill (1948) and Mann (1959) the weaknesses of this theory is the lack of reliable predictors of who will emerge into leadership role. Snogdill (1948) confirms that a person does not become a leader by virtue of the possession of some combination of traits, but the pattern of personal characteristics of

the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers.

As is evident in Snogdill's this confirming notation that the need for follower focused leadership had come into attention of scholars as early as before mid-20th century.

Style Theory of Leadership (Behavioral Approach)

Also known as behavioral approach, the credit for bringing this theory into light goes to McGregor with the publication of the book *The Human Side of Enterprise* in 1960. McGregor's (1960) Theory X and Theory Y helping the leaders on behalf of employee behavior are found to leave a landmark history in the evolution process of leadership. Leaders holding Theory X assumptions would prefer an autocratic style, whereas one holding Theory Y assumptions would prefer a more participative style (Bolden et al., 2003).

Further developing the trait approach, but still maintaining focus on the two primary factors of relationship and task, Blake and Mouton (1964) created the managerial grid which later became known as the Leadership Grid®, and has become one of the most popular tools used in management schools to explain this approach (Northouse, 2007). As noted by Northouse, the leadership grid brings together both concerns for the led and for the production need of the organization by identifying five significant leadership styles: (a) Authority-compliance, (b) country club management, (c) impoverished management, (d) middle-of-the-road management, and (e) team management. "The more a leader could adapt his or her leadership style to the situation, the more effective the leader was" (Hannigan, 2008, p. 21).

The remarkable significance of this theory can be traced as it believed that behavioral paradigms could be stimulated to know the behavioral aspects of leaders so

that people could be trained as leaders (Robbins & Coulter, 2000). This theory somehow made a shift from the earlier assumptions and belief that leaders are born and their innate leadership qualities lead them to succeed as a leader. It was first time through this theory it was believed that leadership could be developed among people. However, its link with and influence of the 'Tall Man" theory kept the quest for finding broader leadership theories propelled.

The Contingency or Situational Theory of Leadership

This theory does not prescribe any style of leadership as such instead emphasizes that no particular leadership may be appropriate in all situations. So, it focuses on the versatility of a leader in identifying situation-dependent circumstances and acting accordingly in the process of exercising leadership. Context-bound leadership style is the major characteristics of contingency leadership theory. Under this theory, two models as highlighted by two scholars. Fiedler's contingency model and Hersey-Blanchard's (1977) models captivated the attention in leadership field.

Fiedler (1967)

According to Fiedler, managerial tasks could be defined by three situations (a) leader member relations, (b) task structure and (c) position power. Hence, the managers are rated on the scale of task orientation and relationship orientation. Relationship orientation indicates the amount of loyalty, support and dependability that a leader receives from the followers; and leadership under task structure gives high priority to accomplishment of the task by the followers; positioning power measures the amount of power or authority the manager perceives the organization has given him or her for the purpose of directing, rewarding, and punishing subordinates (Bolden, 2003).

Hersey -Blanchad model identifies four leadership styles that a leader might need to adapt to as the follower's situational development changes. These leadership styles include (a) directing, (b) coaching, (c) supporting and (d) delegating. These leadership styles to be adopted by a leader depend upon the maturity level of a member in relation to the task orientation beginning form the expertise of the member assigned to the task respectively.

Other theories germinated from this theory are: the interaction theories, managerial leadership approach, reinforced change theory, leader-member exchange theory, path-goal theory, to name a few.

Among the major drawbacks of contingency or situational leadership theory arises "if a follower has too much responsibility but lacks the job skill, or has too low responsibility and too high of job skill, followers become highly stressed and job satisfaction and productivity may suffer" (Hannigan, 2008, p. 21). So seen, though this theory enjoyed its reputation for nearly 40 years since its origin, it is not devoid of shortcomings.

These theories thus far discussed seem to make an attempt to giving rise to a heroic leader specially delegating power and authority in the hands of a single person. Though these theories have worked magic in different annals of leadership history, it appears that the theories developed the "you do" types of leader rather than "let's do" type thereby making a leader "some frontal figure who stands out from the rest as being somehow different and "leading" the rest of the people" (Bolden, 2003, p. 12). These theories lagged behind in identifying the importance of a leader's relationship with his/her followers and an interdependency of roles. The leaders who were the product of these theories never seem to go beyond heroism as a team leader. It is evident that these leaders positioned themselves on the top rank of the hierarchy

distancing their followers from them. The following table summarizes leadership theories from 'Great Man' to Contingency.

Table 2.2

Summary of Leadership Theories from Great Man to Contingency

Great Man Theories	Based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. The use of the term 'man' was intentional since until the latter part of the twentieth century leadership was thought of as a concept which is primarily male, military and Western. This led to the next school of Trait Theories
Trait Theories	The lists of traits or qualities associated with leadership exist in abundance and continue to be produced. They draw on virtually all the adjectives in the dictionary which describe some positive or virtuous human attribute, from ambition to zest for life
Behaviourist Theories	These concentrate on what leaders actually do rather than on their qualities. Different patterns of behavior are observed and categorized as 'styles of leadership'. This area has probably attracted most attention from practicing managers
Situational Leadership	This approach sees leadership as specific to the situation in which it is being exercised. For example, whilst some situations may require an autocratic style, others may need a more participative approach. It also proposes that there may be differences in required leadership styles at different levels in the same organization.
Contingency Theory	This is a refinement of the situational viewpoint and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances.

Note. Adapted from "*A Review of Leadership Theory and Competency Framework*," by Bolden et. al, 2003, Retrieved on 07/01/2011 from http://www.leadership-studies.com

Modern Leadership Theories Focusing Followers

Hence forth, this study focuses on the review of most common and popular leadership theories that focused followers. The best available evidence to date strongly indicates that those leaders are assumed to be "most effective in gaining follower commitment and inspiring performance toward goals " (Boyett, 2006)who have laid their focus to the followers themselves in the process of leading. The emergence of theories focusing followers can be traced back to the beginning of 1970's when the theories like servant leadership theories, transformational and

transactional leadership theories, charismatic leadership theories, social cognitive approach to leadership, substitute for leadership, authentic leadership and dispersed leadership theories started to break the ground of leadership. Though these theories erupted and started to attract the attention of the scholars, they were not equally popular at the same time. Some of these theories seem to await 20 to 30 years to be studied and exercised since their appearance in the field of leadership while some were quite popular after immediate conceptualization. Major of them are:

- Charismatic Leadership Theory

- Transactional and Transformational Leadership Theories

- Social Cognitive Approach to Leadership, and

- Servant Leadership Theory

Charismatic Leadership Theory

Though charismatic leadership theory is identified as one of the modern theories of leadership, its root can be found as far reaching as to the Holy Bible like servant leadership and to ancient Greek. The word charisma comes from the Greek word meaning 'gift' and the supporter of charismatic leadership theory consider that the leader has something to distribute among the followers and such a leader posses divine quality. Weber (1946) asserted that leaders of this quality are "set apart from ordinary [people] and treated as endowed with supernatural, superhuman or at least exceptional powers and qualities ….. [that] are not accessible to ordinary persons but are regarded as divine or as exemplary" (p. 125). This statement proves the fact that charismatic leaders are rare and extra ordinary and their personality and presence shape the future.

 As aforementioned that the existence of this type of leadership dates back to ancient times, "its modern development is often attributed to the 1976 work of Robert

House " (Luthans, 2008, p. 243). House seems to put his interest in political and religious leaders for analyzing the behaviors (characteristics) of charismatic leaders and finds out that self-confidence, confidence in followers, setting examples with their own involvement in works set high expectations for the associates and idealized visions as their characteristics. Displaying these qualities inherent in charismatic leaders, they enjoy associates' high commitment to them; attain respect to their values and behaviors; and make the followers show extreme loyalty and confidence to themselves and their mission. In this way, House (1977) in the process of further developing Weber's (1947) concept into a charismatic leadership theory argued that based on these behaviors displayed by leaders, followers attribute extraordinary and heroic leadership abilities to those leaders. This was enough to arouse curiosity of the researchers to look into these characteristics empirically and finding most potent characteristics of charismatic leaders.

Among the various works of researchers on charismatic leadership theory, most widely accepted conceptual framework of this leadership theory was offered by Conger and Kanungo (1998) in which four key characteristics: (a) possessing and articulating a vision, (b) willing to take risk to achieve the vision, (c) exhibiting sensitivity to followers' needs, and (d) demonstrating noble behavior typify its characteristics (Judge et al., 2006).

This theory proposes an extravagantly phenomenal leader and such leaders are seen especially in political and religious setting such as Jesus Chirst, Gandhi, Hitler, M. L. King (Jr.), Teresa, to name a few. However, Conger and Kanungo (1987) (citing some prominent scholars like Bass, 1985; Conger, 1985; Berger, 1963) throws light on the fact that "[these] writers contend [express their doubts] that charismatic leaders can be found in the business firms and other complex formal organizations"

(p. 367). In so saying, these scholars seem to express their doubt on the success of charismatic leadership in business forms and complex formal organizations. In other words these prominent writers are found to express that though charismatic leadership can be found in the political and religious settings but their availability in the setting of corporate houses and institutions like school and colleges is doubtful.

Luthans (2008) points out to the possibility of charismatic leaders being unethical by using power for personal gain, promoting own personal vision, censuring critical or opposing views, demanding own decisions to be accepted without question by the followers and relying on convenient, external moral standard to satisfy own self-interest rather than the interest of the followers. This possibility looks viable due to the extreme loyalty and faith they enjoy from their followers. Bass (1997) takes charismatic leadership 'just a component of broader-based' transformational leadership.

Transactional and Transformational Leadership Theory

However emerged, once again, out of McGregor's (1978) concept, transactional and transformational leadership theories focused more on followers than individual leaders. The transactional leader, according to Daft (2002), recognizes followers' needs and then defines the exchange process for meeting those needs. Both the leader and the follower benefit from the exchange transaction. Hence, transactional leadership is based on give-and-take relationship between leaders and followers.

This exchange is based on three types of approaches : (a) contingent reward - this approach puts the leader and follower into formal contract that is 'if you do good, you will be rewarded, acclaimed, recognized for accomplishment'; (b) management by exception (active) - under this approach, the leader actively watches and searches the

breaches of or deviation from the set rules and standards and takes corrective actions; (c) management by exception (passive) - in this case the leader interferes only if standards are not met and (d) Laissez-fair - acting on this approach, the leader abdicates responsibilities and avoids making decisions (Luthans, 2008). Bass (1997) calls the last approach a 'non-leader behavior' as the leader is absent when needed and fails to follow-up on requests for assistance disappearing from the scene after assigning task.

On the other hand transformational leadership focuses on transforming the values, beliefs and needs of followers. Confirming transformational leadership also a sort of transactional leadership based on the exchange between leaders and followers, Boyett (2006) states:

> Transforming leadership is quite different. Here the exchange involves something that rises very much above the common place. Transformational leaders and followers engage in an interaction that leads to a heightened sense of purpose, mission and understanding. Both leader and the led are aroused and ultimately transformed; thus the name transforming leadership. (p. 2)

Transformational leaders transform the personal values of followers to support the vision and goals of the organization by fostering an environment where relationships can be formed and by establishing a climate of trust in which visions can be shared (Bass, 1997).

It is supposed that the transformational leadership is consisted of four basic characteristics:

(a) Idealized influence/charisma : Luthan (2008) states the "charisma" characteristics was changed into "idealized influence" to avoid confusion with

charismatic leadership. This characteristics provides vision and sense of mission and instills pride in the followers and receives respect and trust instead.

(b) Inspiration : This characteristics of a transformational leader stands for articulating an appealing vision of the future, challenging followers with high standards, talking optimistically with enthusiasm, and providing encouragement and meaning for what needs to be done (Bass, 1997, p. 133).

(c) Intellectual stimulation: It refers to the leader's effort to promote intelligence, encourages them to challenge their assumptions and the status quo and seek innovative and creative solutions to problems and promote rationality. And

(d) Individual consideration: It refers to the leader's effort to give personal attention, treat each employee individually, and to teach, develop and coach (Luthans, 2008; Boyett, 2006).

Avolio (2005, as cited in Luthans, 2008) points out to the fact that unlike transactional leaders behaving in one of the above identified behaviors, transformational leaders characterized by transformational leadership characteristics represents a cluster of interrelated styles aimed at (a) changing situation for the better, (b) developing followers into leaders, (c) overhauling organizations to provide them with new strategic directions, and (d) inspiring people by providing an energizing vision and high ideal for moral and ethical conduct.

Controversy surrounding the transformational and transactional leadership theory gives rise to the question whether transformational and transactional leadership style shaped by this theory are two types of leadership or two dimensions of leadership. In the original version of Burns' concept, transformational and transactional leadership stand for two distinct styles of leading as the leader could not be both while Bass's theory identifies that these are two dimensions and a leader can

indulge in both dimensions. "Most researchers today side with Bass" (Boyett, 2006, p. 7). Still the controversy prolongs. Nevertheless, transformational leadership still enjoys the reputation of globally favored leadership style.

Social Cognitive Approach to Leadership

Based on Bandura's social cognitive theory, this theory of leadership is an emergent leadership theory. According to Bandura (1989):

Social cognitive theory favors a model of causation involving triadic reciprocal determinism. In this model of reciprocal causation, behavior, cognition and other personal factors, and environmental influences all operate as interacting determinants that influence each other bidirectionally. (p. 2)

Drawing form the theory as defined, it can be associated that leader's understanding of the professional climate, fostering open communication, gaining mutual trust, understanding followers' needs and behaviors form the basics of social cognitive approach to leadership. This theory emphasizes that it is not enough in a leader's part just to understand the subordinates; s/he has to understand themselves, their needs and their behaviors. Planning, procuring acceptable actions for followers and achieving the objectives of the group are what viewed as leadership. According to Luthans (2008), "in a social cognitive view, recognition is given to the role of cognitive process such as symbolizing, forethought, and especially self-efficiency" (p. 427). He further states that the successful application of this social cognitive approach "depends upon the leaders' ability to bring into awareness the overt or covert antecedent cues and contingent consequences that regulate the leader's and subordinates' performance behavior." Hence, there is active involvement of the subordinates in the process and they concentrate on their own and one another's behavior including the leaders.

The steps in this approach can be found to be described as:

a. The leader identifies the environmental variables that control his/her behavior.

b. The leader spends his/her time to work with the subordinate to discover the personalized set of environmental contingencies that regulate the subordinate's behavior.

c. The leader and subordinates jointly attempt to discover ways in which they can manage their individual behavior to produce more mutually reinforcing and organizationally productive outcomes.

d. The leader enhances the efficiency of subordinates through setting up successful experiences (coaching), modeling, positive feedback, and persuasion, and psychological and physiological arousal. The increased efficiency leads to performance improvement. The success of the subordinates can in turn lead to leadership efficiency through the increased confidence in leader as well as appropriate subordinate behavior to reward his leader.

In this way, it is seen that cognition and contingent environment are major factors that play decisive role in modifying and influencing the behaviors. This approach seems to make an endeavor to put a full stop to the explanation of human behavior in terms of 'one-sided determinism in which behavior is shaped and controlled either by environmental influences or by internal disposition' (Bandura, 1989). Hence, the leaders and subordinates enjoy a negotiable, interactive and reciprocal relationship. However, being this a new approach to leadership, it lacks empirical evidences and, believing Luthans, its viability is still in the womb of future.

Conclusion of Leadership Theory Review

These are not the entire theories forming the bases for leadership in the present world. There are many other emerging theories such as servant leadership theory,

theory of substitute for leadership, dispersed leadership theory, political leadership theory, contextual leadership theory, e-leadership theory, primal leadership theory, (personal) self-leadership theory, may be the name of a few theories being practiced in the present world (Luthans,2008) but they are yet to be tested and validated in the field of leadership. This study has just made an attempt to review those theories which have sound empirical ground and commonly practiced in the international scenario in varied organizations, institutions and businesses and gained acclamation.

By the time coming to this point, the review shows that leadership theories are not mutually exclusive. Each theory to an extent overrides the boundaries of another. Traits and behaviors which formed the base for the theories of traditional times seem to continue in all the theories in revised forms thereby influencing the characteristics of modern leadership. However, a great shift is seen which is follower focus rather than individual importance in the resent theories and group-orientation is another feature of these theories. Leadership theories developed towards later period of modernism appear to prioritize social relations in the leadership contract. They emphasize on the need for a leader to be accepted by their followers and come out with a realization that no one individual is the ideal leader in all circumstances (Bolden, 2003). Despite these facts, the evidence of power-relation between leader and subordinates can be seen. Structurally, they signal towards hierarchy and mark some distance between the leaders and subordinates or followers.

In nutshell, these leadership theories put greater concern on getting followers involved in and support organizational objectives rather than service to their followers reversing the organizational chart. Most importantly, none of these theories extend their roots to eastern philosophy. Servant leadership does. Hence, servant leadership theory is chosen for this study over other leadership approaches for the reason that

servant leadership seems to have its root in diverse philosophy- eastern and western (details will be presented in next section) and "appears to move beyond some of the characteristic skills of a leader toward conceptual principles that leaders can be motivated to adopt as they grow in their leadership" (Hennigan, 2008, p. 22).

Servant Leadership Preliminary

Though servant leadership theory is an emerging leadership theory, it is not as new a theory as authentic leadership theory, social cognitive approach to leadership, e-leadership theory and contextual leadership theory as identified by Luthans (2008). This theory has grown over almost half a century attracting a lot of attention of the scholars towards it since 1990's.

While digging deep into the leadership styles from centuries back, the existence of servant leadership is identified and pointed out by the scholars even during those times. Seen in the Asia Pacific reasons, two great ancient leaders have been identified as servant leaders - one from India, Chankya and the other from China, Lzo Tsu (Serrat, 2009). This gives rise to the claim that the roots of servant leadership can be found in the eastern philosophy as well as Greenleaf was influenced by a noble by Herman Hesse entitled *Journey to the East* before coming out with this idea. Senge (1992) in the process of commenting on Greenleaf's work states:

> ….there is something different about Bob Greenleaf's essay, something both simpler and more profound. This one essay penetrates to such a depth that it resonates in us, like the after tones of a Buddhist meditation gong, calling us to quiet.... (para. 3)

Chaudhuri (2011) also shows the presence of servant leadership in the eastern part of the world though Vivekananda (1863 - 1902), who lived and exercised this leadership theory long before Greenleaf (1970) penned down the theory as such.

This contributes in validating the claim that this leadership theory has its roots in the eastern philosophy. However, it is not independent of western philosophy.

Whatever may be the context, had Greenleaf not coined the terms servant and leadership- the two contradicting terms in themselves, in his seminal work, there is a question whether we would have got this theory today. Therefore, the credit for propounding Servant Leadership as a theory goes to him.

The Origin of Servant Leadership Theory

As mentioned above, the credit for coining the term servant leadership goes to Greenleaf (1977). He served at AT & T for 40 years as an executive and it was during the same time that he conceptualized the notion of servant leadership. After he retired from his job, he still chose to live an active life and founded the *Center for Applied Ethics* in 1964. The same institution in the year 1985 got its revised name - *Robert K. Greenleaf Center.*

The year 1970 left a landmark in the history of leadership as well as in his life itself when his ground breaking essay - *The Servant as a Leader*, the mother source of servant leadership, was published. In his book, he defined servant leader as:

> The servant leader is the servant first … It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant – first to make sure that other people's highest priority needs are being served. …the best test, and difficult to administer, is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or at least, not be further deprived? (p. 27)

Obviously, this essay came out as a whack in the field of leadership having a derogative term 'servant' coined with 'leadership'. Therefore, the author made the mention of the 'best test' with the same definition of servant leadership. The challenge came along with this was that instead of leading, leadership was prioritized for service that too with the natural feeling. The viability of the theory might have been questioned therefore it might have taken near about 20 years time to make its presence felt in the horizon of leadership theory. However, with regard to its popularity in the later years, acclaiming Greenleaf's success, Burkhardt and Spears (2000) state:

> Since 1970 over a half-million copies of Greenleaf's books and essays have been sold worldwide. Slowly-but-surely Robert K. Greenleaf's servant-leadership writings have made a deep and lasting impression upon people who are concerned with issues of leadership, management, philanthropy, service and spiritual growth. (p. 3)

So far conceptualization of this theory is concerned; it is not Greenleaf's (1977) sole creation. Its roots can be found to stretch to religion, fiction work and humanistic ground. Burkhardt and Spears (2000) stated that "While the term 'servant-leadership' was first coined in 1970, it is clearly a belief whose roots stretch back through thousands of years of both religious and humanistic teachings" (p. 3). Making the reference to Matthew (20:28a), a part of the Bible, Stephen (2007) makes a claim that servant leadership existed since Jesus of Nazareth who said, "the Son of Man did not come to be served, but to serve". Similarly, with reference to Blanchard (1998), Briner and Pritchard (2001), Rinehart (1998), Russell (2001a), Todd (2004), Wilkes (1998), Williams (2002); Hennigan (2008) confirms that "the construct of Jesus Christ as a servant leader has wide support in the literature" (p. 22). There are other scholars too who believe the root of servant leadership to be in the holy book of Christian, the

Bible and take Jesus Christ as the Servant Leader. Williams (2009) citing the reference of (Dinkel, 2003) puts forward the evidence that the roots of servant leadership can be found in the New Testament. She further states that biblical leadership stresses on the fact that being a leaders is not making all the decisions or being the "boss" has the characteristics like responsive, respectful, willing, loving and self sacrificing.

Sendjaya and Sarros (2002) make an interesting citation from the Bible as an example of Jesus Christ being a servant leader. During the time of Christ, Palestinians had a custom that hosts deploy a servant to wash the feet of their guest as there was no transportation and walking on foot on a long journey would get their feet dirty and smelly. In the absence of the servant deployed for the service, it would be the lowest ranking guest who would wash the feet of the other guests (Ford, 1991, as cited in Sendjaya & Sarros, 2002). Once so happened that Jesus along with his disciples went to a house to take meal but due to the absence of a servant there, they all sat on the table for meal. Unhappy Jesus with the sight stood up from the meal and started to wash his disciples' feet himself. Sendjaya and Sarros citing from *NIV, Bible, Gospel of John*, further state that on finishing washing the feet Jesus asked them a question, "You understand what I have done for you?" He said, "You call me 'Teacher' and 'Lord', and rightly so, for that is what I am. Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you (13: 13-15). Sendjaya and Sarros conclude that "The unusual twist of Jesus' leadership through the feet washing example has redefined the meaning and function of leadership power from 'power over' to 'power to', that is power as an enabling factor to choose to serve others" (p. 59).

Another most interesting notion attached with conceptualization of this theory of leadership by Greenleaf (1977) is Herman Hesse's noble describing spiritual pilgrimage -*Journey to the East.* Many scholars make reference to the fact that this precise noble had a greater influence on Greenleaf behind conceptualization of the theory. Sendjaya and Sarros (2002) make a claim that servant leadership was Greenleaf's own construction and this construct was not a consequence derived from studying some top-notch corporate leaders or other high profile individuals but through the reading of Herman Hesse's *Journey to the East.*

The story in the noble sets off a group of men in mythical journey. The group is completely dependent on the servant named Leo, who forms the center of the story. Besides doing all their chores, he entertains and sustains them with his spirit and his songs. But his disappearance all of a sudden makes the group abandon the journey putting them in disarray. The group is forced to abort the journey before making their destination.

Many years later, the narrator of the story found Leo once again. This is when that the narrator realized Leo was the titular head of the order that sponsored the journey. Though he was a leader, his nature was like that of a servant. His leadership was present in him and the group was depended on him unconsciously taking it out of him. He was a real person and his desire to help the group members came out from his heart. In fact it was his inner desire to avail his service to the group somehow. So seen in the story, he was not a leader but a servant who take care of the group helping them in basic needs when they were in the journey. With reference to the story, Greenleaf inferred that it is through the service one provides to the society, s/he gains the honor as a leader. Leadership must be about service (Spears, 1998). Further, with reference to this story, Greenleaf establishes a new moral ground in which he states that

followers "will freely respond only to individuals who are chosen as leaders because they are proven and trusted as servant" (p. 5).

These historical references that form the philosophical base of servant leadership seem to emphasize flat-structured leadership style rather than hierarchical leadership. Therefore, it opposes hierarchy. Many scholars including Senge, 1990 point out to the fact that in hierarchical leadership power is visible in leader which has to be obeyed by the subordinates or followers working in an organization.

Ever since servant leadership theory made its entry in the realm of leadership as a reaction to leading, it has become a widely studied leadership captivating the attention of researchers, leaders and scholars. The major attraction of this theory lies in the inversed organizational structure where not a leader but employees are put on the top. The leader is not power hungry instead focuses on leading by serving. Therefore, service to the ones who are supposed to be led is the prime interest of leader and such interest is natural in leader's part.

The essence of servant leadership is entwined in its characteristics. Or it is on the basis of the characteristics possessed by a leader, it is found out whether or not s/he is a servant leader. Since this study focuses on exploring servant leadership characteristics, a brief review on servant leadership characteristics follows hence forth which will further clarify servant leadership as a theory.

Characteristics of Servant Leader

In the process of carrying out their studies, reviewing Greenleaf's (1977) original work, various scholars have identified various operational characteristics of servant leader. In facts, as Irving (2005) believes, the works on servant leadership from 1990 to 2003 were all focused on finding out the themes that could help to operationalize the concept of leadership.

As early as in 1991 Graham putting emphasis on two characteristics pertaining to inspirational and moral dimensions identify inspirational and moral as servant leadership characteristics. Buchen (1998) emphasizes on self-identity, capacity for reciprocity, relationship building, and preoccupation with the future to be the major characteristics of servant leaders.

After carefully reviewing Greenleaf's work, Larry Spears (1998), CEO of Greenleaf Center for Servant-Leadership, makes a list of ten characteristics of servant leadership. The ten characteristics are listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. Since most of the scholars have based their studies and further developed servant leadership characteristics on the base of Spear's, the essence of these ten characteristics have been kept below in Spear's own words (1998):

1. Listening: The servant-leader seeks to identify the will of a group and helps clarify that will. He or she seeks to listen receptively to what is being said (and not said!). Listening also encompasses getting in touch with one's inner voice.

2. Empathy: People need to be accepted and recognized for their special and unique spirits. One assumes the good intentions of co-workers and does not reject them as people, even while refusing to accept their behavior or performance.

3. Healing: One of the greatest strengths of servant-leadership is the potential for healing oneself and others. Many people have broken spirits and have suffered from a variety of emotional hurts. Although this is a part of being

human, servant-leaders recognized that they have an opportunity to "help make whole" those with whom they come in contact with.

4. Awareness: General awareness, and especially self-awareness, strengthens the servant-leader. Making a commitment to foster awareness can be scary-- You never know what you may discover. Awareness also aids one in understanding issues involving ethics and values.

5. Persuasion: The servant-leader seeks to convince others, rather than coerce compliance. This particular element offers one of the clearest distinctions between the traditional authoritarian model and that of servant-leadership.

6. Conceptualization: Servant-leaders seek to nurture their abilities to "dream great dreams." The ability to look at a problem (or an organization) from a conceptualizing perspective mean that one must think beyond day-to-day realities.

7. Foresight: Closely related to conceptualization, the ability to foresee the likely outcome of a situation is hard to define, but easy to identify. One knows it when one sees it.

8. Stewardship: Robert Greenleaf's view of all institutions was one in which CEOs, staff, and trustees all played significant roles in holding their institutions in trust for the greater good of society.

9. Commitment to the growth of people: Servant-leaders believe that people have an intrinsic value beyond their tangible contributions as workers. As such, the servant-leader is deeply committed to the growth of every individual within his or her institution.

10. Building community: Servant leadership suggests that true community can

be created among those who work in businesses and other institutions.

(Spears, 1998, pp. 4-6)

Farling et al. (1999) put forward the importance of vision, influence credibility, trust, and service as the characteristics of servant leader. They argue that these provide theoretical foundation for the empirical investigation of servant leadership. They perceived that these characteristics are behavioral (vision, service) and relational (influence, credibility, trust) components which form a part of servant leadership as hierarchical model operating as a cyclical process.

Laub (1999) gave new dimension to servant leadership when he stated, "Servant leadership is more than a style of leadership. It is a different way of thinking about the purpose of leadership, the true role of a leader, and the potential of those being led" (p. 30). Laub also stated, "Servant leadership is an understanding and practice of leadership that places the good of those led over the self-interest of the leader" (p. 81).

He identifies valuing people, developing people, building community, displaying authenticity, providing leadership, and sharing leadership as the theoretical bases thereby forming the characteristics of servant leader. These characteristics are more systematic identification of servant leaders for Laub (1999) developed a definition of servant led organization and deploying a 14 member Delphi panel of leadership experts, he tasted it for the validation. On the basis of the same, he developed a construct named Organizational Leadership Assessment Instrument (OLA). He tasted the instrument among 828 responses from 14 unique organizations. Because of high Cronbatch-alpha of 0.98, the OLA is considered to have strong reliability. Since the development of the construct, it is being constantly used.

Russell (2001) conducted his study putting value in the center and pointing out to the assumption that "servant leadership succeeds or fails depending on the personal values who deploys it" (p. 81). He argued for vision, credibility, trust, service, modeling, pioneering, appreciating others, and empowerment as the servant leadership characteristics.

Page and Wong (2000) grouped the servant leadership characteristics identified by Spears into four orientations: character, people, task, and process which are linked with Spears' (1998) characteristics as following:

Table 2.3

Page and Wong Conceptual Framework Servant Leadership Characteristics

Page and Wong	Spears
Character-orientation	Integrity, Humility, and Servanthood
People-orientation	Caring for others, Empowering others, and Developing others
Task-orientation	Visioning, Goal setting, and Leading
Process orientation	Modeling, Team building, and Shared decision-making

(Williams, 2009)

Defining servant leadership on the basis of these characteristics, Page and Wong (2000) emphasizes seven characteristics of servant leadership which are empowering and developing others, power and pride, serving others, open, participatory leadership, inspiring leadership, visionary leadership and courageous leadership. Including these factors they developed a construct to self access servant leadership with 99 items which was revised by them in 2003 with shortened version naming it Servant Leadership Profile-Revised , the detail of which has been dealt in length in the following chapter as the adopted instrument for this study.

According to Patterson (2003) servant leaders have seven characteristics shaping their attitudes, characteristics, and behavior. She suggests "the servant leader demonstrates agapao love, acts with humility, is altruistic, is visionary for the followers, is trusting, empowers followers, and is serving" (p. 8). Among these seven dimensions, she adopted three of them - vision, trust and service from Farling et. al (1999). She presented that servant leadership is the extension of transformational leadership. This extension was based primarily on Patterson's observation that transformational theory was not addressing the phenomena of love, humility, altruism, and being visionary for followers. Furthermore, Stone et. al (2004) with regard to these two theories of leadership, make a remark that despite the fact that transformational leadership and servant-leadership share several similarities, transformational leaders tend to focus more on organizational objectives, while servant-leaders focus on followers' well-being.

Another of the important work worth citing here is the work of Russell and Stone (2002). This work contains a comprehensive and exhaustive literature review of servant leadership. On the basis of this literature review, they identified two lists of servant leadership characteristics which they categorized as functional attributes and accompanying attributes as in table 2.4. They simply named the attributes most commonly found in the literature as functional attributes and they named those that operationalize the leadership actions as accompanying ones. The occupying attributes are those characteristics which facilitate the use of the functional attributes. Though accompanying attributes provide supporting context for applying the functional attributes, they are not secondary to functional attributes. In the concluding remarks, they note that the twenty characteristics as identified by them refine or reflect Spears' (1998).

Table 2.4

Servant Leadership Attributes

Functional attributes	Accompanying attributes
1. Vision	1. Communication
2. Honesty	2. Credibility
3. Integrity	3. Competence
4. Trust	4. Stewardship
5. Service	5. Visibility
6. Modeling	6. Influence
7. Pioneering	7. Persuasion
8. Appreciation of others	8. Listening
9. Empowerment	9. Encouragement
	10. Teaching
	11. Delegation

From "A review of servant leadership attributes: developing a practical model," by R.F. Russell and G. S. Stone, 2002, *Leadership and Organization Development Journal, 23*(3) p. 147. Copyright 2002 by MCB UP Limited. Adapted with permission.

Barbuto and Wheeler (2006) clarified the servant leadership construct and developed a measure for it. In their model, five dimensions of servant leadership were identified: altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship. Among all these characteristics, altruistic calling formed the center of their construct as it perfectly matched with Greenleaf's (1970) original conception of leaders' desire and willingness to put away self-interest making conscious choice to serve others.

Conclusion of Characteristics Review

This review of servant leadership characteristics reveals the fact that Greenleaf's (1970) definition of servant leadership forms the basis for analyzing the servant leadership characteristics, however Greenleaf himself is not found to enlist any characteristics as such under any subtopic. Throughout his writings, Greenleaf provided a model of servant-leadership and servant-leader development. In fact, he noted that there are no prescriptions for servant-leadership, only models (Greenleaf, 1970), and his model was based on behaviors. Therefore, invading on the behavior model since the beginning of systematic study on servant leadership for finding out operational theme, significant achievement on identifying the characteristics and construct development on the basis of these characteristics was made after Spear (1998) gave a comprehensive list of the characteristics of servant leaders. This development is evident between late 1991 and 2006.

Furthermore, through this review on servant leaders' characteristics, it appears that servant leaders bring a service-oriented approach to leadership that is manifested in enabling followers to grow and develop (Bass, 2000). It looks that these characteristics as operationalized, themetized, tested and improvised by various scholars in the span of time truly justify Greenleaf's (1970) original concept of servant leadership which emphasize service first rather than leading. Servant leadership theory conceptualizes a leader who is ready to sacrifice self-interest for prioritizing the needs of those being led.

The characteristics identified as operational variables of servant leaders since 1991 to 2006 have been summarized in the following table.

Table 2.5

Operational Themes of Servant Leadership

Scholars	Characteristics
Grahm (1991)	Inspirational, Moral
Buchen (1998)	Self-Identity, Capacity for Reciprocity, Relationship Builders, Preoccupation with the Future
Spears (1998)	Listening, Empathy, Healing, Awareness, Persuasion, Conceptualization, Foresight, Stewardship, Commitment, Community Building
Farling et al. (1999)	Vision, Influence, Credibility, Trust, Service
Laub (1999)	Valuing People, Developing People, Building Community, Displaying Authenticity, Provides Leadership, Shares Leadership
Page and Wong (2000)	Empowering and Developing Others, Power and Pride, Serving Others, Open, Participatory Leadership, Inspiring Leadership, Visionary Leadership and Courageous Leadership
Russell (2001)	Vision, Credibility, Trust, Service, Modeling, Pioneering, Appreciation of Others, Empowerment
Russell and Stone (2002)	Functional: Vision, Honesty, Integrity, Trust, Service, Modeling, Pioneering, Appreciation of Others, Empowerment Accompanying: Credibility, Competence, Communication, Stewardship, Visibility, Influence, Persuasion, Listening, Encouragement, Teaching, Delegation
Patterson (2003)	*Agapáo* Love, Humility, Altruism, Vision, Trust, Empowerment, Service
Barbuto and Wheeler (2006)	Altruistic Calling, Emotional Healing, Wisdom, Persuasive Mapping, and Organizational Stewardship

Servant Leadership and Gender

As seen in the 'Grate Man' theory of leadership, leadership is very much the

possession of man or the term leadership was synonymously used with man.

However, since the age of great man theory, a lot of water has flown under the bridge of leadership and turned up to the notion of leadership as 'service first influenced by natural feeling to lead' (Greenleaf, 1977). This may be first leadership theory directly attributed as female type by various scholars for many of the characteristics of servant leaders are considered to be feminine characters. Sergiovanni (1992) concludes that servant leadership is not a much favored leadership style in male dominated organizations as it is often perceived to be female type of leadership. He provides power versus relation as the base for this conclusion. Male emphasize power whilst women go for relations. Therefore, they tend to emphasize relationships, authenticity, creativity and serving others.

Studying servant leadership, Malligan (2003) found that 49.2% of the male participants were classified as servant leaders whereas 68.8% of the females were classified as servant leaders. Though he concludes the difference to be statistically insignificant, women showed more interest in servant leadership than the men did.

Stephen (2007) in her study of servant leadership finds out that "female leaders tend to adapt their leadership styles to the context of their environment; therefore, they are less likely to utilize servant leadership at the male-dominated secondary school level than at the female-dominated elementary level" (p. 165).

Nevertheless, Horseman (2001) comes out with different remarks with regard to servant leadership claiming servant leadership as an emerging leadership style for both male and female. Bennis (2002) seems in support of Horman's notion pointing to the fact that leadership success is depended neither in masculinity nor in femininity.

Servant Leadership and Other Demographic Factors

Other demographic factors taken under consideration by this study to examine whether they influence servant leadership characteristics are age, level of education

and experience of the public school principals. Whether these factors have any association with servant leadership characteristics have not yet been looked into. Therefore, difference of these factors with servant leadership has been explored with the intension of extending the theory.

Furthermore, While scanning through the empirical studies on leadership, it was found "A few studies included gender, age, and education as demographic variables in their examination of leadership styles. These studies produced mixed findings on the significance of the effects of these variables on leadership style" (Barbuto et al., 2007, p. 4). This shows that the previous studies are not found to show concrete result in term of association between age, education and experience and leadership. Most of them conclude with mixed result.

Peters (2013) states in his interview, that leadership is influenced by age and experience of leaders. He seems to lay emphasis on maturity which he claims comes with the older age of the leader. Simpson, (2000) was also found to think in the same line stating that ".. oder people of both genders have become more mature and have understood that leading people is not only about your own pay cheque". She further states, "… younger people, especially the males, are rather aggressive and mostly driven by the financial aspects of their work". In this interview it is apparent that "maturity", "aggression" and "financial aspects" are the variable influenced by age of the leader. "Maturity" is linked with older age whereas "aggression" and "financial aspects" are related with younger age.

Other important aspect revealed in this interview is the fact that Peter (2013) believes that along with age, experience is one of the prominent variable exerting influence in leadership exercise. He states, "Older candidates with more experience under their belts are generally more interested in other issues and broader career

opportunities. They have understood that in most cases you need to involve and motivate staff in order to make things work. Young males often still think they can solve problems simply by firing everyone!"

In this interview, however, Peters (2013) seems to make covert distinction between sexes. His statements indicate that aggression and maturity aspects are merely linked with young males but he does not talk about females.

Review of this interview points out to the need of looking into maturity what it exactly is. One of the websites www.uh.edu defines maturity as following:

Success Depends Upon Maturity

Maturity is many things. It is the ability to base a judgment on the big picture, the long haul. It means being able to resist the urge for immediate gratification and opt for the course of action that will pay off later. One of the characteristics of the young is "I want it now." Grown-up people can wait.

Maturity is perseverance-the ability to sweat out a project or a situation, in spite of heavy opposition and discouraging setbacks, and stick with it until it is finished. The adult who is constantly changing friends and changing mates is immature. He/she cannot stick it out because he/she has not grown up.

Maturity is the ability to control anger and settle differences without violence or destruction. The mature person can face unpleasantness, frustration, discomfort and defeat without collapsing or complaining. He/she knows he cannot have everything his/her own way every time. He/she is able to defer to circumstances, to other people and to time. He/she knows when to compromise and is not too proud to do so.

Maturity is humility. It is being big enough to say, "I was wrong." And, when he/she is right, the mature person need not experience the satisfaction of saying, "I told you so."

Maturity is the ability to live up to your responsibilities, and this means being dependable. It means keeping your word. Dependability is the hallmark of integrity. Do you mean what you say-and do you say what you mean? Unfortunately, the world is filled with people who cannot be counted on. When you need them most, they are among the missing. They never seem to come through in the clutches. They break promises and substitute alibis for performance. They show up late or not at all. They are confused and

disorganized. Their lives are a chaotic maze of broken promises, former friends, unfinished business and good intentions that somehow never materialize. They are always a day late and a dollar short. Maturity is the ability to make a decision and stand by it. Immature people spend their lives exploring endless possibilities and then doing nothing. Action requires courage. Without courage, little is accomplished.

Maturity is the ability to harness your abilities and your energies and do more than is expected. The mature person refuses to settle for mediocrity. He/she would rather aim high and miss the mark than low-and make it.

Maturity is the art of living in peace with that which cannot be changed, the courage to change that which should be changed, no matter what it takes, and the wisdom to know the difference.

The definition explores various aspects of maturity which can be seen to have linkage to Peters and Simpson.

Peters (2013) and Simpson (2000) both were found to think from the same line in term of influence of age and experience in leadership. Similarly, in term of education level, they seem to make an indication to MBA as the appropriate academic qualification for the development of leadership skill. Though, like other researchers, they also do not show any clear indication to education for leadership development but their emphasis on MBA as appropriate academic qualification for ones willing to assume or assuming leadership position somehow points out to the fact that candidates with master's degree can serve the ends of leaders need.

School Management and School Leadership in Nepalese context

Though this study focuses on the characteristics of public school principals of secondary schools, a brief overview covering important policy related to school management and school leadership has been sketched in the following discussions. However, the major focus has been laid on leadership rather than the management aspect. In this section of the study, school leadership provision made by current reform plan known as SSRP has been studied keeping the process, people, character

and task orientation in the focus on the backdrop of the New Education Plan of 1971 and initiative of 2002.

Bird's Eye of School Management Policies in Nepal

The management of public schools in Nepal seems to be in constant sway in the seesaw with government in one side and the public in the other. The New Educational Plan of 1971 seems to undermine the community role in school management, adopting sole accountability to government. "This heralded an era of state intervention in the school system. The state began to intervene in every sphere, thus weakening the community's role in education (NPC, 2006, as cited in Dhakal, 2007). Once again, the management of public school seemed to sway in favour of the public responsibility with the decision to transfer the school management to community in 2002 with an objective of transferring 8000 public schools to community accountability. With this action, one of the noted results achieved, according to Dhakal (2007), was that it helped reduce the teachers' absenteeism resulting in gaining the learning momentum due to the regular monitoring and supervision by the people. Though the management of schools was transferred to the community, the hiring and firing of teachers and the appointment of head teachers (principals) remained with the ministry itself.

This brief review points out to two major facts, whatever might be the result in term of teachers' accountability to their job after transformation of school management to community, it is not out of the change of the teachers' mentality towards their assigned job but a change forced by the monitoring and supervision system which can weaken any time in its absence. Secondly, the head teachers' bond between school and management committee seems to be weakened because of the

recruitment process. The head teachers are seen in the comfort zone regarding their security as management committee has little to do with it.

Moreover, as identified by the introduced management system, the schools' organization structure remains in the top-down style thereby creating the hierarchy as an influence from bureaucratic system of Nepal. Strand and Bush (2005) state, "In common with many other sectors, education has traditionally adopted bureaucratic structures and processes but these are increasingly thought to lack the flexibility to respond to a rapidly changing environment" (p. 2).

Nevertheless, the erupting political turmoil during the time stood as the blockade in the 2002 initiative of transferring schools into community accountability and by 2007, only 2500 schools were handed over opposed to its envisioned 8000 (Dhakal, 2007). In the year 2008, a plan was conceived to reform the national school sector and a core document was drafted which also gave the continuity to the initiative.

The SSRP

The SSRP Core document 2008 has made the following mention with regard to Head Teacher (Principal) in its 89th point:

Head-teachers will have greater roles in academic aspects (such as teacher assignment and professional supervision) and administrative aspects (such as maintaining teacher schedules, maintaining records, managing non-teaching staff, etc.). They will also be given authority to set standards, appraise teacher performance, and use performance appraisals for feedback. The SMC will have an important role in making performance contracts with the school Head-teacher. (p. 26)

As seen in the document, the role and responsibilities of the principals look to be confided within process orientation and task orientation forgetting the people orientation and character orientation. However, since it is just a core plan devoid of detailed explanation in itself, it may be appropriate to make a comment observing its details in the supporting document.

Beginning in the year 2009, a new plan is in action in form of School Sector Reform Plan (2009-2015) as conceived by the core document of 2008 which also 'intends to delegate educational planning and management responsibility to the local body and community' (p. 89).

According to the document, the provision of the head-teacher is based on the following points: (pp. 92-93)

- SMC will make performance contract with head teacher.
- Head teacher will be responsible for administrative activities like overall financial management, management and evaluation of teaching and nonteaching staff, decide and maintain school calendar and daily school schedule, maintain school data and records, liaison with other agencies, set and maintain minimum social (code of conduct – behavior, relationship, no corporal punishment to children, dress-up, language, no bad words, no arms, no fighting, no political activities, no graffiti, etc) and physical standard for school, maintain physical properties of school, etc.
- Head teacher will be responsible for developmental activities like preparing Annual Implementation Plan on the basis of approved SIP,
- Head teacher will be responsible for academic activities like set and maintain minimum academic standard for school, teacher assignment, professional

supervision, decide on content and structure of local curriculum, classroom organization, instructional methods, etc.

- Head teacher will also fix and assign performance targets for individual teacher.

All issues related with this provision apart, the use of the acronym 'etc' in the second and penultimate point make this provision vague to interpret. However, as highlighted in the document, an attempt can be seen to have made towards principals' character and people orientation as well.

The phrases in the second point "behavior, relationship, no corporal punishment to children, dress-up, language, no bad words" obviously hints towards the character orientation whereas the phrases like "overall financial management, management and evaluation of teaching and nonteaching staff, decide and maintain school calendar and daily school schedule, maintain school data and records, liaison with other agencies" indicated the principals' responsibility to task orientation. Scattered in other pints, phrases like "developmental activities like preparing Annual Implementation Plan, performance contract, set and maintain minimum academic standard for school, teacher assignment, professional supervision, decide on content and structure of local curriculum, classroom organization, instructional methods" hints towards the task orientation of the principals and the phrase in the point "set and maintain minimum social code of conduct" are the indications towards the principals' responsibility towards people orientation.

Therefore, seen from the policy perspective as well, this study can be a ground breaking research as it finds the contents in the policy documents to look for the characteristics of the public school principals.

The aspect associated with it is the school efficiency and it can be assumed that an effective school has better school efficiency. So, for the effectiveness of a school, principal's characteristics have a prominent place. Amatya et al. (2004), stating that the research in school effectiveness begun as a formative process, point out to the fact that the current research on third phase of school effectiveness focused on the leadership roles of the Head-teacher (HT). They further postulate, "The third phase of school effectiveness research focused on to trace-out the roles and functions of the HT that contributes making a school effective so that the characteristics could be replicated in other public schools." So, after the implementation of SSRP in Nepalese education sector, no researches are seen to make this attempt.

Servant Leadership: An Empirical Review

As was seen in the above discussion, in the recent decades, servant leadership has become one of the most studied leadership styles or approaches after 1990s. Now, there are many empirical studies in different organizational settings including schools, colleges and universities. The field has been enriched with both qualitative and quantitative evidences. However, this study has reviewed only some of those studies which were carried out to investigate the issues of educational field. The reviewed studied had incorporated various research methodologies such that quantitative, qualitative and mixed method. As mentioned earlier, since there were no research on servant leadership carried out yet in the context of Nepalese education sector, all the reviewed literatures were taken from international educational contexts.

Stephen (2007) studied servant leadership in school setting so as to 'examine public school principals' perceptions of servant leadership as a successful leadership style'. In this quasi experimental mixed method research, the Ph. D. scholar used the SLPR for eliciting quantitative data from two groups of Texas public school

principals in equal number – principals nominated for Principal of the Year and those not nominated, 113 each. This study had two specific research questions, both of which were directed towards finding out the perceptions. The first research question looks to operate on the assumption that the school principals recognized as successful by public would perceive themselves as servant leaders than those who had no public recognition as successful. And the second research question destined to find out the difference in perception of servant leadership in regard to their gender, ethnicity and school level. Since this was a mixed method research, qualitative data were also generated and analyzed in association with quantitative one but the two groups of principals were compared as to their self perception of servant leadership and that of the remaining principals was analyzed on the basis of their gender, ethnicity and school level. The study had some important revelation that though the surveyed principals agreed moderately to strongly on the servant leadership concept, the statistical test confirmed that there was no significant difference in self perception of servant leadership between these two groups. Particularly, identifying 60 specific servant leadership actions, the study concluded that the public school principals were likely to perceive themselves as servant leaders.

In another study, Hannigan (2008) , in the process of studying leadership in higher education, investigated servant leadership as the predictor of college performance. The exploratory research purposed to gain insight about two major things: level of servant leadership in five California community colleges and relation between college performance and level of servant leadership. This study used Organizational Level Assessment (OLA) developed by Laub (1999) to measure servant leadership at the organizational level and found out that servant leadership did not exist in all five colleges. However, the scholar could not yoke the required

sample, as he states, for two reasons: first because only five of the thirty-eight Californian collages agreed for the participation in responses to his open invitation, and second because the participants supplying the researcher with the information were conditional. A group of 18 participants did not complete the demographics and the other group of 36 participants chose not to answer all the questions. So, the standard sample was short by 54 responses. This seems to exert influence in his result. In answer to the second research question, the researcher concludes, "The null hypothesis correlating the performance index and servant leadership could not be rejected. However, a Spearman's rho correlation revealed an inverse relationship between servant leadership and the two performance scores that focused on student earned awards and certificates"(Abstract).

Similarly, Metzcar (2008) is found to study servant leadership in relation to the effectiveness of classroom teaching. So, this study endeavored to measure the level of servant leadership among the teachers as classroom leaders by using Teacher Leadership Assessment (TLA) created by modifying the OLA construct. In this correlational study, the researcher looked into two research questions related with the strongest and weakest points of servant leadership qualities available among the teachers certified by National Board for Professional Teaching Standard (NBPTS) in one of the American States, Indiana. The departure point for his study, as the researcher states, is the empirical fact that different research found correlation between NBPTS and effective teaching. So, the study considered NBPTS certified teachers as representative of effective teaching.

The study had many important findings among which most notable were: majority (93.72%) of NBPTS certified teachers rated themselves as servant leaders making it easy for the researcher to carry his study forward. The evaluation of the

strongest and the weakest qualities of servant leadership revealed that the greatest strength was "builds leadership" and the weakest one was "builds community". It is worth noting here that the OLA developed by Laub (1999) has identified six qualities of servant leadership unlike the seven as identified by Page and Wong (2003) in their SLPR. The qualities of a servant leader that OLA measures are: 'values people, develops people, builds community, displays authenticity, provides leadership and shares leadership'.

Another research that takes the principals as the respondents is the one carried out by Kasun (2009) in which the researcher studies the application of servant leadership by New Jersey public school principals. The purpose of this study was to evaluate the application of servant leadership practice by public school principals. So, this research set two research questions: to what extent servant leadership existed as perceived by the New Jersey principals; and how they implemented the 10 characteristics of servant leadership. Unlike Stphen (2007), Hennigan (2008) and Metzcar (2008), Kasun (2009) used a different construct to fulfill his purpose. However, this study had some commonality with that of Stephen's (2007) but only pertaining to the developer of the construct. Both of these studies used an instrument developed by Page and Worn in two different times. The construct known as Self-Assessment of Servant Leadership (SASL) was developed by them in 1998 and SLPR in 2003. The SASL used by Kasun (2009) in his research was SASL which identifies 10 leadership characteristics: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth and build community). As the thematic review of literature of the present study shows, these are the original characteristics of servant leadership. Furthermore, the empirical studies

provide a base to conclude that the most used construct to assess servant leadership characteristics are those of Laub (1999) and Page and Wong (2098; 2003).

Kasun's (2009) was a mixed method research divided into two parts. In the first part, the SASL was used to find out the existence of servant leadership among the principals and the other part qualitatively analyzed the application of these characteristics by these principals. Out of the seventy New Jersey public school principals studied, only fifteen confirmed the possession of these characteristics but all of these principals were from high-achieving high schools located in New Jersey.

The purpose behind the use of SASL, as the researcher states, was to form the group of principals so as to make the analysis of the second part more convincing and easier. In the second part of the research, the researcher used a semi-structured interview process. Since the SASL had found 15 principals with all the servant leadership characteristics, the researcher carried out the semi-structured interview schedule on all these principals on one-on-one process. Interestingly, the analysis of the data found out that these principals possessed similar belief system and exercised identical approach to leadership.

William (2009) carried out a mixed method research to determine the extent that elementary school principals in Southwest Georgia participated in the servant leadership model. She used the SLPR of Page and Wong (2003) as the instrument to generate the data. In the first phase she used the descriptive statistics to determine servant leadership status among these principals and on the basis of quantitative findings she made qualitative analysis of these principals' servant leadership characteristics. Unlike the other studies, the researcher in this study made an attempt to explore the exercise of servant leadership in association with the leaders' ethnicity, age, sex, years of work experience and education and found out that

Principals in the age range of 35-40 had a mean score of 1.96, whereas principals in the age range of 46-50 had a mean score of 3.07. There was a trend in the data for years of experience as a principal within each factor. The mean scores of the principals who had 16-20 years experience as a principal were lower than the principals who had 21+ years of experience for each factor of the SL.

In term of these findings she concludes that there were not noteworthy differences between the mean scores of the demographics of servant and non servant leaders. This study did not carry out any inferential statistical tests and the conclusions were drawn on the basis of the mean scores.

Brown (2010) carried out a research work to explore the perception of teachers on the importance of identified servant leadership characteristics for high school principals in two different communities. These two communities were physically different as one of the two was located in an urban area and the other in a rural area. Hence, diversity in the school environment. The purpose of the research was to determine the difference in perception of the importance of identified servant leadership characteristics for the principals of high schools held by the teachers in two diverse communities. The research was operated on a single research question which was very identical to its purpose.

This research was a case study based on the purposively chosen samples and deployed a construct designed on the basis of the servant leadership characteristics identified by Abel (2000). It had 48 items which the researcher grouped into 12 factors by means of factor analysis. The data yielded with the help of this construct from the sample was analyzed and compared statistically. To explore the difference, the researcher used ANOVA and Chi Square tests.

As the study states, the major finding was that the teacher respondents in both school setting seemed to be in agreement that nearly all the servant leadership characteristics and behavior of principals which the study investigated in were important. The other finding was that statistically significant ($p< .01$) differences did exist for the factor represented the servant leadership characteristics of building community, communicating vision, and empowering people. For this factor, the population from the urban community had a higher mean score (3.78 compared to 3.49) and smaller standard deviation (.29 compared to .49) than the population from the rural community.

Summary of the Empirical Review and the Gap

The purpose behind making an empirical literature review is to find out the gap for further study. Since no study was carried out on servant leadership in the context of educational filed of Nepal until the proposal of the study was approved, the researcher assumed it to be a huge gap. Therefore, in the course of carrying out the review of empirical studies, only three factors were taken into account: the methodology of previous researches, construct deployed by them to yield data and their major findings. Being the present study explorative, the focus was laid on how servant leadership characteristics were explored rather than critically examining them so as to trace the gap. Hence, even though these studies pointed out to the areas for further researches, it was not seriously heeded, nor were they analyzed from this perspective. As a result, the review of empirical studies appeared as though they were a simple listing.

School Efficiency

Efficiency is an abstract term difficult to address numerically. In addition to this, while talking about school efficiency, various factors must be looked into and

touched upon such as socio-economic structure of the location a school is functioning in, expectations of the students, parents and its stakeholders, investment and budgets, efficiency of individuals directly involved in teaching learning activities of a school, management of resources and many others. Combined together these critical elements give a school a complete form forming the internal and external environment for the school. However, due to its vagueness, there are very few empirical evidences to support school efficiency. Kim et al. (2006) rightly claim, "research on how to measure efficiency in the production of educational outcomes has been minimal…." (p. 97). Discussing its popularity in the recent time, they further state "….although interest in such measures is now high…." (p. 97). This study of theirs intends to deal with financial efficiency of education.

Edwards (1992), making the concept on school efficiency more complex, states that efficiency and effectiveness analyze education quality. Usually school efficiency is found to be analyzed from two perspectives - internal and external. Those schools which are capable of attaining their objectives and goals without making waste of resources are taken as internally more efficient schools. The indicators of internal efficiency of schools are dropout, repetition and promotion rates. These internal efficiency indicators measure the internal flow of students in an educational system (Agrawal, 2002). He further states "internal efficiency of the primary education system is inversely related to the dropout and repetition rates" (p. 4). The external efficiency of the school goes beyond the school premises and outside the control of school mechanism. Those schools graduates who have the saleable competencies, generate income and are occupied more in the future labor market are said to be more efficient schools. Educational returns are the typical measures used to analyze external efficiency.

Woessmann (2007), in his study which makes an attempt to determine school efficiency and equity taking the sample from various nations, points out to three fundamental determinants of school efficiency and equity- central exams, tracking and private schools. He concludes the study with the finding:

> ...central exams are associated with efficiency, but not with equity, while tracking is associated with equity, but not with efficiency. The only exception is private school operation, which is positively associated with both efficiency and equity. (p. 23)

This study identifies central examination one of the determinants for measuring school efficiency but school tracking which means enrollment of a student into school irrespective of age (early tracking and late tracking) can be an important determinant of equity while private schools are associated with both equity and efficiency of national education system. Nevertheless, if not age of the school children, enrollment itself can be seen to have the impact for it was on the basis of enrollment of children into a school that the percentage of students who successfully complete an educational program is calculated and determined.

Aggrawal (2002) seems to have compared efficiency with a system model - input, process and output. He states, "Theoretically, the concept of efficiency refers to the relationship between input and output of production system" (p. 7). However, production depends on the homogeneous input for the output. In the context of education, homogeneous input is an ideal thought alone as the teachers considered input in education have varied competency and performance whereas the students' enrollment age is not usually similar and their cognitive faculty varies to a great extent. Besides, regional educational objectives also vary depending upon the socio-economic structure. Despite these constraints, (Aggrawal, 2002) claims, the input and

output of the school system are measured in a very simplest way. "One such approach consists of considering the input and output of a given cycle of education as the number of students who enter and those who complete the cycle respectively" (p. 8). This explanation emphasizes the enrollment and results as the indicators to measure educational efficiency which can be narrowed down to school efficiency as it is through the schools that the formal enrollment into an education system is made and pass outs are determined by means of examinations or standardized tests.

Coefficient of Efficiency

This is one of the systematic indicator developed by UNESCO Institute for Statistics (2009) to determine internal efficiency of educational system. The purpose behind construction of this indicator is to "summarize the consequence of repetition and dropouts on the efficiency of the educational process in producing graduates" (UNESCO, 2009, p. 15). Details of this construct has been furnished in the following:

Table 2.6

Coefficient of Efficiency

Definition:	The ideal (optimal) number of pupil-years required (i.e. in the absence of repetition and dropout) to produce a number of graduates from a given school-cohort for a cycle or level of education expressed as a percentage of the actual number of pupil-years spent to produce the same number of graduates. Input-output ratio, which is the reciprocal of the coefficient of efficiency, is often used as an alternative. N.B. One school year spent in a grade by a pupil is counted as one pupil-year.
Purpose:	This is a synthetic indicator of the internal efficiency of an educational system. It summarizes the consequences of repetition and dropout on the efficiency of the educational process in producing graduates.

Calculation method:	Divide the ideal number of pupil-years required to produce a number of graduates from a given school-cohort for the specified level of education, by the actual number of pupil-years spent to produce the same number of graduates, and multiply the result by 100. The coefficient of efficiency is calculated on the basis of the reconstructed cohort method, which uses data on enrolment and repeaters for two consecutive years.
Data	Number of graduates and dropouts by length of study. These data can also be derived by using the reconstructed chorot model, which requires enrolment by grade for two concutive years (years t and t+1); number of repeaters by grades for t+1 and number of graduates for year t.
Data source:	School register, school survey or census for data on repeaters and enrolment.
Type of disaggregation:	By gender, geographical location (region, urban/rural) and by school type (private/public).
Interpretation:	Results approaching 100% indicate a high overall level of internal efficiency inproducing graduates and no wastage due to repetition and dropout. Coefficients below 100% reflect the impact of repetition and dropout on the efficiency of the educational process in producing graduates. As the reciprocal, the optimum input-output ratio is one, and inefficiency arises from any point which is greater than one.
Quality Standards:	Science the calculation of this indicator is based on pupil-flow rates, its reliability depends on the consistency of data on enrolment and repeaters in term of coverage over time and across grades. Differences in national regulations concerning the number of repetitions allowed constitute an aspect to be taken into account when using this indicator for across-country comparisons.

(Adapted from UNESCO, 2009)

Chapter Summary

This chapter was begun with chapter overview and defining leadership as a process of influencing followers, the various leadership theories were looked into. Leadership appeared to remain complex concept even from Platonic period when two philosophers Plato and Aristotle were found contesting about the leadership nature. Another most important leadership Machiavellianism, before trait leadership, was found an impressive leadership exercised in the political fields specially recommended to the then princes by Machiavelli. He recommended the way of manipulating people regarding them as fallible being.

From the origin of great man theory, researchers' attention was found to be gravitated towards leadership. Various studies were carried out however these studies faced failure in finding out common trait that can be sought in a successful leader. Though leadership was considered to be innate potential of individuals, such potentiality and style varied widely putting the researchers in great bewilderment. Then, trait theory made its way in to the field of leadership but once again being it dependent on nature rather than nurture, made leadership development a challenge for the traits studied among a group of successful leaders' personality failed to match with another group. Ultimate authority to the person with great personality as a leader gave birth to the hierarchy and organizations were dependent on the sole decisions of such a person who spread all over the organizations. Behavior theory of leadership was another erupt in the leadership field which left a significant landmark by pointing out to the possibility of leadership development emphasizing nurture part along with nature. This theory concentrated on the functional part of the leader rather than quality. Therefore, drawn from the practicing managers of organizations, attention was laid on the practicing managers. Situational or contingency theory appeared

discarding behaviorism and traits focusing on situation dependent leadership in which leader might play a role of an autocrat or participator. At least these theories abandoned the notion that there are some rigid frames for leaders to operate on. Instead, there may require different levels of leadership in an organization. These theories ensued some sort of flexibility in leadership paradigm. Despite these facts, it was still prevalent in the realm of leadership that an individual who was assumed to be a leader superior being out of the reach of the followers.

It was from the later part of the mid-twentieth century that follower were started to be valued. Though charismatic leadership alluded with a loud figure, critics did not attribute it as a theory truly focusing followers. However, the leaders from this theory were capable of leaving lasting impact in the political and religious scenes but being questioned pertaining to organizational context. By this time modern leadership theories had started to make their way into the realm of leadership some of which left immediate impact while other took pretty deal of time to be popular leadership styles. Though transformational and transactional theory of leadership was controversial in its advent, the transformational leadership theory has been one of the most popular leadership theories due to its intense and reliable focus to followers and their empowerment. Furthermore, this theory has been considered to be most successful theory in terms of realizing the organizational goals. Other many emerging theories like social cognitive approach to leadership, authentic leadership, e-leadership and many such other concepts are in the process of making their loud entrance into already crowed realm of leadership. Whatever may be the impact of these leadership theories in the present world, they have not gone beyond leading still being the frontal character of an organization.

Though conceptualized nearly half a century ago, servant leadership theory emerged as a reversed leadership theory with paradoxical term servant with leadership. Emphasizing serving remaining in the reversed organizational chart, this theory changed the leading notion of leader. This theory of leadership discourages power relations, oppressive or coercive outcomes, lack of emphasis on collective growth, use of force on individuals rather than negotiation with people who need to align, and not clearly communicating the reasons for change. This is the only theory having reversed organizational chart solely dedicated to leading from behind putting the followers in driving seat. Still it is a courageous leadership theory according to Page and Wong (2003). This conceptualization of the theory makes it interesting to carry out an investigation whether it can be found in the school setting and among the school principals.

Review on servant leader characteristics revealed the fact that there were many studies and construct development but most of them were based on the ten characteristics as identified by Spears, the CEO of Greenleaf Center. This study identified one of the most appropriate instrument according to its purpose based on the review of servant leadership characteristics.

With regard to demographic variables, servant leadership was found to be argued as feminine style of leadership but balanced view was also found. With regard to other demographic variables - age, educational level, and work experience as intended to be studied by this researcher were devoid of comprehensive literature.

Finally, a complex notion known as school efficiency was tried to be clarified in the existing literature. On the basis of this review, the internal efficiency of the school was found to be appropriate aspect for study. In this aspect of efficiency,

enrollment, retention (dropout) and central examination were found to be critical variables to determine school efficiency.

<div align="center">Conceptual Framework</div>

On the basis of the literature review, conceptual framework has been formed which is illustrated in the following diagram. The diagram shows that the independent variables are gender, age, level of education, experience in the job of the public school principals and the dependent variables are servant leadership attributes namely empowering and developing others, power and pride, serving others, open, participatory leadership, inspiring leadership, visionary leadership and courageous leadership. Similarly, in the case of school efficiency, the independent variables are student enrollment (total number of students in grade ten), school dropout (students who do not appear in SLC examination) and SLC result in which dependent variable is school efficiency itself. Again, in the case of servant leadership and school efficiency, servant leadership is independent variable and school efficiency is depended variable.
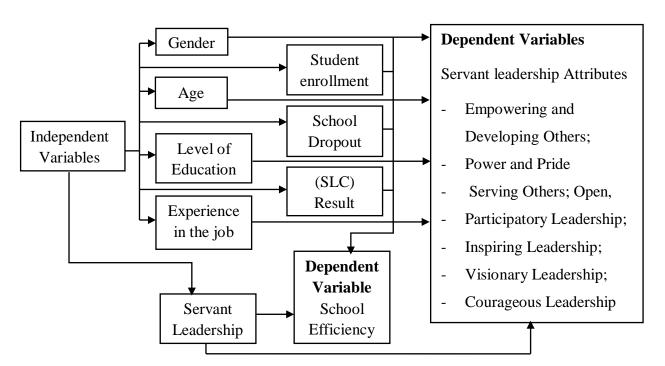

Figure 2.1 Conceptual framework

CHAPTER III

RESEARCH METHODOLGY

Chapter Overview

The main purpose of this chapter is to provide with detailed information on research design and methodologies undertaken in this study. This chapter begins with explaining the paradigmatic stands which guides the study which is followed by a brief explanation of Research Design. And then in different sub-headings, this chapters discusses on assumptions, sources of data, study population, sample and sampling procedure, rationale behind sample size, instrumentation, reliability and validity, authorization of instrument, piloting, administration of survey, stages of data analysis and ethical consideration adhered by the researcher during the process of carrying out research work.

Paradigmatic Stands of the Study

Traditionally, quantitative research design is popular under positivist research paradigm. The purpose of the positivist research paradigm is to prove or disprove a hypothesis. Positivist research includes an emphasis on the scientific method, statistical analysis, and generalizable findings (Mack, 2010, p. 6). It demands controlled experiments and more rigid structure and procedures of empirical analysis of the researched. Considering these difficulties, this research was carried out using quantitative design based on the post positivist philosophical ground.

Post-positivism is a research philosophy which accepts the limits of positivism, talks about probability rather than certainty and considers the limits of

objectivity (Crotty, 1998). Bohman et al., (1991); Hacking, (1983); Hesse, (1980) argue post-positivism as:

> characterized by and emphasizes: a rejection of positivist understandings and methodologies and embraces instead approaches that contextualize theories and disciplines in larger social and historical contexts; normative criteria for deciding between competing theories; the ubiquity of variance in explanations and theories; and an understanding of individuals as self-interpreting, autonomous subjects. (as cited in Allmendinger, 2002, p. 87)

Considering limitations consisted in to the positivist paradigm and flexibility found in post-positivist research tradition, this study was persisted to choose post positive paradigm as a philosophical position of the research. In academic research, defining paradigmatic position as being a basic criterion for clarifying philosophical stance of the research project, Guba and Lincoln (1994) argue paradigm as a set of "basic beliefs that deals with ultimate or first principles. It represents a world view that defines, for its holder, the nature of the "world," the individual's place in it, and the range of possible relationships to that world and its part" (p. 107). According to Morgan (2007, p. 49), the consensual set of beliefs and practices that guide a field is typically referred to as a "paradigm". McGregor and Murnane (2010) state a paradigm being "a set of assumptions, concepts, values, and practices that constitutes a way of viewing reality for the community that shares them" (p. 419). Joubish et al. (2011) provide clearer concept about paradigm stating, "A paradigm is essentially a worldview, a whole framework of beliefs, values and methods within which research takes place" (p. 2083). Seen from this perspective, a paradigm is like a window through which people peep into what they consider to be right thing for them in systematic way. In short, it is nothing other than the worldview, a general perspective,

a way of breaking down the complexity of the real world, a set of beliefs and feelings or a philosophical standing of a researcher for accomplishing research goals. From the perspective of recent academic research tradition, scholars emphasize that paradigm includes three major perspectives- Ontology, Epistemology and Methodology. Denzin and Lincoln (1994) also emphasize that paradigm includes: ontology, epistemology and methodology.

Generally, ontology refers to researcher's position to the world of reality, as a philosophical belief. According to Guba and Lincoln (1994), the ontological question deals with "what is the form and nature of reality and, there for, what is there that can be known about it? (p. 108)". Scott and Morrison (2005) persist that "Ontology is concerned with the level of reality present in certain events and objects, but more importantly with the systems which shape our perceptions of these events and objects" (p. 170). More specifically, Schraw and Olafson (2008, p. 33) claim Ontology as the study of beliefs about the nature of reality.

Being this a post positivist research, it has believed that- reality is assumed to exist but to be only imperfectly apprehensible because of basically flawed human intellectual mechanism and the fundamentally intractable nature of phenomena (Guba, & Lincoln, 1994, p. 110). Therefore, the ontological premises of this study was objective which considered there are principals serving in the public schools who have some servant leadership characteristics but the principals having highest number of servant leadership characteristics can lead a school to success insuring their internal efficiency.

Epistemology is envisioned as a theory of knowledge. Guba and Lincoln (1994) includes some precise questions for introducing epistemology as: "What is the nature of the relationship between the knower or would be knower and what can be

known?" (p. 108). Furthermore, Schraw and Olafson (2008, p. 33) states that epistemology is the study of what can be counted as knowledge, where knowledge is located, and how knowledge increases. Blaikie (1993) describes epistemology as:

> the theory or science of the method or grounds of knowledge' expanding this into a set of claims or assumptions about the ways in which it is possible to gain knowledge of reality, how what exists may be known, what can be known, and what criteria must be satisfied in order to be described as knowledge. (as cited in Flowers, 2009, p. 2)

In post-positivist research, sentinel procedure for finding knowledge is essential and findings of the research can be probably true. Guba and Lincoln (1994), stating about post- positivist research epistemology write: "Dualism is largely abandoned as it is not possible to maintain, but objectivity remains a "regulatory ideal "special emphasis is placed on external "guardians" of objectivity such as critical traditions and the critical community. Replicated findings are probably true" (p. 110). Based on the scholars view and research questions formulated for this study, the epistemological stand of the study was that the knowledge is based on objective result obtained through the standardized tests. Knowledge can be derived from objective observation. Knowledge identified through the study can be probably true and generalizable in the context of observation.

Methodology is another important component of research paradigm. It can be conceived as a process of inquiry through which findings can be drawn. Guba and Lincoln (1994) revels that the methodological question asks "how can the inquirer go about finding out whatever he or she believes can be known?" (p. 108). Guba and Lincoln further state, the post-positivist methodology aims to redress some of the problems noted above (interparadigm critiques) by doing inquiry in more natural

settings, collecting more situational information, and reintroducing discovery as an element in inquiry (p. 110). This reference revels that Post-positivist research has tradition to collect data using predetermined standardized tools, in possibly practicable natural setting. So this study was designed based on standardized measurement tools for surveying servant leadership characteristics of the school leaders in their professional context.

Research Design

Quantitative design of research originated from science and adopts scientific procedures of data collection, analysis and interpretation. According to Scott and Morrison (2005), quantitative research has come to denote research approaches that are underpinned by a set of assumptions that seeks to apply the natural science model of research to investigations of the educational world (p.185). Through positivist perspective, scientific research is systematic, controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena (Kerlinger, 1983, p.11). In behavioral science, quantitative research design is popular with adapting some principles of scientific research. Quantitative research is essentially about collecting numerical data to explain a particular phenomenon, particular questions seem immediately suited to being answered using quantitative methods (Muijs, 2004, p. 2).

Seeing this study from these perspectives, among the various research designs existing in the field of social and behavioral science research, this study followed quantitative one. Though quantitative design is criticized to be inflexible, this inflexibility has many advantages, one of which is that it allows for meaningful comparison of responses across participants and study sites (Mack et al., 2005, p. 3). "With quantitative methods such as survey and questionnaire, for example,

researchers ask all participants identical questions in the same order" (ibid, p. 3). Since this study required some specified tools and techniques and these purposes were served by the quantitative design, this design was adopted for studying presumed phenomena.

There is popular tradition of collecting, analyzing and describing quantitative data in post-positivistic research paradigm. So this study followed quantitative data collection, analysis and descriptive interpretation of findings. Because descriptive design supports the conduction of data collection using a set of pretested standardized questionnaire and most of the data analysis was conducted using descriptive statistics. Descriptive studies are aimed at finding out "what is," so observational and survey methods are frequently used to collect descriptive data (Borg & Gall, 1989). So, this study had aimed to explore servant leadership characteristics of school leaders and relationship between servant leadership characteristics and school efficiency.

Assumptions

It was assumed for this study that the respondents would thoughtfully and truthfully answer the two instruments in regard to their self-ratings of servant leadership and their demographic information. Assumptions to be satisfied before using the independent measures, correlation analysis for hypothesis testing were that the observations within the samples would be independent, the participant populations would be normal, and the scores would yield homogeneity of variance.

It was also assumed that the school which have high enrollment trend, low dropout rates and high percentage of result (pass out) in SLC were assumed to be efficient schools. These assumptions were based on the calculated degree of correlation coefficient between servant leadership characteristics and school efficiency variables.

Sources of the Data

This study was based on both primary and secondary quantitative data with equal emphasis. To fulfill the purpose of finding out the servant leadership characteristics of the principals, the source of primary data was public school principals who responded to the standardized questionnaire through survey. For the purpose of calculating internal school efficiency, the secondary data was collected from the school's record book maintaining records of students' enrollment, dropout and (SLC) exam pass outs in the schools of which the principals were the participants.

Study Population

Defining population is an inevitable aspect of quantitative research for the reason that sampling process and external validity of research depends upon it. So, a population is defined as a group of individuals who have the same characteristic (Creswell, 2012, p. 142). The population of this research was principals working in the secondary schools of Kathmandu Valley (Kathmandu, Lalitpur and Bhaktapur districts). The table shows the distribution of population of this study.

Table 3. 1

Population of the Study

Districts	Number of Public Sec. and HS schools Principals
Kathmandu	87
Lalitpur	41
Bhaktapur	25
Total	153

Source: *Smarikas* of DEO, Kathmandu, Lalitpur and Bhaktapur, 2011/12

So, the population of this study was all the working public school principals in the schools of Kathmandu, Bhaktapur and Lalitpur district irrespective of their

gender, education level, work experience and age. Public schools have three different levels: Primary, Lower Secondary and Secondary. However, the school, whether it runs a single level or all these three levels, has single principalship.

Sample and Sampling Procedure

In quantitative research tradition in social and behavioral science, generally, research is carried out in sample. Theoretically, a sample is a small proportion of a population selected for observation and analysis by observing the characteristics of the population from which it is drawn (Best & Khan, 2005). A sample is a subgroup of the target population that the researcher plans to study of generalizing about the target population (Creswell, 2012, p. 142). Among the various random sampling techniques, random sampling can be found as popular technique to drawn sample. A random or probability sample is one where every element (person or thing) has an equal chance of being included (Scott & Morrison, 2005, p. 220). In simple random sampling, the researcher selects participants for the sample so that any individual has equal probability of being selected from the population (Creswell, 2012, p. 142).

The nature of this study was based on survey. Survey is the process of collecting information from the part of population as representatives of whole population and applies the information for whole population. "Consequently, the survey research community believes that representative sampling is essential to permit generalization from a sample to a population" (Krosnick, 1999, p. 539). Obviously, this study made use of close-ended questionnaire technique to elicit the data from the participants. So, it was necessary to select the respondents using simple random sampling technique.

To determine the sample, a single-stage sampling procedure was used. "A single-stage sampling procedure is one in which the researcher has access to names in

the population and can sample the people directly" Creswell (2003, p. 156). Such a list was obtained from the DEOs of the Kathmandu valley.

If the subjects in the population for any study are sampled by a random process, using either a random number generator or a random number table, each person remaining in the population has the same probability of being selected for the sample (Frerichs, 2008, p. 1). Creswell (2003) also recommends random sampling as an appropriate process of qualitative study as he states "selecting a random sample in which each individual in the population has an equal probability of being selected" (p. 156).

This study adopted simple random sampling processes as these citations indicate that simple random sampling is appropriate for this quantitative research. The table shows sample drawn on the basis of simple random sampling process for the study population.

Table 3. 2

Sample of the Study

Districts	Sample		
	Male	Female	Total
Kathmandu	60	10	70
Lalitpur	27	3	30
Bhaktapur	14	2	16
Total	101	15	116

Rationale Behind Sample Size

In a quantitative research, the strength of sample size for deriving generalizable result may not be ignored. Hence, the sample determination was based on one of the four strategies identified by Israel (1992). As the scholar postulates,

"There are several approaches to determining the sample size. These include using a census for small populations, imitating a sample size of similar studies, using published tables, and applying formulas to calculate a sample size" (p. 3). Keeping into account the financial constraints and time; unavailability of similar studies with the similar population and objectives to copy the sample from; and because of the smaller size of population, the sample size was determined using the following table. The scholar further adds that use of formula is good for yielding proportionate sample from a larger population that is larger than 200 (p. 4).

Table 3. 3

Determining Sample Size with Different Population

Table 2. Sample size for ±5%, ±7% and ±10% Precision Levels Where Confidence Level is 95% and P=.5.			
Size of Population	Sample Size (n) for Precision (e) of:		
	±5%	±7%	±10%
100	81	67	51
125	96	78	56
150	110	86	61
175	122	94	64
200	134	101	67
225	144	107	70
250	154	112	72
275	163	117	74
300	172	121	76

(Israel, 1992)

Since the population of this study lied just above 150 and below 175 of the table figure, the sample size of 116 was chosen at Margin of error = 5%, Confidence level = 97%, Population size = 153.

Instrumentation

For collecting data related to the servant leadership characteristics, this study had adopted standardized tool. Page and Wong's (2003) Servant Leadership Profile - Revised (SLPR) was utilized for the purpose. The demographic survey was provide

data for analysis of the influences of gender, age, education level and work experience of the principals on the selection of servant leadership characteristics.

Therefore, as the instrument for exploring the Servant Leadership Characteristics, the Servant Leadership Profile - Revised (SLPR) and demographic surveys was used. The SLPR, created by Page and Wong (2003), is a shortened version of the SASLP created by Page and Wong (2000). Taylor (2002) found in his study that, "this instrument (SASLP) was developed through an extensive study of the literature on servant leadership which led to the establishment of an exhaustive list of 200 descriptors of servant leaders" (p. 81). The SASLP consists of 99 items employing a Likert scale of (1) strongly disagree to (7) strongly agree. These 99 items are grouped into 12 categories based upon Spears' 10 Servant Leadership Characteristics. These 12 categories are as follows: Integrity, Humility, Servanthood, Caring for Others, Empowering, Others, Developing Others, Visioning, Goal Setting, Leading, Modeling, Team-building, and Shared Decision-making.

Reliability

Measurement need to have some basic characteristics such as stability, consistency and equivalency that is technically known as reliability (Linn and Miller, 2005). Muijs (2004) takes reliability as "to the extent to which test scores are free of measurement error" (p. 71). According to Creswell (2012) "reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times" (p. 159). In the case of this study, there was consistency in measurement of servant leadership characteristics. Because the tool used was pre tested. Page and Wong (2000) conducted a pilot study of the SASLP in which they found an alpha coefficient of 0.70

or higher for 10 of the 12 categories. This indicated an acceptable level of internal reliability where all items in the same category measure the same attribute.

Tool (form) for collecting data of school efficiency was developed to collect objective numerical data from school records. If there was no error in the data recorded in schools, there was no chance of error due to the tool itself.

Validity

Traditionally the term refers to the interpretation of accuracy and appropriateness of measurement process to which what we ought to measure. According to Muijs (2004) validity asks the question: are we measuring what we want to measure? (p. 65). Linn and Miller (2005) state that "validity is an evaluation of the adequacy and appropriateness of the interpretations and uses of assessment result" (p. 68). In the words of Creswell (2012), "Validity is the degree to which all of the evidence points to the intended interpretation of the test score for the proposed purpose" (p. 142). From these citations, it can be generalized that only valid instrument and procedure can produce adequacy and appropriateness of the interpretation of the result.

In this research, the adopted Likert scale was translated into Nepali language and contextualized so that respondents could respond with clear understanding on asking concept and behavior. On the other hand, Validity of the SLPR is evident in the face validity derived from the extensive research. Page and Wong (2000) demonstrated to create its predecessor, the SASLP. The reliability of the SLPR instrument was tested by Stephen (2007) through his study. A reliability analysis was run on the overall scores as well as the scores for each of the Seven Factors of Servant Leadership. For all 62 items, the Cronbach alpha coefficient was .92. The ANOVA that accompanied the reliability analysis was significant at the $p < .001$ level $F(141,$

8662) = 45.51, *p* = .000. The Cronbach's alpha coefficients for the Seven Factors of Servant Leadership were as follows: Empowering and Developing Others (.87), Vulnerability and Humility(.85), Serving Others (.81), Open Participatory Leadership (.76), Inspiring Leadership (.83), Visionary Leadership (.61), and Courageous Leadership: Integrity and Authenticity (.54) (ibid,2007). The high reliability coefficient presents the evidence of the validity of the Likert scale.

The another tool (form) for collecting school efficiency data was drafted based on the ideas developed through literature review, research questions and formulated hypothesis. Discussion on the draft tool was conducted among colleagues and revised accordingly gained feedback. Experts' judgment was sought and revised again according to their suggestion. After that pilot test was carried out in the same population in which research was going to be carried out. After improving errors that were seen in the pilot testing, tool was finalized. So it can be believed that there is accuracy and appropriateness of the interpretation of the data from this tool.

Authorization of Instrument

Instrumentation plays a pivotal role in eliciting valid data for theory testing. Since this was the first study carried out on the topic Servant Leadership, there were no any empirical evidences and guidelines to determine the instrumentation; and "Because there is no statistical test to determine whether a measure adequately covers a content area or adequately represents a construct, content validity usually depends on the judgment of experts in the field" (Kimberlin & Winterstein, 2008, p. 2), the researcher opted to minimize the risk in this matter. Being this the first study, the researcher wanted to get closer to the accuracy of the data obtained through an instrument. Therefore, it was an opportunity for the researcher to use a tested tool with the aforementioned validity and reliability. However, the tool is copyrighted to

the authors and using it without their permission would violet the ethical

consideration of a research work. So, permission was sought through an e-mail from

the original developers of the instrument, Page and Wong (2003), before its

administration among the intended sample. A prompt reply was received with positive

nod to use it on condition that the researcher would send them the result on

completion of the study (Appendix-A).

The following table outlines the sub-scales (Page and Wong refer to these as

factors), leadership orientation and meaning on the basis of which the survey items

were developed by the authors.

Table 3. 4

Servant Leadership Profile – Revised Survey Items

Sub-scale (Factor)	Servant leadership orientation	Meaning
Factor 1 – Developing and Empowering Others	People-Orientation	Concerned with developing human resources – leader's relationship with people and his/her commitment to develop others
Factor 2 – Power and Pride (Vulnerability and Humility)	Character-Orientation	Concerned with cultivating a servant's attitude–values, credibility, and motive
Factor 3 – Serving Others	Character-Orientation	Concerned with cultivating a servant's attitude–values, credibility, and motive
Factor 4 – Open, Participatory Leadership	People – Orientation	Concerned with developing human resources – leader's relationship with people and his/her commitment to develop others
Factor 5 – Inspiring Leadership	Task-Orientation	Concerned with achieving productivity and success – focusing on the leader's tasks and skills necessary for success
Factor 6 – Visionary Leadership	Task-Orientation	Concerned with achieving productivity and success – focusing on the leader's tasks and skills necessary for success
Factor 7 – Courageous Leadership	Process-Orientation	Concerned with increasing the efficiency of the organization – focusing on the leader's ability to model and develop a flexible, efficient and open system

(Page & Wong, 2003)

The following table shows the variables of SLRP indicating the orientation of the leaders along with the numbers measuring various orientations.

Table 3. 5

SLPR Survey Item Variables

Research Question #1 & 2	Variable	Survey Questions
Servant Leadership Characteristics	1. Empowering and Developing Others	16, 21, 23, 27, 31, 37, 38, 39, 42, 46, 48, 49, 53, 59, 61, 62
	2. Power and Pride	9, 14, 15, 18, 28, 29, 56, 60
	3. Serving Others	6, 17, 30, 44, 45, 47, 50, 51, 52, 57, 58
	4. Open, Participatory Leadership	2, 5, 7, 8, 10, 11, 12, 34, 35, 36
	5. Inspiring Leadership	3, 4, 24, 32, 33
	6. Visionary Leadership	40, 41, 43, 54, 55
	7. Courageous Leadership	1, 13, 19, 20, 22, 25, 26

(Williams, 2009)

In connection with research question 3, the following three measures for identifying school efficiency was set with the performance criteria.

Table 3. 6

Research Question # 3

Performance measure	Performance criteria
Measure 1	Total number of students enrolled in the school at secondary level (Grade 10)
Measure 2	Number of dropout (students who did not appear in the SLC Examination) and repeating students (who did not go through the SLC examination) at the end of academic session (except the pass outs of the last grade of the secondary school)
Measure 3	Percentage of all students successfully getting through the final grade of the school (being SLC the last grade of secondary level)

Piloting

Before administrating the survey the construct was contextualized at first and getting it reviewed by peers and then by experts, it was pilot-tested to ensure that the instrument was both valid and reliable for the test population. Cooper and Schindler (2003) state, "A pilot test is conducted to detect weaknesses in design and instrumentation and to provide proxy data for a probability sample" (p. 86). However, being this construct widely used and proved to be having high reliability and validity, pilot test was conducted only to test the relevance of contextualization. Depending upon the complexity, ambiguity and difficulty appeared through the pilot-test, necessary revisions were made such that rephrasing the words (Appendix C, D).

Administration of Survey

Before the beginning of data collection, all the necessary steps required for the approval of the study proposal by the dissertation committee of KUSOED was followed. Other preliminary work such as piloting the instrument, review of literature, selecting study location, determining the participants, creating the survey questionnaire and seeking permission from the author of SLP to contextualize and use the survey instrument were completed.

In the first round, the survey on the principals of different public schools was conducted at their working place so as to determine the servant leadership characteristics among them. Once the result on availability of servant leadership characteristics were analyzed, the schools led by the principals with maximum number of servant leadership characteristics were identified and categorized in order to make use of secondary data to assess school efficiency. Obviously, the study looked into the correlation between the association of servant leadership and

demographic variables as set forth by this study - gender, age, level of education and work experience.

The first part of the construct contains the demographic details of the participants and the second part contains the items that can authentically explore the servant leadership characteristics as identified above.

All the sample schools were visited to administer the test. The instrument was devised in such a way that the participants were able to complete it within 20 to 30 minutes.

First of all, consent from the Head Teachers (Principles) of the sampled school was gained and questionnaire was distributed.

Data Analysis

Page and Wong (2003) performed a factor analysis on their original SASLP and created the SLPR. The SLPR consists of 62 items employing a Likert scale of (1) strongly disagree to (7) strongly agree. These 62 items are grouped into 7 factors: Empowering and Developing Others; Power and Pride (of which the inverse is Vulnerability and Humility); Serving Others; Open, Participatory Leadership; Inspiring Leadership; Visionary Leadership; and Courageous Leadership.

Before the beginning of the data analysis, the questionnaires and demographic forms were reviewed to find out whether any information was missing. Some missing information were sorted out and contacted to the respondents for the confirmation. To make the data entry easy, accessible and systematic, all the responses were coded. The coded data were entered into SPSS 16 for analysis. The entered data were verified for accuracy. The demographic data of the participants and their SLPR scores were organized and summarized so as to determine the prevalence of servant leadership characteristics among the surveyed public school principals. Means and standard

deviations were presented for each set of data analyzed for the four null hypotheses and for comparison of these characteristics with school efficiency.

SPSS 16 was utilized to conduct the inferential statistics for the study. Various measures such as mean, percentage, deviation, average, variance and t-test and Chi Square were used in the process of the data analysis.

<p style="text-align:center">Phases of Data Analysis</p>

The data analysis process was divided into three different sections. The first phase of the data were analyzed in section one, second phase in section two and the third phase in section three.

The First Phase

In the first phase of the data analysis, demographic profile of the respondents was analyzed on the basis of their sex, age, education and experiences with the help of descriptive statistics where percentages and frequencies were optimally deployed for the description. Similarly, to explore the servant leadership, factor-wise means were analyzed. As mentioned before, the seven factors combined together meeting the set criteria resulted in servant leadership. Based on the criteria as set by Page and Wong (2003, as cited in Williams, 2009) the principals who had a mean score ≥ 5.6 in the factors 1, 3, 4, 5, 6, and 7, and a mean score ≤ 2.35 in factor 2 were categorized as servant leaders and the principals failing to meet this criteria were categorized as non-servant leaders.

The Second Phase

In the second phase, the three hypotheses related to research question number 2 were tested using inferential statistics Chi Square test. The rationale behind the use of Chi Square test was based on the assumptions of the test on the nature of the data

generated by the study. This section tested three hypotheses: there is no significant difference between age, education and experience and servant leadership.

The Third Phase

In the third phase, the fourth hypothesis related to research question 3 was tested using inferential statistics t-test. The rationale behind the use of t-test was based on the assumptions of the test on the nature of the data generated by this study. Another important variable used in this analysis was school efficacy. A form was developed to collect the data (Appendix K).

In term of data used for school efficiency, the following formula was created based on the literature review to calculate the promotion rate of the students at the secondary level exit examination:

$$IE = \left(\frac{T_s - (D_o + R_r)}{T_s} \right) \times 100$$

Where,
IE = Internal Efficiency

T_s = Total Students

D_o = Dropout

R_r = Repetition

Figure 3.1. Internal efficiency equation

In this simple formula the sum of dropout students and repeating students are subtracted from the total students which is divided again by total students and multiplied by a hundred to get the percentage. This formula did not use time series data, instead the data of class ten students of the year 2068 BS (i.e. 2011/2012 AD) was taken. The students who did not get through the SLC examination were termed 'repeaters', those who did not appear in the examination were termed as 'dropouts' both of which subtracted from the 'total' students were 'pass outs' and percentage

obtained through the calculation was termed as promotion rate for secondary level 'internal school efficiency'.

The collected data was entered in to the Excel 2007 spreadsheet which calculated the data on the basis of the formula provided. The product given out by the software was again taken to SPSS 16 and recorded as the variable 'Efficiency' which was further transformed coding it into different variable assigning 1 to those principals having $\geq 55\%$ promotion rate and 0 to the ones having $\leq 55\%$.

Ethical Consideration

European Union (2010) postulates, "Ethical codes and guidelines are a means of establishing and articulating the values of a particular institution or society, and the obligations that it expects people engaged in certain practices to abide by" (p.18). This statement emphasizes on abiding by some values and codes while getting engaged in certain practices. So abiding by it, based on the nature of the study, the researcher borrowed some of the many ethical guidelines from *APA Ethical Guideline for Research* (2010) which were institutional approval, informed consent to research, offering inducement for research participants, deception in research, debriefing and reporting research report.

Before the beginning of this study, a proposal was submitted to the Research Committee of KUSOED and approval for carrying on with this research was gained after the defense of the proposal presenting it to the research committee.

Since APA assumes offering inducement to research participants an unethical activity in the part of the researcher, during the course of administering the survey, no means or materials was used to influence the participants to acquire data for this study. Similarly, another step to be followed was informed consent. So, the purpose of this study was explained in detail to the respondents and was asked about their

willingness to participate in this study. No respondent was compelled to participate in the study without their consent. Being it a social science research, there was no physical harm associated with the research. However, with the application of optimum consciousness, any inquiries that directly or indirectly exerted negative effect on their social, familial, religious and/or economic status or made them feel humiliated were carefully avoided so that no harm would be caused to their existing social status and the respect they were enjoying.

In the process of carrying out the study, the respondents were informed about the purpose of this study and whenever they sought additional information; their quest was satisfied so as to keep to one of the norms of debriefing. Pertaining to reporting research report, Smith (1997) has stated, 'If a researcher plagiarizes the work of others, they are bringing into question the integrity, ethics, and trustworthiness of the sum total of his or her research'. To keep up with this norm, the researcher mentioned proper citation and references while extracting citation from established literatures. Similarly, the obtained data were interpreted as they unfolded the reality and were used only for the purpose that they were gained for. So, the data obtained through questionnaire were used only for the purposes of fulfilling the objective of the study.

Hence, the research activities were all ethical.

Chapter Summary

This chapter intended to provide with detailed information on research design and methodologies undertaken in this study. In the beginning of the chapter the paradigmatic stands which guides the study was dealt in detail followed by a brief explanation of Research Design. And then in different sub-headings, this chapters discussed on assumptions, sources of data, study population, sample and sampling procedure, rationale behind sample size, instrumentation, reliability and validity,

authorization of instrument, piloting, administration of survey, stages of data analysis and ethical consideration adhered by the researcher during the process of carrying out research work.

Methodological Framework

On the basis of the methodology of the study discussed above, the following methodological framework was created to guide the research work.
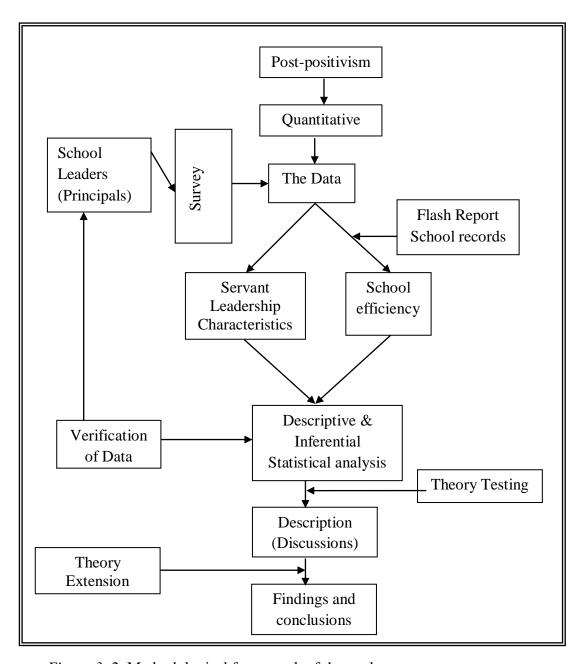

Figure 3. 2. Methodological framework of the study

CHAPTER IV

ANALYSIS, INTERPRETATION AND DISCUSSION

Chapter overview

This chapter deals with the analysis of the data so as to determine servant leadership characteristics among the public school principals and makes an attempt to answer the three research questions along with hypothesis testing and role of the servant leaders in school efficiency. Therefore, the first section makes detailed factor-wise analysis of the responses, then it applies necessary step in section two to test the hypothesis which are four in number and finally, servant leadership is compared with internal efficiency of the schools in the third section.

Reliability of the Data

Reliability is concerned with the ability of an instrument to measure consistently. So, in the beginning of the data analysis, the reliability and consistency of variables and the responses on it was tested by using the Cronbach's Alpha with SPSS-16. Tavakol and Denick (2011) state that Cronbach's Alpha is one of the most widely used tool to test the internal reliability of the construct, "expressed as a number between 0 and 1" and the acceptable value is described to be ranging between 0.70 and 0.95" (pp. 53-54). Since the SLP construct was a tested tool, it was used in enumerating data for this study after contextualizing and pilot testing the tool. However, to find out whether it measured what it had to, this test was done and found that the Alpha of first four factors remained between 0.70 and 0.80, and the Alpha of the remaining three factors remained between 0.60 and 0.70. So, it was concluded that the data were reliable despite the three low values because "a low value of Alpha

could be due to a low number of questions" (ibid, p. 54). The three factors had less

number of questions compared to the first four. The calculated Alpha of each factor

has been given in the following table.

Table 4. 1

Cronbach's Alpha of the Seven Factors

SL Factor	Cronbach's Alpha	No. of Items	No. of Response
Factor No. 1: Developing and empowering others	.782	16	116
Factor No. 2:Power and pride	.787	08	116
Factor No. 3:Authentic leadership	.774	11	116
Factor No. 4: Open, participatory leadership	.771	10	116
Factor No. 5: Inspiring leadership	.616	07	116
Factor No. 6: Visionary leadership	.663	05	116
Factor No. 7: Courageous leadership	.637	05	116

(Field Data, 2012/13)

Demographic Profile of the Respondents

This survey was carried out among the 116 Principals of Kathmandu,

Bhaktapur and Lalitpur district selected randomly to measure the servant leadership

characteristics. Considering their demographic details relevant to this study, a brief

description has been presented here. Only four demographic components of these

principals were analyzed which were age, sex, education and experience of the

Principals (Appendix B).

Sex of the Principals

The Following table shows the sex-wise number of respondents. Among the

116 respondents, 12.9% (15) were female respondents and 87.1% (101) were male.

Table 4. 2

Sex of the Principals

Sex	Frequency	Percentage
Male	101	87.1
Female	15	12.9
Total	116	100

(Field Data, 2012/13)

It was observed that there were very few females in the post of Principals.

Age of the Principals

The following table furnishes a detailed description of the age of the

respondents.

Table 4. 3

Ages of the Principals

	Frequency	Percent
36 to 40	7	6.0
41 to 45	30	25.9
46 to 50	25	21.6
51 to 55	39	33.6
56 to 60	13	11.2
Total	116	100.0

(Field Data, 2012/13)

The age of the respondents ranged from 31 years to 60^+ years and the majority

of the head-teachers were seen to belong to age group 51 to 55 (33.6%) followed by

the age group 41 to 45 (25.9%) and 46 to 50 (21.6%) in the second and third place

respectively. It was also revealed that there were very few head-teachers assuming the post at the age of 30's (7.7%) compared to that of the age group belonging to 56 to 60 (11.2%).

Education of the Principals

The survey enumerated the following description on the education level of the respondents.

Table 4. 4

Education of the Principals

Education level	Frequency	Percent
Bachlor or equivalent	80	69.0
Master's or equivalent	34	29.3
M. Phil	2	1.7
Total	116	100.0

(Field Data, 2012/13)

On the basis of the table it is evident that the educational level of the Principals comprised in three degrees – Bachelor or equivalent, Master's or equivalent and M. Phil. Though the construct contained the option for Ph. D. degree as well, no respondent was found checking the box against it so was with SLC or equivalent and IA and equivalent. So, the educational attainment of majority of the Principals (69%) was Bachelor or equivalent degree. The head-teachers with educational attainment beyond Bachelor or equivalent degree were 31% , 26.7% with the degree of Master's level and 1.7% with Master of Philosophy.

Experience of the Principals

The following table describes the experience of the respondents.

Table 4. 5

Experience of the Principals

Year group	Frequency	Percent
0 - 2 years	5	4.3
2-5 years	12	10.3
5 to 10 years	44	37.9
10 to 15 years	39	33.6
15 - 20 years	10	8.6
20+ years	6	5.2
Total	116	100.0

(Field Data, 2012/13)

The experience of Principals was found to vary from 0-2 years to 20^+ years. The least percentages (4.3%) of Principals belonged to experience group 0-2 years whereas the highest percentage of experience was 37.9% belonging to experience group 5-10 years. Similarly, the head-teachers having the experience of 2-5 years, 10-15 years and 15 -20 years were 10.3%, 33.6% and 8.6% respectively. 5.2% of the principals had 20+ years of experience.

The analysis of the demographic profile of the respondents reveals the fact that the majority of the respondents, the principals who participated in this study, were male, had a Bachelor's degree or equivalent, and had been working as principals in their present schools for 5-10 years.

Section I: Analysis of the Data to Explore Servant Leadership Characteristics

All together 116 principals of public schools from three districts: Kathmandu, Bhaktapur and Lalitpur were selected for the survey on servant leadership profile on the random sampling basis. Since all the 116 principals – 15 females and 101 males - were personally visited so as to conduct the construct, the response rate was 100%. The data were analyzed by the seven factors of the SLP: developing and empowering others; power and pride; authentic leadership; open, participatory leadership; inspiring leadership; visionary leadership; and courageous leadership; and principals' demographic characteristics.

In seeking the answer to the research question no 1: What servant leader characteristics can be found among the public school principals?, the response of the principals in the survey was analyzed under the aforementioned 7 factors and the average of each factor was found out. The factor means of each principal was compared with the following table determining servant leader characteristics and they were grouped accordingly based on the criteria as given by the developer of SLP Page and Wong (2003) (Appendix G).

Table 4. 6

Factor Means Determining Servant Leadership Characteristics

SL Factors	Means	SL/Non SL Character
Factor No. 1: Developing and empowering others	5. 6 or higher	
Factor No. 2:Power and pride	2.35 or less	Confirmation of Servant Leader characteristics
Factor No. 3:Authentic leadership		
Factor No. 4: Open, participatory leadership		
Factor No. 5: Inspiring leadership	5.6 or	
Factor No. 6: Visionary leadership	higher	
Factor No. 7: Courageous leadership		

(Page & Wong, 2003, as cited in Williams, 2009)

Factor 1: Developing and Empowering Others

Sixteen SLP survey items measured leaders' involvement in developing and empowering others: 16, 21, 23, 27, 31, 37, 38, 39, 42, 46, 48, 49, 53, 59, 61 and 62. The result was analyzed using SPSS-16 under distribution of mean for each item, frequencies, responses, and percentages as the item analysis for Factor 1 for the principals.

Table 4. 7

Factor 1: Developing and Empowering Others

Characteristics	Frequency	Percent
Non-servant Leadership Characteristics	22	19.0
Servant Leadership Characteristics	94	81.0

(Field Data, 2012/13)

The analysis showed that majority of the principals (81%) scored higher than required mean 5.6, conforming the prevalence of this characteristic among them and least percentage of the principals (19%) scored lower than the required mean to posses this characteristic. Sex-wise analysis of the responses showed that 100% of the female principals possessed this characteristic whereas the percentage of the male principals possessing this characteristic was 78.2. More female principals exercised the characteristics developing and empowering others compared to that of the male principals. This characteristic was also common among the principals aged 41-45 (96.7%) followed by 94.9% and 76% of the principals belonging to age group 51-55 and 46-50 respectively. And a high percentage (100%) of principals having M. Phil. Degree rated themselves to posses it. However, prevalence of this characteristic among the principals belonging to other groups of qualification such as Bachelor and Master's was also worth mentioning here as 73.8% and 97.1% of them respectively

rated to have this characteristics. In term of experience, this characteristics was very common (97.4%) among highly experienced (10 -15 years) principals (Appendix F).

Finding: The first factor of servant leadership characteristics, Developing and Empowering others, was found to have possessed by

i.   the majority of principals, but the percentage of female was higher than that of the male.

ii. the principals having M. Phil. Degree,

iii. the principals belonging to age group 41 – 45, and

iv. the principals having the experience of principalship for 10 – 15 years.

It was explored that the first servant leadership characteristics Developing and Empowering others was possessed by majority (74.1%) of the principals.

Factor 2: Power and Pride

This is the second factor of the servant leadership characteristics which is also termed as Vulnerability and Humility and was measured with the survey items 9, 14, 15, 18, 28, 29, 56, 60. These items attempted to measure the negative quality. According to Page and Wong (2003) these negatively worded statements can also be scored in the positive direction; in reversing the scoring. They further add that a simple way to determine whether one is a servant leader is to see whether one scores high on servanthood and leadership, but low on abuse of power and pride. In the analysis of the result, on the basis of distribution of mean for each item, frequencies, responses, percentages, and standard deviation as the item analysis for Factor 2 for each principal, the following was revealed.

Table 4. 8

Factor 2: Power and Pride

Characteristics	Frequency	Percent
Non-servant Leadership Characteristic	80	69.0
Servant Leadership Characteristic	36	31.0

(Field Data, 2012/13)

The analysis of the responses on factor 2 showed that less number of respondents (31%) scored lower than 2.35 mean score to confirm the possession of servant leadership which means that the mean score of most of the respondents (69%) was above 2.35 confirming that 80 public school principals were devoid of this characteristic. Though most of the principals showed positivity in terms of other factors, it appeared that the principals were not very good at sharing power and pride. Comparatively, this characteristic was more common among the female principals (93.3%) than among the male principals (21.8 %). As aforementioned, since very few principals were found to possess this characteristic, the highest percentage (66.7%) of the possession was seen among the principals aged 51-55. The principals holding a Master's Degree rated highly (82.4%) whereas a very low percent (10%) of Bachelor's Degree holders rated themselves to posses this characteristics. In comparison to age, sex and qualification, experience also remained in a fair level however the principals of experience group 10-15 years fared better in this case rating themselves at 61.5%. The principals having the experience of 0-2years were seen not to possess this characteristic at all. In term of age, 66.7% of the principals belonging to the age group 51-55 had it (Appendix F).

Findings: The second factor of servant leadership characteristic was found to have possessed by

i.   more female principals than the male principals

ii.   the principals having Master's Degree

iii.   the principals belonging to the age group 51-55, and

iv.   the principals having the experience 10-15 years

Though, the second factor of servant leadership characteristics was explored among the public school principals, it was found to have possessed by only 36 (31%) of the surveyed principals.

Factor 3: Authentic Leadership

This factor of the servant leadership characteristics was measured with the 11 survey items 6, 17, 30, 44, 45, 47, 50, 51, 52, 57, 58. The factor mean analysis of the survey items revealed the following facts.

Table 4. 9

Factor 3: Authentic Leadership

Characteristics	Frequency	Percent
Non-servant Leadership Characteristics	21	18.1
Servant Leadership Characteristics	95	81.9

(Field Data, 2012/13)

Among the 116 respondents, 81.9% of the principals were revealed to posses this characteristic. Though the principals appeared hesitant in term of sharing power and pride, they rated themselves as authentic leaders. Only 18.9% of the principals confirmed that they did not have authentic leadership characteristic. As compared to Factor 2, this characteristics was prevalent among higher percentage of the principals, however, compared to other five factors, this is nearly an average percentage. In the

sex-wise analysis, it was seen that this characteristics was more common among the female (100%) than among the male (79.2%). Similarly, this characteristic was highly possessed by (100%) of the principals belonging to the age group 51-55. Similar to the factor 2, 100% of the principals holding M. Phil. Degree rated to have possessed it and it was followed by 97.1% of the principals holding Master's degree. The analysis in term of experience revealed the fact that this characteristic was common among the principals having 10-15 years of work experience. So, 94.5% of the principals with the work experience topped the group being followed by 83.3% and 80% of the principals belonging to the experience group 3-5 years and 15-20 years respectively. The percentage of the experience group 0-2 hovered round 40% which is the lowest percentage in this character in term of experience (Appendix F).

Findings: The third servant leadership characteristics Authentic Leadership was found to have possessed by

i.   more female principals than the males.

ii. 100% of the principals having M. Phil. Degree and 97.1% of the principals holding Master's degree

iii. all the principals belonging to the age group 51-55 possessed this characteristic.

iv. among the principals with the work experience of 3-15 years.

The third factor of servant leadership characteristics was explored to prevail among the majority of public school principals. Exactly, 81.9% of them possessed it.

Factor 4: Open, Participatory Leadership

Ten SLP survey items measured whether the respondents posses the characteristic open participatory leadership. These items were 2, 5, 7, 8, 10, 11, 12, 34, 35, 36. The result was analyzed using SPSS-16 under distribution of mean for

each item, frequencies, responses, and percentages as the item analysis of Factor 4 for the each principal.

Table 4. 10

Factor 4: Open, Participatory Leadership

Characteristics	Frequency	Percent
Non-servant Leadership Characteristics	7	6.0
Servant Leadership Characteristics	109	94.0

(Field Data, 2012/13)

This characteristic was most common among the principals as it was found that 94% of the principals rated to have this. Only eight principals (6%) were devoid of it. So it can be deduce from the fact that this is the characteristics most commonly possessed by the public school principals. Surprisingly, as seen in the result rated by the principals, principals of both sexes were found to posses Open, Participatory leadership characteristics nearly equally (93.3% male and 100% female). This characteristic was most commonly (100%) prevalent among the principals of age group 31-35, 41-45 and 51-55, and an equal percentage of principals having M. Phil. Degree. The percentage of the principals with a Master's Degree was 97.1. Another 92.5% of the principals having Bachelor's degree also possessed it. In term of experience, the analysis revealed that 100% of the principals with the work experience 15-20 years followed by 97.7% and 97.4% respectively from the experience group 10-15 years and 5-10 years respectively (Appendix F).

Findings: The fourth servant leadership characteristics Open, Participatory Leadership was found to have possessed by

    i.   nearly equal percentage of the principals of both sexes

    ii.   100% of the principals having M. Phil. Degree 97.1% of Master's Degree

iii. all the principals of the age group 31-35, 41-45 and 51-55 years

iv. all the principals having the work experience of 15-20 years

It was explored that the fourth servant leadership characteristics Open, Participatory leadership was highly prevalent among the public school principals among all other characteristics.

Factor 5: Inspiring Leadership

Six SLP survey items 1, 13, 19, 20, 22, 25 and 26 measured whether or not the principals possessed the characteristics Inspiring Leadership. To determine its prevalence among the public school principals, the survey items were brought under item analysis with percentage, mean, responses, frequencies for each one.

Table 4. 11

Factor 5: Inspiring Leadership

Characteristics	Frequency	Percent
Non-servant Leadership Characteristics	13	11.2
Servant Leadership Characteristics	103	88.8

(Field Data, 2012/13)

The analysis showed that Inspiring Leadership characteristic was possessed by many principals of both sexes. 88.8% of the total principals rated themselves to have possessed this characteristic whereas 11.2% of the principals did not have it. Comparatively, as in the other factors, female principals had more of this characteristic (100%). 87.1% of the male principals were found to possess it. This characteristic was found to prevail among most of the principals (97.4%) whose age ranged from 51 to 55 and a 100% of the principals with M. Phil. Degree topped the table in term of possessing this characteristics followed by 97.1% of the principals having Master's Degree. Education-wise comparison of the factors showed that the

principals with Bachelor's degree remained in the bottom of the table in term of possessing this characteristic as they did to others. With regard to the experience, this characteristics was prevalent among most of the principals (100%) having the work experience of 15-20 years followed by the experience group 10-15 with 97.4% (Appendix F).

Findings: The fifth factor of servant leadership characteristics Inspiring Leadership was found to have possessed by

i. more female principals than the males

ii. 100% of the principals having M. Phil. Degree followed by 97.1% of the principals with Master's degree

iii. the principals aged 51-55 years, and

iv. the principals having the work experience of 15-20 years followed by the principals with experience of 10-15 years.

It was explored that the fifth factor of servant leadership characteristics inspiring leadership was possessed by the principals of both sexes. It was another of the most commonly found characteristics among the public school principals of Kathmandu Valley.

Factor 6: Visionary Leadership

Five SLP survey items 40, 41, 43, 54 and 55 measured the sixth servant leadership characteristic Visionary Leadership. The obtained responses of the public school principals were analyzed in the same way as was done with aforementioned five factors.

Table 4. 12

Factor 6: Visionary Leadership

Characteristics	Frequency	Percent
Non-servant Leadership Characteristics	26	22.4
Servant Leadership Characteristics	90	77.6

(Field Data, 2012/13)

The result of factor analysis showed that among the seven factors of servant leadership, this was the second least common characteristics possessed by the principals of both sexes. This characteristics was prevalent among 77.6 % of the total principals and 19% of the principals did not have this characteristics. This characteristic was also found more commonly possessed by female principals. The possession of this characteristics was observed to prevail by nearly 26% more in favor of female principals, comprising the percentage of the male possessing this characteristic 74.3%. The age-wise analysis showed that this characteristic was prevalent among comparatively older principals (51-55 years). 97.4% of these principals rated to have possessed it nearly equal percentage of the principals (96.5%) from the age group 41-45 years followed them. Also 100% of the principals having an M. Phil. degree possessed it. The principals having a Master's degree were observed to closely follow them. As much as 97.1% of them rated to have possessed it. As the commonality of this characteristic among the older principals, so was the observation about the work experience. Tentatively older principals with the work experience of 10-15 years placed themselves on the top of the table with 94.9% in term of owning this characteristic (Appendix F).

Findings: The sixth factor of servant leadership characteristics Visionary Leadership was found to have possessed by

i.   all the female principals with a difference of nearly 26% to the male

ii. 100% of the principals having M. Phil. Degree followed by 97.1% of the

principals with Master's Degree

iii. comparatively older principals aged 51-55 years

iv. tentatively younger principals with the work experience of only 10-15 years.

It was explored that the sixth servant leadership characteristic was prevalent among the principals of both sexes and was the second least commonly found characteristics among the public school principals.

Factor 7: Courageous Leadership

The last factor of servant leadership characteristics Courageous Leadership was measured with the survey items 3, 4, 24, 32 and 33. The factor mean analysis of each survey item for each principal was carried out to see the status of this characteristic among the public school principals. The analysis showed the following result.

Table 4. 13

Factor 7: Courageous Leadership

Characteristics	Frequency	Percent
Non-servant Leadership Characteristics	10	8.6
Servant Leadership Characteristics	106	91.4

(Field Data, 2012/13)

The analysis brought into light the fact that the seventh factor Courageous Leadership was the second highly available characteristic among the public school principals. 91.4% of these principals rated to have possessed it and only nearly 7% of them lacked this characteristic. Sex-wise comparison of the availability of this characteristic showed that this character was prevalent among more female principals

than males. In fact, 100% of the female principals possessed it in comparison to that of 90.9% of the male. This analysis brought to the fore the other picture that it was the second factor of servant leadership characteristic possessed by second highest percentage (90.1%) of male principals after the factor Open, Participatory Leadership (93.1%). The principals belonging to age group 31-35 rated themselves to be the highest number in owning this characteristic. Surprisingly, 100% of them from this age group were found to possess this characteristic. Education-wise, this time, the Master's Degree holders joined the M. Phil. Degree holder as 100% of them rated to have possessed this characteristics followed by 87.5% of the principals holding Bachelor's Degree. All of the principals in the 3-5 and 10-15 years experience group had this characteristic. The exact percentage of the principals from this experience group to possess this characteristic was 100% followed by the experience group 15-20 years with 90%. The percentage of the principals possessing this characteristic from other experience group remained between 80 to 84% (Appendix F).

Findings: The seventh factor of servant leadership characteristics was found to have possessed by

   i.   more number of female principals than the males

  ii.   100% of the principals holding M. Phil. degree and Master's Degree

 iii.   100% of the principals of the age group 31-35 years, followed by the age group 41-45 years , and

 iv.   all of the principals with the work experience of 3-5 to 10-15 years.

It was explored that the seventh factor of servant leadership characteristics Courageous Leadership was prevalent among the public school principal and it was the second most commonly found characteristic among these principals.

Exploration of Servant Leadership

Thus far, the analysis showed the exploration of servant leadership characteristics. It was also seen that all the seven factors of servant leadership were brought into light with their varying levels. Servant leadership characteristics prevailed among both sexes (male and female), age groups ranging from 31-59 years, all experience years $(0 - 20^+)$ and three levels of education (Bachelor, Master and M. Phil.). However, there was not uniformity in the sense that they varied greatly among these demographic variables such that the second servant leadership characteristic Power and Pride prevailed among very few number of male principals (21.8%) and very high number of female principals (93.3%) and remarkably, none of the principals belonging to age group 31-35 years had this characteristics. 100% of the principals with an MPhil Degree possessed all seven characteristics whereas the principals holding a Master's Degree possessed more characters than that with a Bachelor's Degree. The factor four Open, Participatory Leadership was found to be the most common characteristics among these principals (93.1%). The principals with the work experience ranging from 10-15 years rated most consistently in all the characteristics between 94.5% and 100% excluding one factor which summed in 61.5%. Remarkably, not a single principal was found who did not have any of the seven characteristics.

Nevertheless, according to servant leadership theory and proponent of SLPR Page and Wong (2003), it cannot be claimed that 93% of the observed principals were servant leaders. For one to become servant leader, one had to have a mean score less than 2.35 in Factor 2, Power and Pride and a mean score of more than 5.6 in all other factors. So, the exact number of servant leadership explored is furnished in the following Tables 4.14 and 4.15.

Table 4. 14

Servant Leadership Explored (Character, Sex, Education)

Character	N	%	Sex	N	SL	%	Education	N	SL	%
Non SL	85	73.3	Male	101	17	16.8	Bachelor's	80	3	3.8
SL	31	26.7	Female	15	14	93.3	Master's	34	28	82.4

(Field Data, 2012/13)

The table 4.15 shows the servant leadership characteristics explored on the basis of Age and Experience of the surveyed principals.

Table 4. 15

Servant Leadership Explored (Age and Experience)

Age	N	SL	%	Experience	N	SL	%
41-45	26	4	13.3	5-10	44	1	2.35%
46-50	23	2	8.0	10-15	39	24	61.5
51-55	39	25	64.1	15-20	10	6	60.0

(Field Data, 2012/13)

The Table 4.14 shows that all together 31 (26.7%) principals were explored as servant leaders out of which 17 were male and 14 were female. Though the figures indicate greater number of male servant leaders, on the basis of the sample of male and female, 93.3% of females were found to be servant leaders in comparison to that of 16.8% males. Furthermore, these male and female servant leaders belonged to education strata of Bachelor's and Master's (3 and 8 respectively). The further elaboration in Table 4.15 shows again three strata of age group and experience group. The age groups of public school principals in which servant leadership was found were 41-45, 46 -50 and 51-55 (4, 2 and 25 principals respectively) and experience groups were 5-10, 10-15 and 15 -20 (1, 24 and 6 respectively).

Hence, the exploration of servant leadership characteristic among the public school principals found out that 31 principals had servant leadership characteristics (Appendix J).

Section II: Data Analysis for Hypothesis Testing

To answer the second research question of this study, four hypotheses were set, three of which were related with demographic variables of the public school principals and servant leadership which were tested in this section and the last one was related with servant leadership and its role in student promotion for school efficiency which was tested in following section.

For the purpose of testing the hypotheses, two different tests were determined. As the purpose of the study was to explore servant leadership characteristics, examine the association between servant leadership and the principals' age, education and experience and look into the contribution of servant leadership in student promotion rate for internal school efficiency, this section made an attempt whether or not difference between age, education and experience and servant leadership existed. For the first three hypotheses, Chai Square Test was performed.

Chi Square (χ^2) Test

According to Garczyski (2013), " Chi-square is a statistical test that tests for the existence of a relationship between two variables. This test can be used with nominal, ordinal, or scale variables, so it is a very versatile test …" (p1). It is evident in the statement that the test can be utilized to look into the relationship between any two or more types of variables whether they are nominal, ordinal, interval, or ration. Hinkel, Wiersma and Jurs (2003) in their note summarize this test as following:

· The most frequent use of the X^2 **distribution** is in the analysis of **nominal data**.

· In such analyses, we compare **observed frequencies** of occurrence with **theoretical** or **expected frequencies**.

· *Observed frequencies* are the ones obtained empirically through direct observations.

· *Theoretical* or *expected frequencies* are developed on the basis of some theory or hypothesis. (p.2)

This shows the flexibility and usefulness of this test in hypothesis testing thereby providing a ground to the rationale behind the choice of this test for testing the hypotheses in this study. Nevertheless, the varieties existing within this test can prove to be a bit tricky if right choice is not made. Based on Hinkel et al. (2003), it can be said that there are two major types of Chi Square tests:

a. Goodness of Fit test, and

b. Test of Independence

According to them goodness of fit test is "one-sample case" or "single variable experiment" and "the terminology comes from the idea that the test indicates whether or not observed frequencies are good fit to the expected frequencies" (p3). So, this test is supposed to be suitable for one variable which has more than two categories. On the other hand, test of independence is useful in the sense that it gives ideas about the level of independency of the variables or discerns the pattern of dependence between them. Unlike in the test of goodness, this test provides flexibility "to extend the analysis to more than one variable where each variable may have more than one category" (p. 4). However, the analysis of Chi Square test is based on the assumption that

a. The sample was randomly drawn from the population;

b. Values for the variables are mutually exclusive; and

c. Minimum expectation of five occurrences in each category.

Critical value is the other major component of Chi Square test which is directly related with the acceptance or rejection of null hypotheses. For a null hypothesis to be accepted, the calculated value of Chi Square (X^2) needs to exceed the critical value. Different degrees of freedom have different critical values which are illustrated in the Appendix H.

Interpreting Chi Square Result

Above discussion shows that the result for the acceptance or rejection of a null hypothesis solely depends on the comparison between the proper value (calculated value) of Chi Square statistics and critical value associated with the degree of freedom (df); df is the product of (C – 1) x (R – 1) (Hinkel et al., 2003), where, C = Column, and R = Rows. As seen above the critical value is the table value according to significance level such that the critical table value for 9 degree of freedom at $p \le .05$ is 16.919. Hence, for the rejection of a null hypothesis under this condition, the proper value (calculated value) of Chi Square needs to be greater than 16.919 ($X^2 \ge 16.919$, p. $\le .05$), if this condition is not met, the null hypothesis gets accepted. However, the Chi Square calculation in SPSS gives exact value of significance making it easy to interpret the result without the reference to the table value.

Since SPSS 16 was used to analyze the collected data. All the results are the products given by the software. The following hypotheses were tasted in this section on the basis of the criteria discussed above and with the help of the results obtained from the software.

First hypothesis. H_0: There is no significant association between age and servant leadership among the public school principals.

H_1: There is a significant association between age servant leadership among the public school principals.

Second hypothesis. H_0: There is no significant association between education and servant leadership among the public school principals.

H_1: There is a significant association between education and servant leadership among the public school principals.

Third hypothesis. H_0: There is no significant association between work experience and servant leadership among the public school principals.

H_1: There is a significant association between work experience and servant leadership among the public school principals.

Test of Association Between Principals' Ages and SL

The corsstabulation table 4.16 shows the association between principals' ages and servant leadership. To meet the criteria as required by Chi Square test such that minimum expectation of five occurrences in each category, the age group of the principals was regrouped into two categories: principals' age below 45 years and above 45 years.

Table 4. 16

*Servant Leadership * Principals' Age Crosstabulation*

			Principals' Age		Total
			Below 45 years	Above 45 years	
Servant Leadership	NSL Principals	Count	35	50	85
		Expected Count	28.6	56.4	85.0
	SL Principals	Count	4	27	31
		Expected Count	10.4	20.6	31.0
Total	Count		39	77	116
	Expected Count		39.0	77.0	116.0

As seen in the above table, the observed count and expected count show the relation between servant leadership and ages of the principals. The expected count for the null hypothesis to be retained in connection with age group below 45 years is 28.6 which the observed count exceeded by 7 more whereas for the age group of above 45 years is 56.4 which is short by 6.4. In this case, the expected count for servant leader for the rejection of null hypothesis is 10.4 for the age group below 45 years which is seen well short by 5.6 and for age group above 45 was 20.6 which is exceeded nearly by 7.

So, it was seen that there existed a pattern in which the observed variables had different relations. On the basis of this analysis, it was deduced that there was relationship between servant leadership and age of the principals but still this gave rise to a question whether this relation was by a chance. Hence, the Chi Square test was performed to find out whether there was statistically significant relationship between these two variables, which presented the following result.

Table 4. 17

Chi-Square Tests on Servant Leadership and Ages of the Principals

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.136[a]	1	.004		
Fisher's Exact Test				.004	.003

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 10.42

b. Computed only for a 2x2 table

A chi-square test of association was performed to examine the relation between Servant leadership and principals' ages. There existed a strong evidence of an association between these variables and it was significant at χ^2 (1, N= 116) = 8.14,

p < .01. Principals below the age of 45 were less likely to exercise servant leadership than were the principals above 45 years of age. Hence, the null hypothesis H_0: *There is no significant association between age and servant leadership among the public school principals* was rejected and alternative hypothesis H_1: *There is a significant association between age of servant leadership among the public school principals* was retained at χ^2 (1, N= 116) = 8.14, *p* < .01.

Fisher's Exact Test also showed such a relation to be statistically significant at *p* < .01.

Test of Association Between Principals' Education and SL

The crosstabulation table 4.18 shows the association between principals' education and servant leadership. As in the age groups, to meet the criteria as required by Chi Square test such that minimum expectation of five occurrences in each category, the educational degrees of the principals was regrouped into two categories: Bachelor or equivalent or lower and Master's or equivalent or higher. It was felt necessary to do so for the reason that there were no principals with the qualification below Bachelor's level and only two principals above Master's level.

Table 4. 18

*Servant Leadership * Principals' Education Crosstabulation*

			Principals' Education		
			Bachelor or equvalent or Lower	Master's or equivalent or Higher	Total
SL	NSL Principals	Count	77	8	85
		Expected Count	58.6	26.4	85.0
	SL Principals	Count	3	28	31
		Expected Count	21.4	9.6	31.0
Total	Count		80	36	116
	Expected Count		80.0	36.0	116.0

As seen in the above table, the observed count and expected count shows the relation between servant leadership and education of the principals as well. The expected count for the null hypothesis to be retained for the qualification equal to or lower than Bachelor's degree is seen to be 58.6 but the observed count is seen greater (77.6) which is nearly 19 more while for the education equal to Master's degree or higher is 26.4 which is well short by nearly 18 counts. Similarly, the expected count of the servant leader for the rejection of null hypothesis is 21.4 for the qualification equal to Bachelor's degree or lower which is again short nearly by 18 counts and for the qualification equal to Master's or above is 9.4 which was exceeded nearly by 19 counts as well.

Therefore, it was concluded that there existed a pattern in which the observed variables had different relations. The analysis provided the basis to figure out that there was relationship between servant leadership and education of the principals but still this gave rise to a question whether this relation was by a chance. Again, the Chi Square test was performed to find out whether there was statistically significant relationship between these two variables, which presented the following result.

Table 4. 19

Chi-Square Tests on Servant Leadership and Education of the Principals

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	69.480[a]	1	.000		
Fisher's Exact Test				.000	.000

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 9.62

b. Computed only for a 2x2 table

A chi-square test of association was performed to examine the relation between Servant leadership and principals' education. There existed a strong evidence of an association between these variables and it was significant at χ^2 (1, N= 116) = 69.48, $p < .001$. Principals with an educational qualification equal to or lower than Bachelor's degree were less likely to exercise servant leadership than were the principals with an educational qualification equal to or above Master's degree. Hence, the null hypothesis H_0: *There is no significant association between education and servant leadership among the public school principals* was rejected and alternative hypothesis H_1: *There is a significant association between education of servant leadership among the public school principals* was retained at χ^2 (1, N= 116) = 69.48, $p < .001$. Fisher's Exact Test also showed such a relation to be statistically significant at $p < .001$.

Test of Association Between Principals' Experience and SL

The crosstabulation table 4.20 shows the association between principals' education and servant leadership. As in the age groups and education, to meet the criteria as required by Chi Square test such that minimum expectation of five occurrences in each category, the experience of the principals was regrouped into two categories: principals' experience less than 10 years and more than 10 years. It was felt necessary to do so for the reason that the experience of the principals varied from as low as 2 years to nearly 20+ years having unequal distribution among the experience group categorized under 10 years.

Table 4. 20

*Servant Leadership * Principals' Experience Crosstabulation*

			Principals' Experience		
			Less than 10 years	More than 10 years	Total
SerLed	NSL Principals	Count	60	25	85
		Expected Count	44.7	40.3	85.0
	SL Principals	Count	1	30	31
		Expected Count	16.3	14.7	31.0
Total	Count		61	55	116
	Expected Count		61.0	55.0	116.0

As seen in the above table, the observed count and expected count show the relation between servant leadership and experience of the principals. The expected count for the null hypothesis to be retained in connection with experience group less than 10 years is 44.7 which the observed count exceeded by nearly 16 more whereas for the experience group of more than 10 years is 40.3 which is short nearly by 16 counts as well. In this case, the expected count for servant leader for the rejection of null hypothesis is 16.3 for the experience group less than 10 years which is seen well short nearly by 15.3 and for experience group than 10 years is 14.7 against which the observed count is recorded as 30, running nearly 15 counts more.

So, it was seen that there existed a pattern in which the observed variables had different relations. On the basis of this analysis, it was inferred that there was

relationship between servant leadership and experience of the principals but like in the previous two cases, there was question about the probability of such an existence by a chance. Therefore, the Chi Square test was performed to find out whether there was statistically significant relationship between these two variables, which presented the following result.

Table 4. 21

Chi-Square Tests on Servant Leadership and Experience of the Principals

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	41.341[a]	1	.000		
Fisher's Exact Test				.000	.000

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.70

b. Computed only for a 2x2 table

A chi-square test of association was performed to examine the relation between Servant leadership and principals' work experience. There existed a strong evidence of an association between these variables and it was significant at χ^2 (1, N= 116) = 41.31, $p < .001$. Principals with the work experience of less than 10 years were less likely to exercise servant leadership than were the principals with a work experience of more than 10 years. Hence, the null hypothesis *H₀: There is no significant association between experience and servant leadership among the public school principals* was rejected and alternative hypothesis *H₁: There is a significant association between experience and servant leadership among the public school*

principals was retained at χ^2 (1, N= 116) = 41.31, $p < .001$. Fisher's Exact Test also showed such a relation to be statistically significant at $p < .001$.

Findings: While trying to answer the second research question, *What is the association of servant leadership and their age, education and experience?*, Chi Square tests were performed which showed the following results:

i. There was a strong evidence of association between servant leadership and age of the principals. The association was strong and statistically significant at χ^2 (1, N= 116) = 8.14, $p < .01$. The principals aged above 45 years possessed more servant leadership characteristics than the principals below 45 years of age.

ii. Second null hypothesis was also rejected at χ^2 (1, N= 116) = 69.48, $p < .001$ which meant that there was statistically significant association existed between the education of the principals and servant leadership. The principals with a qualification equal to Master's degree or equivalent showed the association with servant leadership.

iii. The chi square test of the association between servant leadership and experience of public school principals showed yet another strong and statistically significant association at χ^2 (1, N= 116) = 41.31, $p < .001$. This evidence was enough background for the null hypothesis to be rejected. So, it was found that there existed association between servant leadership and experience of the principals, especially with the principals having an experience of more than 10 years.

Since all the tests had df. at 1, a Fisher's Exact Test was carried out which also conferment the existence of association at $p < .01$ (age) and .001 (education and experience).

Section III: Servant Leadership and Student Promotion Rate for School Efficiency

Among the schools surveyed to explore servant leadership characteristics, all of the seven servant leadership characteristics were found only among 31 public school principals. However, it was also explored that all the observed 116 public school principals possessed some characteristics at varying levels. So, as per the research question no. 3, the school efficiency of the surveyed school was evaluated and compared to the ones which did not have all servant leadership characteristics. To calculate the school efficiency, the data of the grade 10 in the year 2068 BS was obtained and the record of the students studying in grade ten, the number of the students appeared in the SLC examination and number of students passed out in the SLC was used to analyze the internal school efficiency and to see whether there was any role of servant leadership had in it.

The hypothesis the study intended to test in this section was *H0: There is no significant difference between servant leadership and promotion rate for internal efficiency of a school.H1: There is a significant difference between servant leadership and promotion rate for internal efficiency of a school.* To test this hypothesis, t-test was performed.

Rationale for the Use of a t-test

A t-test was chose for this analysis because it was found to be one of the effective tools for testing hypothesis. Investopedia.com defines it as "The t-test looks at the t-statistic, t-distribution and degrees of freedom to determine a *p* value (probability) that can be used to determine whether the population means differ. The t-test is one of a number of hypothesis tests." This statement indicates that t-test can be used to determine whether or not there exists a significant difference between

average scores or means of two groups. In concomitant with this statement,

Statwing.com (2012) states that unlike one sample t-test, independent sample t-test is

used when the population mean and standard deviation are not known and two

separate groups are being compared. Since, the hypothesis being tested in this section

met these assumptions and definition, independent sample t-test was chosen for the

test. In the process of interpreting it a few things were taken into account.

T-test Determining Servant Leadership and Internal School Efficacy

The following tables [Table 4.17 (A & B)] show the group statistics for

student promotion rate for internal school efficiency of the schools led by the

principals with servant leadership characteristics and non servant leadership

characteristics and independent sample test result.

Table 4. 22

Group Statistics for Internal School Efficiency of SL and NSL Principals

	Servant Leadership	N	Mean	Std. Deviation	Std. Error Mean
Efficiency	NSL Principals	85	.3176	.46832	.05080
	SL Principals	31	.9355	.24973	.04485

The table 4.22 shows the distribution of descriptive statistics of the two groups

principals with NSL characteristics and SL characteristics. So, it can be seen that

there are 85 principals in the former group and 31 in the later with the mean scores for

efficiency 0.32 and 0.94 respectively. The 85 principals having the mean score 0.32

with non servant characteristics have the standard deviation 0.47 and the 31 principals

with servant leadership characteristics have the standard deviation of 0.25. The

standard error in the last column are at the level 0.05 and 0.04 respectively. This

descriptive statistics provides an evidence for deducing that there existed difference in

the internal school efficiency in the schools led by the principals with servant

leadership characteristics and principals with non servant leadership characteristics.

However, this analysis is not enough to reach the conclusion so as to determine the

retention or rejection of the null hypothesis. Therefore, the Table 4.22 is referred to

for the determination of such difference.

Table 4. 23

Independent Samples Test determining the differences

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	Df				Lower	Upper
Eff	Equal variances assumed	65.46	.000	-6.98	114	.000	-.61784	.08853	-.79321	-.44247
	Equal variances not assumed			-9.17	98.46	.000	-.61784	.06777	-.75231	-.48337

In the Table 4.23, the column "Levene's Test for Equality of Variances" shows

the assumption of the t-test is met at p = .000 confirming the fact that variability of

each group is approximately equal. It has a 't' value 6.98 (sign ignored due to the

reason of two tailed t-test) with 114 degree of freedom and another important 2-tailed

significance also remains to .000.

In this way, an independent sample t-test was conducted to compare the school

efficacy of the schools led by the principals with servant leadership characteristics and

the principals with non servant leadership characteristics. There was significant

difference in frequency for non servant leader led school efficacy (M=0.32, SD = 0.47) and servant led school efficacy (M=0.94, SD = 0.25), t(114) = 6.98, p = .000, α = .05. The results suggest that when a school is led by a principal with servant leadership characteristics, the student promotion rate for internal efficiency of the school increases. So the null hypothesis stating there is no significant difference between the servant leadership and school efficacy was rejected and the alternative hypothesis was retained.

Findings: The analysis of the t-test revealed the fact that there existed statistically significant difference in servant leadership and promotion rate for internal school efficiency at (M=0.32, SD = 0.47) for the principals with non servant leadership characteristics and (M=0.94, SD = 0.25) for the principals with servant led school efficacy, t(114) = 6.98, p = .000, α = .05.

Discussion

The data analysis revealed some important findings for all the research questions. So, in answering the research questions, the following discussion has been furnished:

Research question *1: What servant leadership characteristics can be found among the public school principals?*

In fact, the surveyed principals displayed possession of servant leadership characteristics in varying numbers but only 31 principals (17 males and 14 females) had all seven characteristics thereby making them principals with servant leadership characteristics in which the percentage of the female principals was very high (93.3%) compared to that of 16.6% of males (Appendix F).

Out of the total sample population, 79 male and 15 female confirmed the possession of the first characteristics Developing and Empowering Others. According

to Page and Wong (2002), this factor is oriented to people and concerns with developing human resources and so does the factor four. The principals showing confirmation with these characteristics corroborate to the fact that they had good relationship with people and commitment to develop others and human resource development. But in the second characteristics, only 22 male and most of the female (14) showed their confirmation. Being this characteristic related with character orientation Vulnerability and Humility was what it intended to find out among the principals. So, most of the questions in the construct measuring this characteristic sought to find low mean value against Power and Pride in which must of the principals failed to show their negative confirmation thereby substantiating to the fact that they were not very good in cultivating values, credibility and motive. Values, credibility and motive are something associated with humanistic approaches and are very essential qualities required for success in a chosen field. So is confirmed by Wong and Davey, (2007) stating, "a more humanistic vision is needed to maintain a proper balance between hard-nosed, aggressive competition and a respect for human dignity (p. 2).

Once again, a mention of factor two appears worthwhile here for factor 2 appeared responsible as most of female principals rated with required means (2.35) making Stephen's (2007) claim invalid that "female leaders tend to adapt their leadership styles to the context of their environment; therefore, they are less likely to utilize servant leadership at the male-dominated secondary school level than at the female-dominated elementary level" (p. 165). This study was carried out among the public school principals and higher percentage of female turned out to posses the servant leadership characteristics. Unlike in this study, Malligan (2003) found that 49.2% of the male participants were classified as servant leaders whereas 68.8% of

the females were classified as servant leaders. Unlike this study, in the sense, that there was narrow gap between the percentage of male and female servant leaders in Malligan's study. However, on the basis of these findings, it is valid to say that this leadership is somehow sex specific inclining towards female.

Now, turning to the task orientation, the factor five Inspiring Leadership, according to Page and Wong (2002), measures the task orientation of the leaders in which the leader is concerned with achieving productivity and success. Therefore, focusing on the leader's task and skills is necessary for success. In term of task orientation, 15 females and 75 males were found to rate them as. So, the findings confirmed that though, many of the principals did have many of the servant leadership characteristics, their conformity and attraction to power and pride, they have been forced to bereft of the sweet juice of servant leadership the consequence of which was clearly reflected on the internal school efficacy.

This is how the theory was tested in the context of Nepalese secondary schools.

Research question 2: *What is the association of servant leadership and principals' age, education and experience?*

In connection with research question 2, three hypotheses were formulated which intended to find out the association of age, education and experience with servant leadership. To test these hypotheses, a Chi square test was carried out to find the association which confirmed statistically significant association with age, education and experience of the public school principals at a $p < 0.01$ and 0.001. Among the three demographic profiles associated with servant leadership, age was found to be significant at $\chi^2 (1, N= 116) = 8.14$, $p < .01$, education at $\chi^2 (1, N= 116) = 69.48$, $p < .001$ and experience at $\chi^2 (1, N= 116) = 41.31$, $p < .001$. Hence the

finding of the study was that there is the association between servant leadership and principals' age, education and experience. No other studies, at national or international level in the field of education were found studying these demographic elements in connection with servant leadership. So, it can be claimed that this study has extended the theory, as postulated in the methodological framework, stating that 'there exists association between servant leadership and age, servant leadership and education and servant leadership and experience of the leaders. So, this leadership style is influenced by age, education and experience of the leaders. These findings have been discussed briefly in the following subheadings.

Association Between Age of the Principals and Servant Leadership

While scanning through the empirical studies on leadership, it was found "A few studies included gender, age, and education as demographic variables in their examination of leadership styles. These studies produced mixed findings on the significance of the effects of these variables on leadership style" (Barbuto et al., 2007, p. 4). This shows that the previous studies are not found to show concrete result in term of association between age, education and experience and leadership. Most of them conclude with mixed result. However, this present study found the evidences of association between age, education and experience of leaders with servant leadership and showed that the principals belonging to the age group above 45 years exercised servant leadership. With this finding, Peters, (2013) and Simpson, (2000) can be linked. Simpsons, (2000) is found to state that "younger people, especially males, are rather aggressive and mostly driven by the financial aspects of their work; and older people of both genders have become more mature and have understood that leading is not only about you own pay cheque." In connection with this Peters, (2013) asserts, "My personal experience seems to confirm this research…". But these confirmations

made by these scholars are in association with leadership as a whole. So seen from this perspective, there is association between age and leadership which the study also confirms. So, it can be said that servant leadership is exercised by relatively older people; belonging to age group above 45 years.

Association Between Experience of the Principals and Servant Leadership

Another important finding of the study was the confirmation of the association between experience and servant leadership. The principals who had more than 10 years of work experience were found to exercise servant leadership at the outmost. This means that they were capable of curving the power and pride to benefit the employees so that aggression and vainness could be kept hidden to motivate and involve the teachers to have the task done in favor of the institution. Simpson, (2000) also found out in her study that there was association of experience and leadership. Similarly, Peters (2013) is also found to believe that along with age, experience is one of the prominent variable exerting influence in leadership exercise. He states, "Older candidates with more experience under their belts are generally more interested in other issues and broader career opportunities." Once again, his interview seems to go in line with maturity gained from working in the field of leadership. With the maturity, the leaders are capable enough to exercise control over their aggression and are capable of thing differently so as to utilize the situation in their favor. So, in the circumstances when a leader feels to be in a situate to lay off the employees as an escape from the trap, the experienced leader is capable of thinking differently and normalize the situation in favor of both the institution and the leader. Hence he is found to lay emphasis on the older leaders as suitable ones to the younger ones stating, "They [older leaders] have understood that in most cases you need to involve

and motivate staff in order to make things work. Young males often still think they

can solve problems simply by firing everyone!"

So, on the basis of findings and empirical studies as furnished above, it can be

claimed that there is association between servant leadership and work experience of

the leaders. In the case of this study, the principals having more than 10 years of work

experience exercised servant leadership.

Association Between Education Level of the Principals and Servant Leadership

In search of association between demographic variables and servant

leadership, another association tested was between education level of the principals

and servant leadership. As stated before, this association was established and the

study confirmed that there was association between the level of education of the

principals and servant leadership. Though there is less empirical support for the

findings, once again referring back to Peters (2013) and Simpson (2000), some

support can be found in this connection. Both of them were found to think from the

same line in term of influence of age and experience in leadership. Similarly, in term

of education level, they seem to make an indication to MBA as the appropriate

academic qualification for the development of leadership skill. Though, like other

researchers, they also do not show any clear indication to education for leadership

development but their emphasis on MBA as appropriate academic qualification for

ones willing to assume or assuming leadership position somehow points out to the

fact that candidates with master's degree can serve the ends of leaders' need. So, the

claim made by the study that there is association between level of education and

leadership finds a ground to stand on its own feet.

One prominent aspect revealed by these associations override to the boundary

of maturity. Even the cited scholars were found ultimately to base their argument on

the ground of maturity. While making distinction between the attitude of matured old leaders and immature young leaders, they make mention of the word 'mature' hinting to the reality that high level of education, older age and abundance of work experience in the job being performed add to or brings maturity to the leaders. So, in the following subheading 'Maturity and Leadership', a brief discussion is put forward based on the finding of the study and the theories being discussed. However, the focus is laid in the leaders' age, work experience and level of education as variables influencing servant leadership.

Maturity and Leadership

Though empirical evidences lacked in corroborating to this finding, it was evident in the study that servant leadership got influenced by the maturity level of the leader. Among the various definitions of maturity, Success Depends (n.d.) defines maturity as "being able to resist the urge for immediate gratification and opt for the course of action that will pay off later. One of the characteristics of the young is "I want it now." Grown-up people can wait". Seen from this perspective, the association can be seen worthwhile. The same document further states, "Maturity is the ability to control anger and settle differences without violence or destruction. The mature person can face unpleasantness, frustration, discomfort and defeat without collapsing or complaining". May be inferred as negatively stated, this statement is pungent in the sense that such a situation is daily phenomenon for a person in a leadership position. To cope up with such a situation, three things are very important: matured age, high level of education and pretty good deal of experience in the work one is in. Furthermore, one should be able to settle with one's own power and pride. While exercising servant leadership, the leader must be able to do away with power and pride replacing it with humility and vulnerability (Page & Wong, 2003) yet without

losing one's own self. Maturity is humility and being able to say 'I was wrong'. It is also one's own ability to live up to the responsibilities and being dependable (ibid). Unless and until one is rid of power and pride, one cannot acquire these characteristics. As seen in the study, most of the principals (65.64%) were not seen to be servant leaders just because they failed to rate lower (mean score ≤ 2.35) in term of the second characteristics of servant leadership 'power and pride'.

Therefore, whatever might have been the findings of various researches, the finding of this study that there is statistically significant association between age, education and experience and servant leadership seems to be valid. So, it is claimed that servant leadership is influenced by age, education and experience.

Research question 3: *Is there any difference in the student promotion rate for internal school efficiency on the basis of servant leadership characteristics among the principals?*

"Yes" was the answer found out by t-test when it was run on the hypothesis H_0: *There is no significant difference between servant leadership and internal efficiency of a school*.

With regard to internal school efficiency, first a t-test was performed which confirmed statistically significant association between servant leadership and student promotion rate for internal school efficiency. There was significant difference in frequency for student promotion rate for non servant leader led school efficacy (M=0.32, SD = 0.47) and servant led school efficacy (M=0.94, SD = 0.25), t(114) = 6.98, *p* = .000, α = .05. This confirmation links the servant leaders to the orientations that Page and Wong (2002) identified, such that people orientation, task orientation, and character orientation as seen in the answer to the first research question. Hence, on the basis of the finding of this study, it can be concluded that a leader who is

capable of exercising diverse characteristics such that Developing and Empowering Others, Humility and Vulnerability (minimum use of Power and Pride), Authentic Leadership, Open Participatory Leadership, Inspiring Leadership, Visionary Leadership and Courageous Leadership can lead a school to success. So, "the focus of leadership needs to be shifted from process and outcome to people and the future" (Wong and Davey, 2007, p1) so that the outcome and process automatically get corrected.

Chapter Summary

This chapter was divided into three sub-sections on the basis of the three research questions. In the beginning of the data analysis, a test on reliability of the data was carried out and then demographic profile of the respondents was described. In the section one factor-wise data analysis was carried out to determine the possession of servant leadership characteristics by the respondents. The second section performed t-tests but before the analysis, brief background information on t-test was cited and discussed. The section tested three hypotheses. In the final section, to test the fourth hypothesis, a t-test was conducted and means scores were compared to find out the role of servant leadership in promotion rate for internal school efficiency.

CHAPTER V

SUMMARY, CONCLUSION AND IMPLICATIONS

Chapter Overview

This chapter will deal with the major subtopics like summary, summary of findings, discussion, etc. In the section termed as summary, a brief description of how the research began and what was done throughout the journey will be discussed. Summary of Findings will highlight the major findings of the study. Under the subtopic Discussion, a brief explanation of the findings will be made. Conclusion will show the researcher's overall activities in the study. Implication of the Findings will highlight how the findings of study are relevant in the present scenario and under the subtopic Recommendations for Further Study, some possible areas where another research can be carried out are pointed out.

Summary

Servant leadership, though was conceptualized and coined by Greenleaf (1977) during the decade of 1970s, it remained in a dormant state until 1990s. After the time, with the advancement of technology, "the nature of both work and the workplace has changed drastically" (Billett, 2006). This is the time when servant leadership seems to make its way into the realm of leadership with increased interest and enthusiasm. This enthusiasm and interest may be because SL is opposed to the command-and-control type of autocratic leadership. There is now a clear consensus among modern management theorists (Avolio, 2005; Bennis, 2002; Senge, 1990) that autocratic leadership needs to be replaced by leadership that empowers workers. In

today's environment, command-and-control leadership no longer works, because leaders must earn people's respect and trust (Wong & Davey, 2007, p. 1).

This change has given birth to challenges for the schools to develop such leadership which can sustain its competitive teachers and keep them working for the benefit of its stakeholders thereby contributing significantly to the entire education scenario of the nation. Principals can make a difference. "Researchers, policy makers, and educational practitioners agree: good school principals are the keystone of good schools" (Institute for Educational Leadership, 2000, p. 6).

Viewing from this perspective, this study was carried out with the purpose to explore the servant leadership characteristics among the public school principals and their role in student promotion rate for internal school efficiency. It had three research questions out of which the first research question concentrated on seeking the answer to the question no.1. So, answer of the first question centered in finding out the characteristics of servant leadership among the public school principals. As seen in the literature review, Spears (1998) and Russell and Stone (2002) defined servant-leadership as a practical philosophy that emphasizes increased service to others, a holistic approach to work, promotion of a sense of community, and the sharing of power in decision making (Spears, 1998, as cited in Williams, 2009). Page and Wong (2002) combined the work of Russell and Stone, and Spears to create four categories: character-orientation, people-orientation, task-orientation, and process-orientation. These attributes were then incorporated into a survey instrument, Self -Assessment of Servant Leadership Survey Profile (Williams, 2009). This instrument was revised in 2003 by them and seven factors of servant leadership were brought into light which were analyzed in concomitant with the response of the principals. Similarly, the second research question concentrated on finding the association between servant leadership characteristics and demographic

profiles of these principals and the third question concentrated on finding the role of servant leadership characteristics in student promotion rate for internal school efficiency.

The survey was administered among randomly selected 116 public school principals of Kathmandu, Bhaktapur and Lalitpur districts. All the 62 items of the SLPR were completed by the principals. Since the questionnaires were filled in the presence of the researcher and every principal was administered individually, there was no or little chance of missing fields. However, the principals were not told that this research intended to explore the servant leadership before the administration of the survey. Therefore, the researcher is confident that the responses recorded in the SLPR were unbiased in the part of every principal.

The obtained data was entered into the SPSS 16 for the purpose of analysis. In the process of data entry, it was observed that the age of the principals assuming their post at that time ranged from 31 years to 60 (59) years. So, though there were options in the demographic form for the ages below 31 to 15, not a single age between these ranges was found. So was with 60^+. Similarly, the survey form contained five different levels of qualifications – SLC, IA or equivalent, BA or equivalent, MA or equivalent and M. Phill/ Ph. D. or equivalent, only three strata of education group were found. There were not any principals with the qualification lower than Bachelor's or equivalent degree in these secondary level schools.

On the basis of the literature reviewed, it was found that among the various determinants of school efficiency, internal efficiency is calculated on the basis of student enrollment, dropout and level completion. So, the increment in student enrollment and pass percentage, and decrease in dropout was one of the indicators used in this study to determine school efficiency. Though, there are complex equations developed for measuring the internal school efficiency like that of

UNESCO (2009) (Appendix I), these equations could not be brought into practice for the following reason:

i. The education rules do not specify definite number of repetition allowed in a grade for students in case of failure in the grade.

ii. There is no clearly defined age adhered for the purpose of completing a level. So students of varying age can be found in a level or even within a class.

iii. There is not equally distributed teacher –student ratio, nor does the basic infrastructure equate in all schools which was observed while visiting school for the conduction of the survey.

So, creating an equation, based on the existing scenario of the surveyed school and crux of internal school efficiency, the data were analyzed for internal school efficiency on the basis of student promotion rate which were then put into SPSS program for further analysis.

The analyzed data was presented in tabulated form and quantitative descriptive method was used to interpret the results. In the end part of every factor-wise data analysis, conclusion was furnished in term of the findings to show which sex, age group, experience group and education group had these characteristics for the answer of the first research question. In relation to the second and third research questions, a Chi Square test and t-test were carried out and whenever needed, a brief comparison of means was carried out. Out of the four hypotheses set in this study, the first three were associated with the second research question and the fourth one was associated with the third research question.

Finally, the study was concluded with summary, summary of key findings, conclusion, implication of the findings, recommendation for further research and researcher's reflection on the study.

Summary of the Findings

The study made some important findings about servant leadership in the context of Nepalese education field. These findings were derived in pursuance with the research questions and the hypotheses set in this study. These findings are highlighted in the following points immediately followed by a discussion.

1. Servant leadership was found to be prevalent in the educational field of the nation among the secondary level principals.

2. Not all the studied principals rated themselves to have possessed all servant leadership characteristics. However, out of the seven servant leadership characteristics studied by this study on the basis of self-assessment tool, all principals rated themselves to have possessed these characteristics in varying numbers.

3. Not a single principal was found devoid of any servant leadership characteristics. Minimum two servant leadership characteristics were possessed even by those principals categorized as non servant leader.

4. Average principals possessed as many age five servant leadership characteristics. Majority of principals failed to rate themselves having subdued power and pride. Put it another way, the characteristics 'power and pride' was highly exercised by 75 (65.64%) of the principals. According to Page and Wong (2003), "Abuse of power and pride automatically disqualifies one as a servant leader, regardless of high scores on the other sub scales. That is why the inclusion of these two negative subscales is important in the Revised Servant Leadership Profile."

5. Only 31 (34.36%) of the surveyed principals possessed all seven characteristics who were categorized as principals with servant leadership characteristics. Similarly, 75 (65.64%) of the principals were categorized as principals with non servant leadership characteristics because all of them had less than seven servant leadership characteristics.

6. Among the principals with servant leadership characteristics, majority was female (93%) as compared to that of males (16.83%).

7. A Chi Square test revealed the following association

   a. There was statistically significant association between the age of the principals and servant leadership. The principals above the age 45 exercised servant leadership than those below 45 years.

   b. There was statistically significant association between the education of the principals and servant leadership. Principals with the qualification higher than a Master's degree exercised servant leadership than those who had a qualification below Master's degree.

   c. Statistically significant association was observed between experience of the principals and servant leadership as well. The principals with a work experience more than 10 years were found to exercise servant leadership compared those who had a work experience below 10 years.

   d. The significance was observed at $\alpha = 0.01$ for age and $\alpha = 0.001$ for education and experience of the principals.

8. To examine the role of servant leadership on student promotion rate for the school efficiency, a t-test was carried out which revealed that there was statistically significant difference between servant leadership and student promotion rate for school efficiency.

9. On the basis of the statistically significant result obtained though the analysis of Chi Square Test and t-test, all four hypotheses were rejected and alternative hypotheses were accepted.

Conclusion

This was the first study on the topic dealing with Servant Leadership in the context of education field in Nepal. So, this study was carried out with the purpose of exploring servant leadership characteristics among the public school principals and its contribution in student promotion rate for internal school efficiency. To meet the set purpose, this study undertook post positivist paradigm, quantitative research design and descriptive methodology. With the help of a sample determined on the basis of the table figures as propounded by prominent scholars like Israel (1992), 116 samples were determined out of a total population of 153 public school principals at the confidence level of 97% and margin of error 5%. The survey was carried out on the sample population using the instrument designed by Page and Wong (2003) to self assess the servant leadership which is known as Servant Leadership Profile Revised and the data obtained were analyzed in three distinct phases as per the requirement of three research questions that helped answer them.

In answer to the first research question, servant leadership characteristics were explored among the public school principals. Most of the principals possessed at least two servant leadership characteristics and the factor 2 'Power and Pride' was found to be the major barricade in the process of exercising this leadership. Hence, only 31 principals had all the servant leadership characteristics most of whom were females. The research question two, answer of which was dependent on the three hypotheses based on the variables in the conceptual framework , revealed the fact that demographic variables like age, education and experience had statistically significant

association with servant leadership at α = 0.01 for age and α = 0.001for education and experience pointing to the fact that among the presently practicing principals, principals who have experience more than 10 years and age above 45 years exercised servant leadership. The t-test compared the mean scores to measure the difference in student promotion rate for school efficiency with and without servant leadership for the answer to research question three and servant leadership was found to play positive role in enhancing student promotion rate for internal school efficiency. These important findings lead to the conclusion that servant leadership is adaptable in Nepalese educational leadership domain provided the principals are trained in balancing power and pride. The explored association of servant leadership with that of practitioners' age, education and experience is an addition to the existing literature. The significant contribution of servant leadership in enhancing promotion rate of the students which added to the school efficiency is a thought provoking finding making it worthwhile to conclude that the findings of the study have opened up a new avenue to think differently in term of Nepalese educational leadership scenario.

Implications

On the basis of the findings of this study, the following implications are highlighted:

- First, once again, the researcher prefers citing from Wong and Davey (2007) to prove the worth of servant leadership. They state, "the main advantage of SL is that it is flexible. Whether you are a charismatic intuitive leader or a down-to-earth methodological type of leader, you can always benefit from practicing servant leadership. No leader can be effective in a culturally diverse workplace by adopting only one leadership style (p. 2). So was seen in the context of this study as well. So, the findings of the research have added to administrative theory that

the most common servant leadership characteristics were Serving Others, Open Participatory, Visionary, Inspiring and Courageous leadership. If the practitioners of these characteristics are sensitized to them as their strength, they can perform better in given situation with the selection of appropriate skills they have possessed.

- This study can be the guideline for those who show their interest in exercising servant leadership and a clue to brush up their skills further along with the identification of the characteristics they already possess.

- As seen in various discussion and literature review of this study that servant leadership is one of the most favored leadership styles of present era, this study can provide content and procedure for pre-service and in-service teacher training course. Its significance in enhancing student promotion rate for internal school efficiency calls for development of servant leadership characteristics among the public school principals. This study can be a very resourceful document in the process.

- This study has created base for carrying out such a research work covering larger population by opening up the Nepalese window into the world of servant leadership which still lies in the dormant state waiting to be knocked and waken up.

- As this study adopted most reliable sample (almost 76% of the target population) such that 97% of confidence level and 5% of margin of error, its findings are most generalizable on the population.

Recommendations for Further Study

Based on the methodology applied and population covered, many of the questions regarding servant leadership have remained unanswered such as: why do

some of the principals have partial servant leadership characteristics? Why did most of the principals failed to show opposite confirmation to Factor 2 'Power and Pride'? What is the cause behind most of the female principals practicing this leadership style? Whether these characteristics common among the principals of other part of the country? Whether these are the characteristics possessed by every leader? And many more. So, the following recommendations for further study are put forward:

- Since this study was carried out covering a small population within Kathmandu, Bhaktapur and Lalitpur Districts, it covers a small chunk of population and small patch of area. The study can be replicated on a larger population so as to cover the national scenario on servant leadership.

- The study found out that many principals are devoid of many of the servant leadership characteristics while they have others, this study could not find out the answer to the 'why' because of its quantitative nature. So, a qualitative study can be carried out to find the answer of these 'why' questions.

- This study only took the secondary level principals and secondary level internal efficacy; further investigation can be done replicating it at other levels of schools.

- Though principals are the major leaders of schools, there are other many who assume different positions directly or indirectly such as SMC Chairperson, Vice Principals, Coordinators, etc. Such a study can be carried out upon all or anyone of these populations.

Reflection of the Researcher

The study provided both opportunity and challenge as these are the features of traversing into the field yet unexplored. Interestingly, many principals who confirmed the possession of servant leadership characteristics rating in the construct did not even know what servant leadership was and even some were surprised to hear the terms

'servant' and 'leadership' coined together. Nevertheless, their surprise did not exert any influence in the rating scale as they were just told that the researcher was going to find out the leadership style of the principals working in the secondary schools. Some principals doubted the researcher about the existence of servant leadership as such in the process of post-survey discussion to satisfy their query. Some of them were satisfied; others sought the evidences of existence of such a leadership. Apart from the beauty of getting to the finding that 31 of the principals had servant leadership, most of whom were females; demographic variables like age, education and experience had statistically significant association with servant leadership and servant leadership played positive role in enhancing student promotion rate for internal school efficiency, it was a moment of pride to be the first person to know these facts in Nepalese education context. On top of these all, this study indirectly played a role to sensitize the principals towards servant leadership and took it to the presence of nearly 75 leaders who had never heard about it before. So, along with exploration, it also played a part in disseminating the emerging leadership concept which, if becomes of interest to anyone of them, enhanced internal school efficiency can be expected to make its way ahead in the school it is practiced.

Chapter Summary

In this final chapter of the study, the major subtopics dealt with were - Summary, Summary of Findings, Conclusion, Implication of the Findings, Recommendations for Further Study and Reflection of the Researcher.

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APPENDICES

Appendix A: Permission E-Mail

from	Paul TP Wong dr.paul.wong@gmail.com
to	Rupendra <rupendrap@gmail.com>
cc	Don Page <page@twu.ca>
date	Wed, May 25, 2011 at 12:48 AM
subject	Re: From Nepal: Seeking permission

Important mainly because it was sent directly to you.

Dear Rupendra,

You have my permission to use the SLP-R. Please forward us your results as soon as you've completed your study.

Regards,
Paul

from	Rupendra rupendrap@gmail.com
to	dr.paul.wong@gmail.com
date	Sun, May 22, 2011 at 9:32 AM
subject	From Nepal: Seeking permission

Dr. Page and Dr. Wong,

I am a student from Kathmandu University, Nepal, a thesis year M. Phil student. Since servant leadership is a very new concept in the field of school leadership in Nepal, I have submitted my proposal on servant leadership which requires servant leadership self-assessment instrument. I would like to use your servant leadership instrument (SLP-R) to explore servant leadership characteristics among the public school principals. Could you please let me know what should I do to use the construct?

Sincerely
Rupendra Pokahrel
Kathmandu, Nepal

e-mail: rupendra@gamil.com

Appendix B: Demographic Data Form

Please place a check in the appropriate blanks

Gender

_____ Male

_____ Female

Age

_____ 16 – 20	_____ 20 – 25	_____ 26 - 30
_____ 31 – 35	_____ 36 – 40	_____ 41 - 45
_____ 46 – 50	_____ 51 – 55	56_____ 60
_____60$^+$		

Highest Degree Obtained

_____ SLC or equivalent   _____IA or equivalent

_____ Bachelor or equivalent   _____ Master's degree

_____ M. Phil / Ph. D. (Specify _____)

Number of Years in Current Assignment

_____ 0-2 years   _____ 3-5 years   _____ 6-10

years

_____ 11-15 years   _____ 16-20   _____ 20+

years

Appendix C: Servant Leadership Profile - Revised

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Leadership matters a great deal in the success or failure of any organization. This instrument was designed to measure both positive and negative leadership characteristics.

Please use the following scale to indicate your agreement or disagreement with each of the statements in describing your own attitudes and practices as a leader. If you have not held any leadership position in an organization, then answer the questions as if you were in a position of authority and responsibility. There are no right or wrong answers. Simply rate each question in terms of what you really believe or normally do in leadership situations.

1	2	3	4	5	6	7
Strongly Disagree			**Undecided**		**Strongly Agree**	
(SD)					(SA)	

For example, if you strongly agree, you may circle 7, if you mildly disagree, you may circle 3. If you are undecided, circle 4, but use this category sparingly.

1. To inspire team spirit, I communicate enthusiasm and confidence. **1 2 3 4 5 6 7**

2. I listen actively and receptively to what others have to say, even

    when they disagree with me. **1 2 3 4 5 6 7**

3. I practice plain talking – I mean what I say and say what I mean. (Integrity) **1 2 3 4 5 6 7**

4. I always keep my promises and commitments to others. **1 2 3 4 5 6 7**

5. I grant all my workers a fair amount of responsibility and latitude in carrying

    out their tasks. **1 2 3 4 5 6 7**

6. I am genuine and honest with people, even when such transparency is politically

    unwise. **1 2 3 4 5 6 7**

7. I am willing to accept other people's ideas, whenever they are better than mine. **1 2 3 4 5 6 7**

8. I promote tolerance, kindness, and honesty in the work place. **1 2 3 4 5 6 7**

9. To be a leader, I should be front and centre in every function in which I am involved. **1 2 3 4 5 6 7**

10. I create a climate of trust and openness to facilitate participation in decision making. **1 2 3 4 5 6 7**

11. My leadership effectiveness is improved through empowering others. **1 2 3 4 5 6 7**

12. I want to build trust through honesty and empathy. **1 2 3 4 5 6 7**

13. I am able to bring out the best in others. **1 2 3 4 5 6 7**

14. I want to make sure that everyone follows orders without questioning my authority. **1 2 3 4 5 6 7**

15. As a leader, my name must be associated with every initiative. **1 2 3 4 5 6 7**

16. I consistently delegate responsibility to others and empower them to do their job. **1 2 3 4 5 6 7**

17. I seek to serve rather than be served. **1 2 3 4 5 6 7**

18. To be a strong leader, I need to have the power to do whatever I want without being

questioned. **1 2 3 4 5 6 7**

19. I am able to inspire others with my enthusiasm and confidence in what can be

accomplished. **1 2 3 4 5 6 7**

20. I am able to transform an ordinary group of individuals into a winning team. **1 2 3 4 5 6 7**

21. I try to remove all organizational barriers so that others can freely participate in

decision-making. **1 2 3 4 5 6 7**

22. I devote a lot of energy to promoting trust, mutual understanding and team spirit. **1 2 3 4 5 6 7**

23. I derive a great deal of satisfaction in helping others succeed. **1 2 3 4 5 6 7**

24. I have the moral courage to do the right thing, even when it hurts me politically. **1 2 3 4 5 6 7**

25. I am able to rally people around me and inspire them to achieve a common goal. **1 2 3 4 5 6 7**

26. I am able to present a vision that is readily and enthusiastically embraced by others. **1 2 3 4 5 6 7**

27. I invest considerable time and energy in helping others overcome their weaknesses

and develop their potential. **1 2 3 4 5 6 7**

28. I want to have the final say on everything, even areas where I don't have the

competence. **1 2 3 4 5 6 7**

29. I don't want to share power with others, because they may use it against me. **1 2 3 4 5 6 7**

30. I practice what I preach. **1 2 3 4 5 6 7**

31. I am willing to risk mistakes by empowering others to "carry the ball." **1 2 3 4 5 6 7**

32. I have the courage to assume full responsibility for my mistakes and acknowledge

my own limitations. **1 2 3 4 5 6 7**

33. I have the courage and determination to do what is right in spite of difficulty or

opposition. **1 2 3 4 5 6 7**

34. Whenever possible, I give credits to others. **1 2 3 4 5 6 7**

35. I am willing to share my power and authority with others in the decision

making process. **1 2 3 4 5 6 7**

36. I genuinely care about the welfare of people working with me. **1 2 3 4 5 6 7**

37. I invest considerable time and energy equipping others. **1 2 3 4 5 6 7**

38. I make it a high priority to cultivate good relationships among group members. **1 2 3 4 5 6 7**

39. I am always looking for hidden talents in my workers. **1 2 3 4 5 6 7**

40. My leadership is based on a strong sense of mission. **1 2 3 4 5 6 7**

41. I am able to articulate a clear sense of purpose and direction for my organization's

future. **1 2 3 4 5 6 7**

42. My leadership contributes to my employees/colleagues' personal growth. **1 2 3 4 5 6 7**

43. I have a good understanding of what is happening inside the organization. **1 2 3 4 5 6 7**

44. I set an example of placing group interests above self interests. **1 2 3 4 5 6 7**

45. I work for the best interests of others rather than self. **1 2 3 4 5 6 7**

46. I consistently appreciate, recognize, and encourage the work of others. **1 2 3 4 5 6 7**

47. I always place team success above personal success. **1 2 3 4 5 6 7**

48. I willingly share my power with others, but I do not abdicate my authority and

responsibility. **1 2 3 4 5 6 7**

49. I consistently appreciate and validate others for their contributions. **1 2 3 4 5 6 7**

50. When I serve others, I do not expect any return. **1 2 3 4 5 6 7**

51. I am willing to make personal sacrifices in serving others. **1 2 3 4 5 6 7**

52. I regularly celebrate special occasions and events to foster a group spirit. **1 2 3 4 5 6 7**

53. I consistently encourage others to take initiative. **1 2 3 4 5 6 7**

54. I am usually dissatisfied with the status quo and know how things can be improved. **1 2 3 4 5 6 7**

55. I take proactive actions rather than waiting for events to happen to me. **1 2 3 4 5 6 7**

56. To be a strong leader, I need to keep all my subordinates under control. **1 2 3 4 5 6 7**

57. I find enjoyment in serving others in whatever role or capacity. **1 2 3 4 5 6 7**

58. I have a heart to serve others. **1 2 3 4 5 6 7**

59. I have great satisfaction in bringing out the best in others. **1 2 3 4 5 6 7**

60. It is important that I am seen as superior to my subordinates in everything. **1 2 3 4 5 6 7**

61. I often identify talented people and give them opportunities to grow and shine. **1 2 3 4 5 6 7**

62. My ambition focuses on finding better ways of serving others and making them

successful. **1 2 3 4 5 6 7**

Appendix D: Contextualized Instrument

नेतृत्व गुणसम्बन्धी रेटिङ स्केल

यो अनुसन्धान काठमाडौं विश्वविद्यालयको एम.फिल. तहको आंशिक आवश्यकता पूरा गर्ने ध्येयले गर्न लागिएको हो । यस रेटिङ स्केलको प्रयोगबाट प्राप्त भएका सूचनाहरू गोप्य रहनेछन् । तपाईंले दिनुभएका जानकारीहरू अन्य कुनै प्रयोजनका लागि प्रकाशित गरिने छैनन् ।

तपाईंले दिनुभएको प्रतिक्रियाका कारणले तपाईंको व्यक्तिगत अथवा पेसागत जीवनमा कुनै असहजता सिर्जना भएमा उक्त असहजताको जवाफदेहिता अनुसन्धानकर्ता स्वयम् हुनेछ । यदि तपाईंले प्रतिक्रिया जनाउने क्रममा कुनै असहज परिस्थितिको महसुस गर्नुभएमा प्रतिक्रियालाई निरन्तरता दिइरहनुपर्ने बाध्यता तपाईंमा रहनेछैन । यस अनुसन्धानको प्रश्नावलीलाई दुई भागमा विभाजन गरिएको छ । खण्ड क मा दिइएको व्यक्तिगत विवरण पूरा गरी खण्ड ख मा प्रवेश गर्नुहुन अनुरोध छ ।

खण्ड क

कृपया तपाईंको व्यक्तिगत विवरण दिनुहोला । उपयुक्त कोठामा ठीक (✓) चिह्न लगाउनुहोला ।

लिङ्ग :　स्त्री ☐　　पुरुष ☐

उमेर:　१६ देखि २० ☐　२१ देखि २५ ☐　२६ देखि ३० ☐　३१ देखि ३५ ☐

३६ देखि ४० ☐　४१ देखि ४५ ☐　४६ देखि ५० ☐　५१ देखि ५५ ☐

५६ देखि ६० ☐　६० भन्दामाथि ☐

शैक्षिक योग्यता : एस. एल. सी. ☐　प्रवीणता प्रमाणपत्र तह, उच्च मा.वि. वा सो सरह ☐

स्नातक वा सो सरह ☐　स्नातकोत्तर वा सो सरह ☐　एम.फिल./विद्यावारिधि ☐

प्रधानाध्यापकको रूपमा काम गरेको अनुभव :

० - २ वर्ष ☐　२ - ५ वर्ष ☐　५ दखि १० वर्ष ☐

१० - १५ वर्ष ☐　१५ - २० वर्ष ☐　२० वर्ष भन्दामाथि ☐

खण्ड ख

तपाईं विद्यालयजस्तो पवित्र संस्थाको नेतृत्वमा रहेर सामाजिक सेवामा तल्लीन हुनुहुन्छ । नेतृत्व गर्ने क्रममा तपाईंले धेरै किसिमका अनुभवहरू गर्नु भएको छ । तपाईंकै पेसामा आधारित विभिन्न भनाइहरू तल दिइएको छ । तपाईंको भोगाइ र अनुभवका आधारमा तलका भनाइहरूप्रति तपाईंको विचारअनुसारका विकल्पमा प्रतिक्रिया दिनुहोला ।

भनाईहरूको अन्त्यमा ७ ओटा स्केल समावेश गरिएको छ । आफ्नो सहमति, अनिर्णय र असहमतिको तहअनुसारको स्केलको अंकलाई घेरा लगाई प्रतिक्रिया दिनुहोला ।

नोट :

१   पूर्ण असहमत

२   असहमत

३   आंशिक असहमत

४   थाहा छैन

५   केही भन्न सकिन्न

६   सहमत

७   पूर्ण सहमत

उदाहरणका लागि यदि दिइएको भनाइप्रति तपाईं पूर्ण रूपले सहमत हुनुभयो भने तपाईंले दिइएका स्केलमध्ये (७) सातमा गोलो घेरा लगाई प्रतिक्रिया जनाउनुहुनेछ । यदि तपाईं पूर्णरूपमा असहमत हुनुहुन्छ भने (१) एकमा गोलो घेरा लगाई प्रतिक्रिया जनाउनुहुनेछ । त्यसैगरी, तपाईंको सहमतिको तहअनुसारका अन्य अंकहरू जस्तै २, ३, ४, ५ वा ६ मध्ये कुनै पनि एउटा अंकमा गोलो घेरा लगाई प्रतिक्रिया दिन सक्नुहुनेछ ।

१.	टिमको जोस जाँगरलाई उत्प्रेरित गर्न म उनीहरूसँग उत्साह र आत्मविश्वास बढाउने कुरा गर्छु ।	१	२	३	४	५	६	७
२.	मसँग अरू असहमत भए पनि म अरूले भनेको कुरालाई ध्यानपूर्वक सुनेर ग्रहण गर्छु ।	१	२	३	४	५	६	७
३.	म स्पष्ट बोल्ने अभ्यास गर्छु । मैले के बोलें र बोलेको कुराको के अर्थ हुन्छ भन्ने कुरालाई ख्याल गर्छु ।	१	२	३	४	५	६	७
४.	म सधैं मेरा वाचा र प्रतिबद्धताहरूलाई अरूसमक्ष राख्छु ।	१	२	३	४	५	६	७
५.	म मेरा सहकर्मी (संस्थामा काम गर्ने सबै) लाई स्वतन्त्रता र	१	२	३	४	५	६	७

	निष्पक्षतापूर्वक उचित कामको जिम्मेवारी प्रदान गर्छु ।							
६.	यद्यपि, यस प्रकारको पारदर्शिता राजनीतिक दृष्टिले अनुपयुक्त होला म मानिसहरूसँग सही र इमानदारितापूर्ण व्यवहार गर्छु ।	१	२	३	४	५	६	७
७.	मेरोभन्दा उत्तम खालका विचारहरूलाई म सधैं ग्रहण गर्न तत्पर हुन्छु ।	१	२	३	४	५	६	७
८.	म मेरो कार्यक्षेत्रमा सहिष्णुता, दया र इमानदारितालाई प्रवर्द्धन गर्छु / महत्व दिन्छु ।	१	२	३	४	५	६	७
९.	नेतृत्वमा भएको नाताले म जहाँ संलग्न छु, म त्यसको अग्रभागमा र केन्द्रभागमा क्रियाशील भएकै हुनुपर्छ ।	१	२	३	४	५	६	७
१०.	निर्णय प्रक्रियाको सहजीकरण गर्दा म आपसी विश्वास र खुला वातावरणको सिर्जना गर्छु ।	१	२	३	४	५	६	७
११.	अरूलाई सशक्तीकरण गरेर नै मेरो नेतृत्वको प्रभावकारिता सुधार हुन्छ ।	१	२	३	४	५	६	७
१२.	म सहानुभूति र इमानदारिताद्वारा विश्वास निर्माण गर्न चाहन्छु ।	१	२	३	४	५	६	७
१३.	अरूमा भएको राम्रोपनलाई बाहिर ल्याउन म समर्थ छु ।	१	२	३	४	५	६	७
१४.	प्रत्येकले मेरो निर्देशन अक्षरशः पालन गरून् भन्ने म चाहन्छु ।	१	२	३	४	५	६	७
१५.	नेता भएको नाताले प्रत्येक गतिविधिमा मेरो नाम जोडिएकै हुनुपर्छ ।	१	२	३	४	५	६	७
१६.	म संगतीपूर्ण (उचित) तरिकाले अरूलाई जिम्मेवारी प्रदान गर्छु र उनीहरूलाई आफ्नो काम गर्न सशक्तीकरण गर्छु ।	१	२	३	४	५	६	७
१७.	म सेवित हुनुभन्दा सेवक हुने प्रयत्न गर्छु । म काम गराउनभन्दा काम गर्ने प्रयत्न गर्छु ।	१	२	३	४	५	६	७
१८.	बलियो नेता हुनका लागि आफूले गर्न चाहेको काम गर्न मलाई पूर्ण अधिकार चाहिन्छ ।	१	२	३	४	५	६	७
१९.	उत्साह र विश्वासका साथ म अरूलाई उत्प्रेरित गर्न सक्षम छु ।	१	२	३	४	५	६	७
२०.	एउटा सामान्य किसिमको समूहलाई विजयी समूहमा परिणत गर्न म समर्थ छु ।	१	२	३	४	५	६	७
२१.	संस्थासामु रहेका विभिन्न बाधा व्यवधान हटाउन म प्रयत्न गर्छु, जसले गर्दा अरू मानिसहरू निर्णय प्रक्रियामा स्वतन्त्रतापूर्वक सहभागी हुन सकून् ।	१	२	३	४	५	६	७
२२.	विश्वास, आपसी समझदारी र सामूहिक भावनाको विकासका लागि म मेरो शक्ति लगाउँछु ।	१	२	३	४	५	६	७

२३.	अरूको सफलताका लागि मद्दत गरिरहँदा मलाई असाध्यै सन्तुष्टि प्राप्त हुन्छ ।	१	२	३	४	५	६	७
२४.	चाहे मेरो भित्री भावनामा चोट नै किन नपुगोस्, ठीक काम गर्न मसँग नैतिक बल छ ।	१	२	३	४	५	६	७
२५.	आफ्नो वरिपरि मानिसहरू जम्मा गर्ने र साझा लक्ष्य प्राप्त गर्न तिनीहरूलाई उत्प्रेरित गर्न म समर्थ छु ।	१	२	३	४	५	६	७
२६.	तत्परता र उमंगका साथ अरूले ग्रहण गर्न सक्ने दूरदृष्टि प्रस्तुत गर्न पनि म समर्थ छु ।	१	२	३	४	५	६	७
२७.	अरूका कमीकमजोरीहरू हटाउँदै उनीहरूको अन्तर्निहित क्षमताको विकासका लागि सहयोग गर्न म यथेष्ट समय र शक्ति खर्च गर्छु ।	१	२	३	४	५	६	७
२८.	त्यस क्षेत्रमा मेरो दक्षता नभए पनि प्रत्येक चिजमा/पक्षमा म अन्तिम निर्णयकर्ता/आदेशकर्ता हुन चाहन्छु ।	१	२	३	४	५	६	७
२९.	म अरूलाई मेरो अधिकार बाँडफाँट गर्न चाहन्न किनकि तिनीहरूले मेरै विरुद्धमा त्यस शक्तिको प्रयोग गर्न सक्छन् ।	१	२	३	४	५	६	७
३०.	म जे बोल्छु/भन्छु/ भाषण गर्छु, त्यही अभ्यास गर्छु ।	१	२	३	४	५	६	७
३१.	म अरूलाई सशक्त बनाएर चुनौतीयुक्त गल्ती गर्ने इच्छा राख्छु ।	१	२	३	४	५	६	७
३२.	आफ्ना गल्तीहरूको पूर्ण जिम्मेवारी लिने र आफ्ना दुर्वलताहरूलाई स्वीकार गर्ने साहस मसँग छ ।	१	२	३	४	५	६	७
३३.	जटिलता र विपक्षीहरूका बाबजुद पनि सही काम गर्ने साहस र इच्छाशक्ति मसँग छ ।	१	२	३	४	५	६	७
३४.	सम्भव भएसम्म म अरूलाई जस दिन्छु ।	१	२	३	४	५	६	७
३५.	निर्णय गर्ने प्रक्रियामा मसँग भएको शक्ति र अधिकारलाई अरूसँग बाँढ्न चाहन्छु ।	१	२	३	४	५	६	७
३६.	मसँग काम गर्ने मानिसहरूको कल्याणका लागि म निश्चय नै ध्यान दिन्छु ।	१	२	३	४	५	६	७
३७.	अरूलाई कामका लागि साधनसम्पन्न बनाउन म प्रशस्तै समय र शक्ति खर्च गर्छु ।	१	२	३	४	५	६	७
३८.	समूह (विद्यालयमा काम गर्ने) सदस्यहरूबीच अझ सम्बन्ध विकास गर्ने कुरालाई म उच्च प्राथमिकता दिन्छु ।	१	२	३	४	५	६	७
३९.	मेरा सहयोगी/सहकर्मी मित्र रहेको अदृश्य क्षमतालाई म सधैं हेरिरहेको/देखिरहेको हुन्छु ।	१	२	३	४	५	६	७
४०.	मजबुत किसिमको कार्य-लक्ष्यमा मेरो नेतृत्व आधारित हुन्छ ।	१	२	३	४	५	६	७

४१.	म मेरो संस्थाको भावी दिशानिर्देश गर्न र लक्ष्य निर्धारण गर्न समर्थ छु ।	१	२	३	४	५	६	७
४२.	मेरो नेतृत्वले मेरा कर्मचारी र सहकर्मीको व्यक्तिगत विकासमा योगदान गर्छ ।	१	२	३	४	५	६	७
४३.	संस्थाभित्र के भइरहेको छ भन्ने कुरा मैले राम्ररी बुझेको छु ।	१	२	३	४	५	६	७
४४.	व्यक्तिगत रुचिभन्दा माथि उठेर सामूहिक रुचिको कदर गर्ने विषयमा मैले उदाहरणीय काम गरेको छु ।	१	२	३	४	५	६	७
४५.	म मेरो व्यक्तिगत रुचिभन्दा अरूको उत्कृष्ट रुचिमा आधारित कामहरू गर्छु ।	१	२	३	४	५	६	७
४६.	म अरूको कामप्रति पर्याप्त सराहना गर्छु, पहिचान दिन्छु र हौसला प्रदान गर्छु ।	१	२	३	४	५	६	७
४७.	व्यक्तिगत सफलतालाई भन्दा समूहको सफलतालाई म सधैं महत्व दिन्छु ।	१	२	३	४	५	६	७
४८.	म खुसीसाथ मेरो शक्ति अरूसँग बाँढ्छु तर मेरो अधिकार र जिम्मेवारीको त्याग गर्दिन	१	२	३	४	५	६	७
४९.	म निश्चित रूपले अरूको योगदानको प्रशंसा र कदर गर्छु ।	१	२	३	४	५	६	७
५०.	जब म अरूको सेवा/मद्दत गर्छु, म कुनै प्रतिफलको अपेक्षा गर्दिन ।	१	२	३	४	५	६	७
५१.	म अरूको सेवा/सहयोगका लागि आफ्नो स्वार्थको त्याग गर्छु ।	१	२	३	४	५	६	७
५२.	सामूहिक भावनाको भरण-पोषणका लागि म नियमित रूपमा विभिन्न कार्यक्रमहरूको आयोजना गर्छु ।	१	२	३	४	५	६	७
५३.	म अरूलाई प्रयत्न गर्नका लागि पर्याप्त रूपमा उत्प्रेरित गर्छु ।	१	२	३	४	५	६	७
५४.	सामान्यतः म यथास्थितिमा असन्तुष्ट रहन्छु र परिस्थितिको सुधार कसरी गर्नुपर्छ भन्ने कुरा जान्दछु ।	१	२	३	४	५	६	७
५५.	कुनै घटना आइपर्नुभन्दा पहिले नै म पूर्वसावधान भई काम गर्छु ।	१	२	३	४	५	६	७
५६.	शक्तिशाली नेता भएको कारण मैले सबै मेरा मातहतका व्यक्तिहरूलाई नियन्त्रणमा राख्नुपर्छ ।	१	२	३	४	५	६	७
५७.	जुनसुकै भूमिका र क्षमता भएका मानिस किन नहून् अरूको सेवा/ हयोग गर्दा आनन्द प्राप्त हुन्छ ।	१	२	३	४	५	६	७
५८.	अरूको सेवा/सहयोग नै मेरो अभिष्ट हो ।	१	२	३	४	५	६	७
५९.	अरूमा भएको उत्कृष्टता बाहिर ल्याउन सक्दा म पूर्ण सन्तुष्ट	१	२	३	४	५	६	७

	हुन्छ ।							
६०.	हर कुरामा म मेरा मातहतका व्यक्तिको तुलनामा महान् देखिनु मेरा लागि महत्वपूर्ण कुरा हो ।	१	२	३	४	५	६	७
६१.	म प्रायः मेधावी मानिसहरूको पहिचान गर्छु र तिनीहरूलाई विकास हुने र प्रकाशित हुने मौका दिन्छु ।	१	२	३	४	५	६	७
६२.	अरूको सेवा गर्नु र तिनीहरूलाई सफल बनाउने उत्तम उपाय प्राप्त गर्नेतर्फ मेरो आकांक्षा केन्द्रित हुन्छ ।	१	२	३	४	५	६	७

सहयोग दिनु भएकोमा धन्यवाद !!

तपाइको नाम : ....   हस्ताक्षर :.........................

विद्यालयको नाम : ....   मिति : ....

Appendix E: Factor Means of the Respondents With Promotion Rate

Res.	Sex of Principals		CH1	CH2	CH3	CH4	CH5	CH6	CH7	Efficacy	Servant Leader=1 Non Servant Leader =0
	Male	Female									
	Count	Count	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	
B_HT_1	0	1	6.81	1.75	6.30	7.00	6.86	5.80	7.00	45.00	1.00
B_HT_10	0	1	6.50	2.00	6.40	6.33	6.86	6.00	6.60	69.00	1.00
B_HT_11	1	0	6.19	4.12	6.30	6.44	7.00	6.80	6.40	44.00	.00
B_HT_12	1	0	6.50	2.62	6.70	6.44	6.57	7.00	6.60	40.00	.00
B_HT_13	1	0	6.38	1.00	6.20	6.11	6.43	5.80	6.80	61.00	1.00
B_HT_14	1	0	6.19	3.12	6.20	5.89	6.29	6.40	6.60	35.00	.00
B_HT_16	1	0	6.38	2.88	6.00	5.78	6.43	6.00	6.20	44.00	.00
B_HT_2	1	0	6.31	3.50	6.70	6.89	6.71	6.80	7.00	54.00	.00
B_HT_3	1	0	6.75	5.12	6.80	7.00	7.00	7.00	6.60	51.00	.00
B_HT_4	1	0	5.12	2.50	4.20	5.78	6.14	5.00	6.40	43.00	.00
B_HT_5	1	0	5.88	3.75	6.60	6.89	6.14	6.00	6.40	47.00	.00
B_HT_6	1	0	6.69	1.75	6.50	7.00	6.71	6.00	6.60	63.00	1.00
B_HT_7	1	0	6.75	2.00	7.00	6.89	6.57	6.80	6.40	66.00	1.00
B_HT_8	1	0	5.62	4.12	6.20	6.67	6.71	6.20	5.80	53.00	.00
B_HT_9	1	0	4.75	3.50	6.80	6.11	7.00	6.60	6.40	43.00	.00
B_HT-15	1	0	6.38	4.62	6.40	6.22	6.57	6.20	7.00	52.00	.00
K_HT_1	1	0	6.44	2.80	5.80	5.89	3.86	5.80	6.00	58.00	.00
K_HT_10	1	0	6.19	2.65	6.80	6.22	6.00	6.60	5.60	51.00	.00
K_HT_11	1	0	5.69	4.12	5.70	6.00	6.43	6.20	6.20	40.00	.00
K_HT_12	1	0	6.25	3.50	6.50	6.78	6.71	5.60	7.00	52.00	.00
K_HT_13	0	1	6.75	1.62	6.80	6.33	6.57	6.80	7.00	67.00	1.00
K_HT_14	1	0	6.19	5.62	6.50	5.11	5.86	6.40	6.60	51.00	.00
K_HT_15	1	0	5.25	4.12	5.50	6.33	6.29	5.40	5.20	40.00	.00
K_HT_16	1	0	5.31	4.12	5.30	6.33	6.29	5.40	6.20	43.00	.00
K_HT_17	0	1	6.00	1.88	6.70	6.56	6.43	6.60	7.00	61.00	1.00
K_HT_18	1	0	3.75	3.12	4.00	5.22	3.29	5.60	6.80	41.00	.00
K_HT_19	1	0	5.31	4.12	5.50	6.33	6.29	5.40	5.80	43.00	.00
K_HT_2	1	0	6.12	4.00	6.20	6.33	6.14	6.00	6.80	53.00	.00
K_HT_20	0	1	6.31	2.68	5.90	5.67	6.14	6.00	6.40	36.00	.00
K_HT_21	1	0	5.50	4.38	5.40	5.56	6.00	5.40	5.40	43.00	.00

K_HT_22	1	0	5.62	3.88	4.90	5.89	5.57	5.40	6.00	47.00	.00
K_HT_23	1	0	5.94	4.75	6.30	6.56	6.00	6.20	6.20	52.00	.00
K_HT_24	1	0	5.19	2.12	4.90	6.22	5.57	5.40	6.00	37.00	.00
K_HT_25	1	0	5.00	4.12	5.00	6.22	5.29	4.80	5.20	55.00	.00
K_HT_26	1	0	5.94	4.75	6.30	6.56	6.00	6.20	6.20	41.00	.00
K_HT_27	1	0	5.19	3.88	5.10	6.22	5.57	5.40	6.20	43.00	.00
K_HT_28	1	0	4.38	4.25	3.70	5.67	6.29	3.20	6.20	51.00	.00
K_HT_29	1	0	5.81	4.12	6.30	6.67	6.00	5.60	7.00	36.00	.00
K_HT_3	1	0	5.75	3.25	6.10	6.11	5.83	6.40	5.80	54.00	.00
K_HT_30	0	1	6.50	2.12	6.50	6.67	6.43	6.40	6.40	58.00	1.00
K_HT_31	1	0	6.31	2.75	6.20	6.56	6.00	6.40	5.60	49.00	.00
K_HT_32	1	0	4.81	4.25	4.70	5.56	5.00	5.00	5.80	44.00	.00
K_HT_33	1	0	5.00	1.75	4.60	4.44	4.86	4.00	5.80	40.00	.00
K_HT_34	1	0	6.31	1.88	6.60	6.67	6.00	5.80	6.60	69.00	1.00
K_HT_35	1	0	6.12	3.50	6.10	6.89	6.14	5.60	6.60	38.00	.00
K_HT_36	0	1	6.19	1.62	6.50	6.00	6.43	6.60	5.80	72.00	1.00
K_HT_37	1	0	6.19	2.12	6.50	5.89	6.29	6.20	6.20	66.00	1.00
K_HT_38	1	0	5.44	5.38	6.10	6.00	6.14	5.60	6.00	53.00	.00
K_HT_39	1	0	6.44	1.50	6.20	6.89	6.14	5.80	7.00	69.00	1.00
K_HT_4	1	0	6.00	3.88	6.00	5.67	6.00	6.00	6.40	59.00	.00
K_HT_40	1	0	5.88	4.88	6.40	6.56	6.71	6.40	5.60	46.00	.00
K_HT_41	1	0	5.50	4.62	6.40	5.89	6.00	5.80	5.20	51.00	.00
K_HT_42	1	0	5.94	3.25	6.70	6.89	6.14	5.60	7.00	36.00	.00
K_HT_43	1	0	6.06	3.88	6.50	6.89	6.00	5.60	6.00	39.00	.00
K_HT_44	1	0	6.06	4.62	6.20	6.89	6.14	6.00	5.60	45.00	.00
K_HT_45	1	0	5.81	3.62	5.20	6.33	6.43	4.80	6.40	48.00	.00
K_HT_46	1	0	5.25	3.88	5.30	6.22	5.86	4.80	6.20	55.00	.00
K_HT_47	1	0	5.75	4.12	6.50	6.78	6.14	5.60	7.00	32.00	.00
K_HT_48	0	1	6.50	2.00	6.70	6.56	6.43	6.40	6.40	72.00	1.00
K_HT_49	1	0	6.25	2.12	6.60	6.78	5.57	6.40	6.80	41.00	.00
K_HT_5	1	0	6.25	4.25	6.30	6.33	6.00	5.80	6.20	37.00	.00
K_HT_50	1	0	5.50	4.88	6.40	6.67	6.71	6.00	6.20	31.00	.00
K_HT_51	0	1	5.81	1.88	5.80	6.89	6.29	6.00	6.60	68.00	1.00
K_HT_52	1	0	6.00	4.62	5.10	6.89	6.00	5.80	6.80	32.00	.00
K_HT_53	1	0	4.88	4.50	5.40	5.89	6.29	6.00	6.40	53.00	.00
K_HT_54	1	0	6.19	3.62	5.60	6.89	6.00	5.60	7.00	34.00	.00

K_HT_55	0	1	6.50	2.12	6.70	6.11	6.00	6.60	6.80	69.00	1.00
K_HT_56	1	0	6.62	4.62	6.90	6.33	6.00	5.80	6.40	39.00	.00
K_HT_57	1	0	6.25	3.88	6.20	6.56	5.86	6.60	7.00	54.00	.00
K_HT_58	1	0	6.75	1.50	6.90	6.67	5.86	6.60	6.00	47.00	1.00
K_HT_59	1	0	6.75	2.12	6.40	6.56	6.57	6.20	6.60	69.00	1.00
K_HT_6	1	0	6.19	3.62	6.50	6.56	6.57	6.60	6.60	41.00	.00
K_HT_60	1	0	6.19	4.00	6.60	6.00	6.14	6.60	6.20	41.00	.00
K_HT_61	1	0	6.38	1.88	6.30	6.33	6.29	6.80	7.00	61.00	1.00
K_HT_62	1	0	6.75	3.38	6.50	6.56	6.00	5.40	5.80	53.00	.00
K_HT_63	0	1	6.62	1.88	6.50	6.78	6.29	6.80	6.80	72.00	1.00
K_HT_64	1	0	6.38	4.75	6.40	6.00	6.43	6.40	6.60	46.00	.00
K_HT_65	1	0	6.19	5.25	6.20	6.11	5.29	6.60	6.80	33.00	.00
K_HT_66	1	0	6.62	1.50	6.40	6.89	6.57	6.20	6.20	65.00	1.00
K_HT_67	1	0	6.81	5.38	6.80	6.67	6.29	7.00	6.80	36.00	.00
K_HT_68	0	1	6.25	1.62	6.30	6.56	6.43	6.20	6.20	71.00	1.00
K_HT_69	1	0	4.94	4.00	6.20	6.00	6.71	6.80	6.00	35.00	.00
K_HT_7	1	0	6.62	4.38	6.50	6.67	6.00	6.80	7.00	46.00	.00
K_HT_70	1	0	6.00	1.88	6.10	5.89	6.00	6.20	6.20	66.00	1.00
K_HT_8	1	0	6.38	2.00	6.20	6.56	6.57	6.60	6.20	69.00	1.00
K_HT_9	1	0	5.38	4.00	5.80	6.11	5.43	6.00	6.20	44.00	.00
L_HT_1	1	0	6.12	2.80	5.90	6.22	6.29	6.20	6.80	48.00	.00
L_HT_10	1	0	6.56	2.88	6.70	6.22	6.43	6.80	7.00	32.00	.00
L_HT_11	1	0	6.69	5.00	6.60	6.44	6.43	6.20	5.80	52.00	.00
L_HT_12	1	0	6.31	2.12	6.60	6.44	6.29	7.00	6.40	59.00	1.00
L_HT_13	1	0	6.69	1.88	6.80	6.56	5.71	6.60	6.20	70.00	1.00
L_HT_14	1	0	6.81	3.12	6.50	6.78	7.00	6.60	7.00	66.00	.00
L_HT_15	1	0	6.12	4.12	6.70	6.22	6.43	6.80	6.60	41.00	.00
L_HT_16	1	0	6.19	3.25	6.50	6.56	6.43	7.00	6.40	31.00	.00
L_HT_17	1	0	6.69	3.12	6.70	6.78	6.29	5.80	6.20	39.00	.00
L_HT_18	1	0	6.50	4.00	6.80	6.67	6.57	7.00	6.80	42.00	.00
L_HT_19	0	1	6.31	1.88	6.50	6.22	5.86	5.80	6.20	63.00	1.00
L_HT_2	1	0	6.12	2.50	6.70	6.56	6.14	5.80	7.00	53.00	.00
L_HT_20	1	0	6.12	5.38	6.10	6.00	5.57	6.40	6.60	46.00	.00
L_HT_21	1	0	6.19	2.50	5.50	6.22	6.43	6.20	6.60	33.00	.00
L_HT_25	1	0	4.69	3.50	4.10	3.44	5.29	2.40	6.60	44.00	.00
L_HT_26	1	0	6.19	1.88	6.00	6.67	6.00	6.20	6.20	61.00	1.00

L_HT_27	1	0	6.31	2.75	6.50	6.78	6.86	6.00	6.60	41.00	.00
L_HT_28	1	0	6.56	2.25	6.70	6.33	6.71	7.00	6.60	73.00	1.00
L_HT_29	1	0	6.56	3.25	6.90	6.44	6.71	6.80	6.80	43.00	.00
L_HT_3	1	0	6.75	2.75	6.70	6.56	6.00	6.20	6.40	50.00	.00
L_HT_30	1	0	6.19	3.88	6.50	6.44	6.43	6.80	7.00	51.00	.00
L_HT_4	0	1	6.62	2.00	6.70	6.67	6.29	6.80	6.00	70.00	1.00
L_HT_5	1	0	4.50	1.75	3.80	3.67	6.29	2.40	4.00	51.00	.00
L_HT_6	0	1	6.44	1.88	6.20	6.44	7.00	6.20	6.60	67.00	1.00
L_HT_7	1	0	6.38	3.25	6.50	6.78	6.57	6.00	6.00	40.00	.00
L_HT_8	1	0	6.62	2.60	6.50	6.33	6.71	7.00	6.60	54.00	.00
L_HT_9	1	0	6.62	2.88	6.70	6.44	6.57	6.80	6.60	42.00	.00
L_HT-24	1	0	6.50	2.00	6.70	6.78	6.29	6.80	6.80	70.00	1.00
L-HT-22	1	0	6.06	2.75	6.50	6.56	6.00	5.80	5.40	52.00	.00
L-HT-23	1	0	6.38	5.12	5.90	6.11	6.29	6.20	7.00	40.00	.00

Appendix F: Result of the Factor-Wise Data Analysis

Sex of the Principals Possessing Servant Leadership Characteristics (in %)

Education	Number	Char1	Char2	Char3	Char4	Char5	Char6	Char7
Male	101	78.2	21.8	79.2	93.1	87.1	74.3	90.9
Female	15	100	93.3	100	100	100	100	100

Age of the Principals Possessing Servant leadership characteristics (in %)

Age group	Number	Char1	Char2	Char3	Char4	Char5	Char6	Char7
31-35	2	50	0	50	100	50	100	100
36-40	7	14.3	14.3	42.9	85.7	57.1	42.9	85.7
41-45	30	96.7	13.3	86.7	100	96.5	76.7	93.3
46-50	25	76	16	72	96	80	68	88
51-55	39	94.9	66.7	100	100	97.4	97.4	94.9
56-60	13	53.8	7.7	61.5	61.4	84.6	53.8	84.6

Education of Principals Possessing Servant Leadership Characteristics (in %)

Education	Number	Char1	Char2	Char3	Char4	Char5	Char6	Char7
Bachelor	80	73.8	10	75	92.5	85	68.8	87.5
Master's	34	97.1	82.4	97.1	97.1	97.1	97.1	100
M. Phil	2	100	0	100	100	100	100	100

Experience of Principals possessing servant leadership Characteristics (in %)

Experience	Number	Char1	Char2	Char3	Char4	Char5	Char6	Char7
0-2 years	5	40	0	40	60	80	40	80
3-5years	12	83.3	8.3	83.3	91.7	83.3	75	100
5-10 years	44	75	6.8	77.3	97.7	81.8	70.5	84.1
10-15 years	39	97.4	61.5	94.5	97.4	97.4	94.9	100
15-20 years	10	90	60	80	100	100	80	90
20+ years	6	33.3	33.3	66.7	66.7	83.3	50	83.3

Appendix G: Coding Key

Factor 1: 16, 21, 23, 27, 31, 37, 38, 39, 42, 46, 48, 49, 53, 59, 61, 62
Developing and Empowering Others

Factor 2: 9, 14, 15, 18, 28, 29, 56, 60
Power and Pride (Vulnerability and Humility)

Factor 3: 6, 17, 30, 44, 45, 47, 50, 51, 52, 57, 58
Authentic Leadership

Factor 4: 2, 5, 7, 8, 10, 11, 12, 34, 35, 36
Open, Participatory Leadership

Factor 5: 1, 13, 19, 20, 22, 25, 26
Inspiring Leadership

Factor 6: 40, 41, 43, 54, 55
Visionary Leadership

Factor 7: 3, 4, 24, 32, 33
Courageous Leadership

Note: Factor 2 is a negative trait, but can be converted to a positive one by scoring in reverse. i.e. 1 – 7; 2 – 6; etc.

Debriefing

Servant leadership is defined by both the PRESENCE of certain positive qualities, and the ABSENCE OF certain negative qualities.

The positive qualities include: (a) Servanthood, (b) Leadership, (c) Visioning, (d) Developing others, (e) Empowering others, (f) Team-building, (g) Shared decision-making, and (h) Integrity.

The negative qualities include: (a) Abuse of power and control, and (b) Pride and narcissism.

These negatively worded statements can also be scored in the positive direction; in reversing the scoring, Abuse of power becomes Vulnerability, and Pride becomes Humility.

A simple way to determine whether one is a servant leader is to see whether one scores high on **Servanthood** and **Leadership**, but low on **Abuse of power** and **Pride**.

Thus, scoring high on Abuse of power and Pride automatically disqualifies one as a servant leader, regardless of high scores on the other subscales. That is why the inclusion of these two negative subscales is important in the revised Servant Leadership Profile.

Appendix H: Chi Square Table Values

df	$\alpha = .10$	$\alpha = .05$	$\alpha = .01$
1	2.706	3.841	6.635
2	4.605	5.991	9.210
3	6.251	7.815	11.345
4	7.779	9.488	13.277
5	9.236	11.070	15.086
6	10.645	12.592	16.812
7	12.017	14.067	18.475
8	13.362	15.507	20.090
9	14.684	16.919	21.666
10	15.987	18.307	23.209
11	17.275	19.675	24.725
12	18.549	21.026	26.217
13	19.812	22.362	27.688
14	21.064	23.685	29.141
15	22.307	24.996	30.578
16	23.542	26.296	32.000
17	24.769	27.587	33.409
18	25.989	28.869	34.805
19	27.204	30.144	36.191
20	28.412	31.410	37.566
21	29.615	32.671	38.932
22	30.813	33.924	40.289
23	32.007	35.172	41.638
24	33.196	36.415	42.980
25	34.382	37.652	44.314
26	35.563	38.885	45.642
27	36.741	40.113	46.963
28	37.916	41.337	43.278
29	39.087	42.557	49.558
30	40.256	43.773	50.892

Appendix I: Formula for Calculation of Efficiency

$$CE_g = \frac{\sum_{j=n}^{n+k} G_{g,j} * n}{\left\{\sum_{j=n}^{n+k} G_{g,j} * j\right\} + \left\{\sum_{j=1}^{n+k} D_{g,j} * j\right\}} * 100$$

Where:

CE_g Coefficient of Efficiency for a pupil-cohort **g**

$G_{g,n}$ Number of pupils graduating from cohort **g** in final grade **n** after **n** years of study (without repetition)

$G_{g,j}$ Number of pupils graduating from cohort **g** in final grade **n** after **j** years of study

$D_{g,j}$ Number of pupils (of the cohort **g**) dropping out after **j** years of study

k   Number of repetitions allowed
n   Normal duration of study for a cycle or level of education
g   Pupil-cohort
j   Number of years of study.

Appendix J : Demographic Variables and Servant Leadership

Servant Leadership * Sex of Principals

	Sex of Headteachers		Total
	Male	Female	
NSL Principals	84	1	85
SL Principals	17	14	31
Total	101	15	116

Servant Leadership * Age of Principals

	Age of Headteachers						Total
	31 to 35	36 to 40	41 to 45	46 to 50	51 to 55	56 to 60	
NSL Principals	2	7	26	23	14	13	85
SL Principals	0	0	4	2	25	0	31
Total	2	7	30	25	39	13	116

Servant Leadership * Education of Principals

	Education of Headteachers			Total
	Bachlor or equivalent	Master's or equivalent	M. Phil	
NSL Principals	77	6	2	85
SL Principals	3	28	0	31
Total	80	34	2	116

Servant Leadership * Experience of Principals

	Experience of Headteachers						Total
	0 - 2 years	2-5 years	5 - 10 years	10 - 15 years	15 - 20 years	20+ years	
NSL Principals	5	12	43	15	4	6	85
SL Principals	0	0	1	24	6	0	31
Total	5	12	44	39	10	6	116

Appendix K : Efficiency Data Form

विद्यालय विवरण फाराम

कृपया तलको विवरण भरि सहयोग गरिदिनुहुन अनुरोध गर्दछु । यस फारममा उल्लेखित विवरण यस सोधकर्ताले सोधकार्य बहेक अन्य प्रयोजनमा प्रयोग गर्ने छैन र गोपनियता कायम राखिने छ ।

<u>अनिवार्य विवरण</u>

विद्यालयको नाम : _____

विद्यालयको ठेगाना : _____

<u>ऐक्षिक विवरण</u>

प्र. अ. को नाम : _____

फोन नं. _____   इमेल : _____

विवरण फारम

वर्ष	जम्मा विद्यार्थी सहभागिता	नयाँ विद्यार्थी भर्ना	विद्यालय छोड्ने विद्यार्थी संख्या (drop out)	कक्षा १० को विद्यार्थी संख्या	एस. एल. सीं परीक्षामा सम्मिलित विद्यार्थी संख्या	एस. एल. सीं परीक्षामा उत्तीर्ण विद्यार्थी संख्या
२०६४						
२०६५						
२०६६						
२०६७						
२०६८						