PRIORITIZING OTHERS: AN EXPLORATION OF INSTRUCTIONAL COACHES' SERVANT LEADERSHIP BEHAVIORS AND TEACHER WELL-BEING

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ABSTRACT

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This study explored teachers' perceptions of the servant leadership behaviors of instructional coaches. Additionally, the study examined teacher well-being measured as teachers' feelings of school connectedness and teaching efficacy. The participants were teachers ($N = 72$) from three public school districts in the southern United States. Participants were asked to complete the Servant Leadership Questionnaire (SLQ) (Linden et al., 2008) and the Teacher Subjective Well-being Questionnaire (TSWQ) (Renshaw, 2020).

The study used a between-groups, 2x2x2 ANOVA to determine if significant mean differences existed between perceptions of servant leadership behaviors of instructional coaches and years in education, years working at the current school district, and years with an instructional coach. Similarly, a between-groups, 2x2x2 ANOVA was used to determine if significant mean differences existed between teaching efficacy and years in education, years working at the current school district, and years with an instructional coach. Another between-groups, 2x2x2 ANOVA was used to determine if significant mean differences existed between teachers' school connectedness and years in education, years working at the current school district, and years with an instructional coach. Finally, multiple regression was used to determine if perceived servant leadership behaviors of instructional coaches is predictive of teachers' school connectedness and teaching efficacy.

Findings indicated that time (measured by years) plays a role in how teachers perceive their instructional coach's servant leadership behaviors. While no main effects were found, there was a significant interaction between total years of experience and the years in the current school

district. The study also found no significant mean differences between teachers' feeling of school connectedness and teaching efficacy and total years of experience, years in the current school district, and years working with an instructional coach existed. Findings from the multiple regression analysis suggested that higher levels of school connectedness may predict more positive perceptions of servant leadership behaviors of instructional coaches.

This dissertation is dedicated to the people who have supported me throughout my educational journey and career. To my family, teachers, and professors; thank you for your commitment. To my principals, instructional coaches, and colleagues; thank you for developing my practice. You have all made me the person I am today.

I would also like to dedicate this work to my children, Alexander and Owen. It is an honor to not only be your mother, but to serve as a role model showing you where diligence, the love of learning, and perhaps a little stubbornness can take you.

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CHAPTER I. INTRODUCTION TO THE STUDY

Introduction

School districts consistently search for ways to address teacher effectiveness, teacher well-being, and positive student outcomes. One attempt is to provide teachers with additional support through instructional coaching. Instructional coaches provide specific, ongoing professional development related to individualized classroom practice, which greatly benefits teacher and student behavior when implemented consistently (Westmoreland & Swezey, 2019; Wood et al., 2016). Instructional coaches should have expertise in specific content areas and knowledge of effective pedagogy and instructional strategies. They should also have excellent communication skills and a deep respect for teachers' professionalism (Knight, 2007). This study added to the current literature on instructional coaching by exploring teacher perceptions of the servant leadership behaviors of their instructional coaches. Furthermore, the study investigated self-perceptions of teacher well-being measured as teaching efficacy and feelings of school connectedness.

Organization of the Study

This study utilizes a five-chapter format. Chapter One introduces the role of instructional coaching. This chapter describes the background of the study and the conceptual framework of servant leadership. Chapter One also includes a purpose statement, research questions, and discusses the study's significance to the field of education. A list of essential terms and definitions relevant to this study is provided. Chapter Two includes a literature review that provides relevant information regarding instructional coaching, servant leadership, and teacher well-being. Chapter Three describes the study’s methodology including the research design, procedures, and questions, participant selection, survey instruments, data collection and analysis procedures. Also included in

Chapter Three are the validity and reliability considerations within the study, research assumptions, and ethical considerations. Chapter Four details the study's findings, including descriptive and inferential statistics. In closing, Chapter Five provides a discussion and interpretation of the results, the strengths and limitations of the study, and recommendations for future research.

Background of the Study

Effective school leadership is vital to the success of schools. With the implementation of the Every Student Succeeds Act (ESSA) of 2015, there is a great responsibility on school leadership to create environments that promote high-quality instruction. Shaw and Newton (2014) said, "If the most precious product developed in education is the student, then the most prized commodity should be the classroom teacher" (p. 101). A significant predictors of student achievement is the instructional practices of classroom teachers (Hattie, 2009; Knight, 2009); therefore, the quest to explore leadership behaviors that develop highly effective teachers and promote school connectedness and teaching efficacy is crucial to improve student achievement.

Current trends in American education have led many school districts to explore organizational and systematic changes to address needs of both teachers and students. High-stakes testing and a heavy focus on teacher accountability and evaluation have modified how districts view and implement leadership. Increasingly, instructional coaches are being used in school districts to promote educational reform as they are called upon to encourage teachers to learn new approaches and embrace new curricula (Coburn & Woulfin, 2012; Galey, 2016; Woulfin & Rigby, 2017). Instructional coaches are sought to provide job-embedded, high-quality professional development for teachers to improve instructional techniques and increase student success (Anderson & Wallin, 2018; Ittner, 2015). The leadership style, behaviors, and practices of

instructional coaches may affect teacher well-being; therefore, a deep examination of leadership is necessary to encourage the success of current and future instructional coaches.

Instructional coaches serve as professional learning facilitators for teachers (Knight, 2019). Before instructional coaching, professional development predominantly used a traditional approach with direct instruction during specified days and times (Knight, 2019). Teachers who experienced traditional avenues of professional development may have negative views due to redundancy of information, lack of relevance, or a sense of belittlement (Knight, 2008). Instructional coaches can provide individualized and continuous professional development. This new avenue has modified the traditional format and has shown positive results with both teacher and student success (Charner & Medrich, 2017; Killion et al., 2016; Knight, 2019).

Instructional coaching uses a partnership approach to provide teachers with on-site professional development so they may transfer knowledge and skills into classroom practices with frequent observational feedback (Gulamhussein, 2013; Knight, 2019). Instructional coaches work collaboratively with teachers to grow professionally by building trusting relationships, professional dialogue, and encouraging self-reflection to encourage student success (Knight, 2018; Knight, 2019). The roles and responsibilities of instructional coaches are vast and may include data coach, resource provider, mentor, curriculum specialist, classroom supporter, and school leader (Killion, 2006). Despite the varying titles, the goal of instructional coaching is to effectively promote positive changes in teachers and students.

Another inspiration for this research study originated with the need for a more thorough understanding of teacher well-being. There is a significant increase in teacher burnout and attrition in US public schools. For example, research estimates that approximately half of the teachers entering the profession exit within five years (Ingersol et al., 2018), more than half of current

teachers have considered leaving the profession earlier than planned (Walker, 2022), and 73% of trainee and newly qualified teachers have considered alternative career paths (Weale, 2015). A recent study found that a much higher proportion of teachers reported frequent job-related stress and symptoms of depression than the general adult population (Steiner & Woo, 2021). Researchers have identified several causes of teacher attrition and burnout, which include a lack of support, emotional labor, and feeling overwhelmed and stressed (Chambers Mack et al., 2019; Madigan & Kim, 2021; Madumere-Obike et al., 2018). These statistics are concerning due to the potential adverse effects of teachers leaving.

Research suggests that teacher attrition negatively impacts schools and students. One of the most prominent consequences of teacher attrition is a decline in student's academic progress (Sorensen & Ladd, 2020). Another negative outcome of teacher attrition includes a diminished sense of community and teamwork in schools (Guin, 2004). Recruiting, hiring, and training new teachers is costly (Carver-Thomas & Darling-Hammond, 2019) which force schools have few options but to hire unqualified or inexperienced teachers, increase class size, or eliminate non-mandatory courses (Sutcher et al., 2019). Given these statistics, an examination of leadership in positions directly interacting with teachers, particularly instructional coaches, is necessary.

Purpose of the Study

Little is known about the perceptions teachers have about the leadership behaviors of instructional coaches, specifically servant leadership behaviors. Literature focusing on the characteristics of instructional coaches and servant leaders holds several similarities. For example, Killion et al. (2014) claim that instructional coaches should listen, understand, and build collaborative relationships based on trust. Instructional coaches should also provide support and encourage personal growth (Killion et al., 2014). Similarly, servant leadership behaviors also

include listening, the building of community, and commitment to the growth of people (Spears, 2002). This investigation aims explores teachers' perceptions of their instructional coaches leadership behaviors.

This quantitative survey research study explored teachers' perceptions of instructional coaches' servant leadership behaviors and also investigated teacher well-being. The study was conducted in three urban public-school districts in the southern United States. Teachers responded to a demographic survey, the Servant Leadership Questionnaire (SLQ) (Linden et al., 2008) and the Teachers Subjective Well-being Questionnaire (TSWQ) (Renshaw, 2020). The results of the study added to the current literature on servant leadership in education and teacher subjective well-being measured as feelings of school connectedness and teaching efficacy.

Like many US school districts, the school districts participating in the study changed the organizational structure of leadership to meet various needs and requirements. The participating school districts have addressed accountability and student success issues by implementing instructional coaching to assist teachers and students. Current data indicates that these school districts are thriving, receiving a rating of A or B for the 2021-2022 school year (Texas Education Agency, 2022). However, more information is needed about teachers' perceptions of their instructional coaches' leadership behaviors.

Instructional coaching is a unique role in education designed to provide teachers with individualized support and professional development. According to Thomas et al. (2015), "Instructional coaches help teachers take all the ideas and practices they are learning and implement them in useful ways that foster student achievement" (p. 1). Research indicates that coaches should have expertise in content, effective pedagogy, and excellent communication skills (Knight, 2007). Instructional coaches support teachers by completing classroom observations and

providing constructive feedback through meaningful conversations (Knight, 2011). Instructional coaches promote positive and effective change without needing an authoritative leadership position due to high-quality, interpersonal relationships that are created between coach and teacher (Obara, 2010). Effective instructional coaches demonstrate appropriate leadership skills and mindsets to promote individual and organizational change while working with teachers.

Research Questions

The following research questions were developed to provide a focus the study and align the research design and data analysis. This study utilized the Servant Leadership Questionnaire (Linden et al., 2008), the Teacher Subjective Well-being Questionnaire (Renshaw, 2020), and a short demographic survey.

RQ1. Are there significant mean differences in teachers' perceptions of servant leadership behaviors of instructional coaches by total years of experience, by years of experience in the current school district, or by years of experience with an instructional coach?

RQ2a. Are there significant mean differences in teachers' school connectedness by total years of experience, by years of experience in the current school district, or by years of experience with an instructional coach?

RQ2b. Are there significant mean differences in teachers' teaching efficacy by total years of experience, by years of experience in the current school district, or by years of experience with an instructional coach?

RQ3. Are teachers' feelings of school connectedness or teaching efficacy predictive of perceptions of servant leadership behaviors of instructional coaches?

Conceptual Framework

Various leadership approaches have been implemented and studied in educational institutions, such as authoritarian (Lewin et al., 1939), transactional (Weber, 1947), and transformational (Burns, 1978). Leadership roles within educational institutions have also changed over the years. While school district superintendents and principals still exist, there is a growing number of other leadership positions within school districts.

This study focuses specifically on the role of instructional coaching, an emerging leadership position in many school districts. Instructional coaches work directly with teachers to improve instruction to increase student achievement (Knight, 2009; Westmoreland & Swezey, 2019). The relationship between instructional coach and teacher is unique. For example, the relationship between a teacher and principal or director may be more authoritative, evaluative, or disciplinary. This varies greatly from the relationship between instructional coach and teacher as the connection is more of a partnership (Kirkpatrick et al., 2020) focusing on growth and professional development (Kraft et al., 2016). Due to the leadership role of instructional coaches, this study was grounded in servant leadership, originally identified by Robert K. Greenleaf in 1970, the only leadership approach centered on caring for others (Northouse, 2019).

Greenleaf (1970) first differentiated servant leadership from other leadership approaches by recognizing that a leader can fulfill the role of service and influence, claiming that servant leadership begins with the natural feeling that one wants to serve and then consciously chooses to influence others. Other intrinsic actions of servant leaders, such as giving authority to their followers while using less control and institutional power, were also identified (Greenleaf, 1970). Servant leadership is not focused on the position of the leader but rather on the relationship between individuals. There is also a strong focus on leader behaviors that nurture the follower,

such as listening, displaying empathy, and caring about the needs and growth of others (Reinke, 2004). Research supports this implication by claiming for servant leadership to be effective, followers must be willing to be guided, supported, and empowered (Linden et al., 2008). In the context of instructional coaching, a servant leadership approach may influence teacher's feelings of connectedness at school and teaching efficacy.

There are some critiques and imitations of servant leadership. One of the most common concerns is the name itself, as it is contradictory as servants are not leaders. Another critique is the modifications of the definition and attributes of servant leadership over the years. Greenleaf developed the original model, but it has been studied and adjusted over the years by researchers such as Laub (1999), Barbuto and Wheeler (2006), Linden et al. (2008), and van Dierendonck and Nuijten (2011). The continual changes may deter the credibility of the leadership approach; however, others believe the recurring research increases the credibility.

There are many similarities that exist between the behaviors displayed by servant leaders and the nature of instructional coaching. Those who study servant leadership claim that servant leaders should not control or dominate followers but should share control and influence (Linden et al., 2008; van Dierendonck & Nuijten 2011). This supports the premise of instructional coaching as it is highly focused on collaboration between leader and follower in an empowering and supportive environment (Knight, 2009). Reinke (2004) claims servant leadership is grounded on the trust between employees and supervisors and can often be viewed as 'service before self'; thus, servant leadership provides a framework for the relationship between instructional coaches and teachers.

Significance of the Study

The perceptions that teachers have about their instructional coaches servant leadership behaviors had yet to be thoroughly investigated. Specifically, behaviors that model servant leadership. The results of this study provide insight for current and future leaders in education concerning the servant leadership behaviors of instructional coaches. The study also investigated teacher well-being in two different contexts, teaching efficacy and teachers' feelings of school connectedness. Jennings and Stahl-Wert (2004) claims educators are servant leaders due to their pragmatic qualities. Educators work with great purpose and strengthen the talents of those they serve. Educators teach with high expectations, listen, and put the needs of others above their own. They also address the weaknesses of others and help others grow. Ideally, the success of teachers, students, and schools exhibited through instructional coaching will prompt school districts to incorporate coaching positions into their leadership teams and training.

Limited research exists on the leadership approaches of instructional coaches. Instructional coaches are school leaders who directly impact teachers, who, in turn, impact students. It is essential to study the leadership behaviors of instructional coaches to gain a better understanding of teachers' well-being. Also unavailable in current research is the impact time has on perceptions of servant leadership behaviors. This study focused on three measurements of time: years working with an instructional coach, years working the current school district, and total years working in education. Additionally, the study explored the relationship between perceived servant leadership practices of instructional coaches and teachers' connectedness within their schools and teaching efficacy.

Definition of Key Terms

- *Empowerment.* Encourage the growth of others.
- *Grade-level.* Grouped grade levels in K-12 educational settings.
  - Primary (PK-2), Intermediate (3-5), Middle (6-8), High (9-12)
- *Instructional coach.* A position in K-12 education that provides professional development to classroom teachers (Knight, 2007).
- *Professional Development.* Structured professional learning results in positive changes in one's actions and behaviors.
- *School Connectedness.* Feeling supported and relating well to others at school (Renshaw et al., 2015).
- *Servant leadership.* A leadership approach that focuses on the followers' needs.
- *Teaching Efficacy.* Appraising one's teaching behaviors as effectively meeting environmental demands (Renshaw et al., 2015).
- *Teacher Well-being.* How well a teacher functions and feels about their role (Renshaw, 2020).

Summary

Chapter One introduced the study's many components including the purpose, background, and research questions. Specifically, the role of instructional coaching was described as a role in K-12 education. Changes in school accountability and some of the current issues in education, such as teacher attrition and burnout, were discussed. Next, a review and justification of the study's conceptual framework, servant leadership was provided. The concept of teacher subject well-being was discussed prior to describing the similarities between servant leadership behaviors and instructional coaching behaviors. Finally, a list of essential terms and definitions relevant to this study was provided.

CHAPTER II. REVIEW OF THE LITERATURE

Introduction

The purpose of Chapter Two is to provide a thematic analysis of current literature in the fields of instructional coaching, servant leadership, and teacher well-being. The review provides background knowledge of the role of instructional coaching and a connection to instructional coaches as servant leaders. Then, servant leadership is defined, and a description of servant leadership characteristics and potential outcomes is discussed. Next, literature and research findings define and explore teachers' well-being in terms of teaching efficacy and teachers' feelings of school connectedness. Finally, a justification for expanding this study to include instructional coaches as servant leaders is provided.

Purpose of the Study

This quantitative research study explored teachers' perceptions of their instructional coach's servant leadership behaviors, as well as teachers' feelings of connectedness at school and teaching efficacy. Another factor considered was the amount of time participants (teachers) had in various settings, such as the number of years working with an instructional coach, years in the current school district, and total years of experience in education. The study also explored if teachers' feelings of school connectedness and teaching efficacy serve as predictors for teachers' perceptions of instructional coaches' servant leadership behaviors.

The study was conducted in three urban, public-school districts in the southern United States. Teachers responded to a demographic survey that included gender, ethnicity, and age. Other information was collected including years of experience, specific content area, and grade level. Next, teachers responded to the Servant Leadership Questionnaire (SLQ) (Linden et al., 2008). The SLQ measures seven attributes of servant leadership, including behaving

ethically, creating value for the community, conceptual skills, emotional healing, empowering, helping followers grow and succeed, and putting followers first. Finally, the Teachers Subjective Well-being Questionnaire (TSWQ) (Renshaw, 2020) was administered to measure teaching efficacy and school connectedness.

Instructional Coaching

The role of an instructional coach is complex. Instructional coaches may have varying responsibilities such as analyzing student data, designing and delivering professional development, and perhaps classroom teaching or co-teaching. The primary purpose is to improve teacher practice and content knowledge so teacher make positive classroom changes to impact student learning positively (Coburn & Woulfin, 2012; Connor, 2017; Kraft et al., 2016). Typically, an instructional coach partners with teachers using positive communication to build genuine relationships (Kirkpatrick et al., 2020), and then guides teachers through continual, hands-on professional development (Westmoreland & Swezey, 2019). To accomplish such a task, instructional coaches provide cognitive support through professional development to help teachers make sense of the curriculum and incorporate instructional strategies (Marsh et al., 2015). Essentially, instructional coaches are leaders who strive to improve teachers' practice to increase student achievement.

The Role of Instructional Coaching

The implementation of instructional coaching in school districts has become a popular form of professional development to improve teacher quality, meet student academic needs, and monitor instruction (Carver et al., 2013; Knight et al., 2012). Professional development must be well-designed for teachers to master new instructional strategies to improve student achievement. Darling-Hammond et al. (2009) stress that effective professional development allows teachers to evaluate their personal performance and their students' performance to address necessary changes.

Furthermore, instructional coaching allows teachers to accomplish such goals by working alongside another educator who supports them through ongoing and reflective feedback.

The ability to build effective relationships is a crucial part of instructional coaching. Coaches must demonstrate the value of teachers' ideas to cultivate trusting relationships while providing purposeful constructive feedback (Obara, 2010; Shidler & Fedor, 2010; Walkowiak, 2016). Instructional coaches may increase teachers' self-efficacy due to their unique roles and leadership practices (Shilder & Fedor, 2010). Additionally, instructional coaches can act as liaisons between the school district and classroom teachers by promoting new initiatives or disseminating policies (Coburn & Woulfin, 2012). Coaches must take on many roles such as change agent, content and instructional resource, and problem solver.

Impact on Student Achievement

Instructional coaching can increase teacher effectiveness, improve student learning, and help reach academic goals. Kraft et al. (2016) conducted a meta-analysis focusing on instructional coaching, teacher practices, and student achievement. The analysis determined a link between instructional coaching, the teachers improved instruction, and increased student achievement. A study by Charner and Medrich (2017), which was not included in the meta-analysis, yielded similar results. Students taught by a coached teacher showed growth on standardized tests.

More recently, a study by Reddy et al. (2021) found that instructional coaching significantly improved student engagement, the teacher's instructional quality, and behavior management skills. Campbell and Malkus (2011) found that instructional coaching in grades 3-5 positively affected students' math assessments. Similarly, Backes and Hansen (2018) found that students achieved higher scores in mathematics after their teacher received instructional coaching. Overall, researchers are finding that instructional coaching positively impacts student achievement.

Instructional Coaches as Leaders

Current research on instructional coaches' behaviors focuses broadly on coaches' roles and actions, with very few studies on leadership behaviors. However, the findings from studies often allude to actions of leadership. For example, Kho et al. (2019) conducted a qualitative study examining the partnership between instructional coaches and teachers. They conducted semi-structured interviews with primary English teachers ($N = 10$). Thematic analysis was used to organize the data. The results indicated that instructional coaches have three roles: implementer, advocate, and educator. The findings also suggested that coaches performed a non-authoritative approach in their role. The results from the study mirror similar characteristics to a servant leadership approach.

There is limited research on the leadership approaches of instructional coaches; however, an essential part of instructional coaching is to promote others both personally and professionally. Van Dierendonck (2011) describes this further as a goal of a servant leader is to focus on the psychological needs of followers. Overall, servant leadership provides a framework for the leader-follower relationship modeled by instructional coaches and teachers.

Servant Leadership

School leadership lays the foundation for the whole organization. Researchers often focus on the principal's role and their leadership practices and behaviors; however, many other essential leadership roles in schools exist such as instructional coaches. Previous research on the purpose and goals of instructional coaches has fueled this research study’s interest in gaining a deeper understanding of servant leadership.

Defining Servant Leadership

The founder of servant leadership, Robert Greenleaf (1970, 1977), described servant leadership as a natural yearning to serve first, then a conscious decision to lead. Over the years, others have expanded on Greenleaf's initial idea of developing specific characteristics and identifying potential outcomes of servant leadership behaviors (Barbuto & Wheeler, 2006; Graham, 1991; Laub, 1999; Sendjaya et al., 2008; Spears, 1995; van Dierendonck, 2011). Throughout the changes and modifications, a consistent component of servant leadership is that servant leaders build the capacity of others by learning others' abilities to identify how to serve them best.

From the beginning, Greenleaf (1970) suggested that servant leaders use less institutional power to guide followers. Institutional power occurs when a person exercises control over others, perhaps acting as the ultimate authoritative figure. Eva et al. (2018) expand on this concept of power by acknowledging that servant leadership is better suited in situations where the leadership institutional power distance is low between leader and follower. Additionally, servant leadership outcomes may be more substantial the more frequently the followers interact with the leader and strengthen the relationship between the servant leader and follower (Eva et al., 2018). Due to the nature of instructional coaching, a minimal institutional power distance exists between the leader and follower. Also, the high frequency of interactions between instructional coaches and teachers establishes a strong potential for utilizing a servant leadership approach.

Eva et al. (2019) provide the most recent definition of servant leadership. "Servant leadership is an other-oriented approach to leadership manifested through one-on-one prioritizing of followers' individual needs and interests and outward reorienting of their concern for self towards concern for others within the organization and the larger community"

(Eva et al., 2019, p.114). This definition provides the motive, mode, and mindset required of servant leaders and is similar to the instructional coaching guidelines.

Attributes of Servant Leadership

Since the 1970s, researchers have explored servant leadership to provide clarity and detail across disciplines and settings. Much of the research is limited to leaders' behavior in business and corporate situations. The few studies conducted in the field of education tend to focus on the role of the principal. Even so, an analysis of the following studies provides a deeper insight into the attributes of a servant leader.

Beck (2014) conducted a mixed methods study to explore the antecedents of servant leadership using the Servant Leadership Questionnaire (SLQ) developed by Barbuto & Wheeler (2006) and participant interviews. Beck collected data from leaders (n = 499) and followers (n = 630) in various community leadership programs. Then, he conducted interviews from the same pool of leader participants (n = 12) to explain the quantitative results in more depth. Analysis of variance tests resulted in a significant group difference between years in leadership role on the overall servant SLQ score, F (2, 115) = 1.08, $p < .05$ (M = 3.9, SD = 0.44). The results indicate that the longer a person is in a leadership role, the more likely servant-leader behaviors will be performed. Data from the interviews suggests that servant leaders influence others by building trusting relationships, as 75% of the interviewed participants indicated such actions. Specifically, Beck noted that participants claimed that congruent behavior (83%), consensus building (100%), and honest feedback and communication (92%) were essential to servant-leader behaviors.

This study provides insight to the servant leadership attributes followers feel are most important to experience from their leader. The researchers concluded that a leader's ability to build trusting relationships is essential. Building relationships is also crucial to effective instructional

coaching (Killion, 2014; Kirkpatrick, 2020; Knight, 2018; & Obara, 2010). The researchers also explored the length of time leaders had in their current position within the organization and found that the increase correlated with increased servant leadership behaviors. The study could expand by considering if the amount of time followers has in their current role impacts their perceptions of their leader's servant leadership behaviors.

A qualitative study by Insley et al. (2016) investigated the servant leadership behaviors of school principals. The researchers interviewed teachers ($N = 12$) from various primary and secondary schools with teaching experience of 4 to 22 years. The study collected data from a focus group discussion and found that the school principals were not displaying any servant leadership behaviors. The participants were able to identify several dimensions of servant leadership that they wished were shown, such as developing relationships, listening, sincerity, and building community.

While much research exists in the context of both educational leadership and servant leadership, there are limited studies that examine educational leaders as servant leaders. These leaders can expand to principals, directors, deans, or instructional coaches. Additionally, future studies can explore if other factors impact a follower's perception of servant leadership. This may include the amount of time a follower has in the current position, or even the amount of time the leader and follower interact. Further investigations on servant leadership in educational settings are necessary to generalize attributes of educational servant leaders.

Outcomes of Servant Leadership

Servant leader behaviors have been linked to several positive outcomes such as follower performance and growth, organizational performance, and societal impact. Many studies focus on the outcomes of servant leadership. Luu (2016) found that employees were more likely to share

knowledge with one another when being led with a servant leadership approach. A study by Irving and Longbotham (2007) noted that team effectiveness increased when led by a servant leader. Additional studies have been conducted and their findings are discussed in detail below.

Hu and Linden (2011) conducted a study examining team potency and effectiveness in a financial institution. Participants included employees ($N = 304$) across five banks in 71 teams. Participants rated their leaders' behaviors using the Servant Leadership Questionnaire (SLQ) by Linden et al. (2008). Additionally, the participants responded to the Team Performance Scale by Linden et al. (1993). The researchers used hierarchical linear modeling to conclude that team performance increased when leaders practiced servant leadership.

Teams are not only present in the business industry; they can be found in educational settings as well. For example, teachers who instruct similar grades or content may be on a team. On a larger scale, all teachers at a school may be considered a team. Future studies could determine if educational teams with servant leaders such as teacher performance or student achievement increase effectiveness.

Hunter et al. (2013) conducted a study assessing servant leadership behaviors of retail store managers as rated by the followers ($N = 425$) and store managers ($N = 110$), and regional managers ($N = 40$) using Ehrhart's (2004) servant leadership instrument. The researchers examined multilevel mixed-effects modeling to explore servant leadership personality traits and turnover intentions. Data indicates that agreeableness was positively related to follower perceptions of servant leadership ($\lambda = .80$, $p < .01$). Another finding of interest was that servant leadership at the individual ($\lambda = -.33$, $p < .05$) and store-level ($\lambda = -.36$, $p < .01$) were negatively related to follower turnover intentions. These findings suggest that servant leaders' behavior can be mirrored through

follower's agreeableness and decreased intentions to resign. The results of the study are particularly interesting due to the current high rates of teacher attrition in US public schools.

Walumbwa et al. (2018) also used Ehrhart's (2004) servant leadership survey along with Porath et al.'s (2012) instrument to measure thriving at work. The researchers claim that thriving at work occurs when individuals are both learning and have a sense of vitality. Multilevel mixed-effects modeling was used to determine that servant leadership was positively related to unit-level thriving at work ($\lambda = .67$, $p < .01$). Therefore, employees are likely to be productive and thrive in organizations that implement servant leadership behaviors from their managers.

Another outcome of a servant leadership approach is an increased sense of community within and outside of the organization. Linden et al. (2008) found that followers focus on the community when led by servant leaders. Grisaffe et al. (2016) support this finding of servant leaders and their followers feeling they have a social responsibility in their work. Ebener and O'Connell (2010) suggest that leaders of organizations who serve within a community may utilize servant leadership behaviors as their goals are to promote others.

This exploration of the literature identified several potential benefits of utilizing a servant leadership approach. Researchers have identified three significant outcomes: increased team effectiveness, followers thriving at work, and decreased attrition. Identifying potential outcomes of a servant leadership approach is essential in designing future research studies.

Teacher Well-being

Well-being, in the most general definition, is subjective life satisfaction (Diener, 1984). Over the years, researchers have developed multidimensional constructs to further conceptualize well-being while at work, including work engagement, happiness at work, and job satisfaction (Bakker & Oerlemans, 2011). Researchers noticed the need to identify constructs specific to

educators as links exist between teacher well-being, teaching effectiveness, and student outcomes (Duckworth et al., 2009). Additionally, researchers have found that high teacher well-being can increase personal motivation and commitment to work (Cameron & Lovett, 2015). Low teacher well-being is associated with higher rates of burnout and stress (Buric et al., 2019). Also noteworthy is the connection between teachers' psychological well-being and the ability to effectively instruct students (Mankin et al., 2018). These findings indicate that a deeper understanding of subjective teacher well-being is necessary.

Renshaw (2020) found two indicators of teacher well-being present across K-12 teachers, school connectedness and teaching efficacy. Teachers who report feeling supported and relating well to others are said to have high school connectedness (Renshaw et al., 2015). Specifically, school connectedness is "feeling supported by and relating well to others at school" (Renshaw et al., 2015, p. 294). Skaalvik and Skaalvik (2011) support this finding and claim that teachers' emotional exhaustion and job satisfaction are directly linked to teachers' sense of belonging.

School Connectedness

Few studies focus specifically on teacher connectedness; however, several studies have explored teacher well-being through the lens of job satisfaction. For example, Cerit (2009) conducted a study focusing on the effects of servant leadership behaviors of principals using the Organizational Leadership Assessment (OLA) by Laub (1999) and the Mohrman-Cooke-Mohrman Job Satisfaction Scale (Mohrman et al., 1977). The survey was completed by 595 teachers across 29 schools. The results indicated a strong positive relationship between servant leadership behaviors and teachers' job satisfaction (ranging from $r = 0.372$ to 0.542; $p < 0.01$). Cerit (2009) also noted that servant leadership significantly predicted teacher job satisfaction,

$R = 0.764$; $R^2 = 0.583$; $F = 829.446$; $p < 0.01$. This study suggests that principals use modeling, promote mastery experiences, and trust and empower teachers. Instructional coaches often perform the actions described to encourage teachers' instructional behaviors, build meaningful relationships, and increase teacher self-efficacy.

A similar study was conducted by Shaw and Newton (2014). The researchers used a quasi-experimental quantitative research study to determine if a relationship existed between the servant leadership behaviors of principals and teacher job satisfaction and retention. The Servant Leadership Assessment Instrument (SLAI) was administered to 234 high school teachers across 15 schools. The research indicated a significant positive correlation, r (232) = .83, $p < .02$, between teachers' perception of their principals' level of servant leadership with teachers' job satisfaction and teachers' intended retention. The findings from this study provide a foundation for future studies to further expand to other educational leadership roles, such as instructional coaching.

Teaching Efficacy

A significant role of instructional coaches is to improve teacher self-efficacy. Teaching efficacy is the perceived ability of one's teaching behaviors as effectively meeting environmental demands such as bringing favorable outcomes for students (Renshaw et al., 2015; Tschannen-Moran & Hoy, 2001). Research suggests that as teacher job satisfaction increases and stress levels and feelings of burnout decrease, teaching efficacy is found to be measured at a greater level (Collie et al., 2012; Skaalvik & Skaalvik, 2007). Additionally, higher levels of teacher efficacy positively affect students' academically and behaviorally (Tschannen-Moran & Barr, 2004; Yoon, 2002). This finding is significant as the primary goal of teaching is to increase student knowledge and reinforce positive behaviors.

There are studies with a focus on the teaching efficacy of educators who work directly with an instructional coach. Leaders of the Pennsylvania Institute for Instructional Coaching have found that teachers who were actively coached using high-level, one-on-one professional development believed their teaching efficacy improved (Charner & Medrich, 2017). This increase in self-efficacy helped teachers to reach their professional goals. Teaching efficacy is crucial as it can improve the overall instructional quality of the classroom, potentially increasing student achievement.

Shidler (2009) investigated the linkage between the time instructional coaches spent with teachers, teachers' self-efficacy, and student achievement. Participants included three coaches, nine classroom teachers, and 360 students. The study found a significant correlation during the first year of the investigation as student achievement and teacher efficacy increased. However, a negative correlation was found as a coach's time with the teacher increased. The researcher concluded this may be due to the teacher being overwhelmed or over-stimulated by the coach. In conclusion, time is an important variable to consider when determining the impact instructional coaching has on teaching efficacy.

While very few studies exist that explore teachers' school connectedness and teaching efficacy, they are crucial components to include when exploring teacher well-being. A teacher's sense of belonging and skillset also align well with the premise of instructional coaching, which includes building trusting relationships and increasing instructional effectiveness. Additional studies are needed to confirm or negate the findings from the discussed studies to add to the body of literature.

Justification of the Study

This study provides a unique lens of examining educational leadership approaches regarding the setting, design, and variables. While there has been a surge in research on servant leadership over the past 20 years, most studies are directed at business and management situations. Research indicates that servant leadership has differing success rates depending on the type of organization (Eva et al., 2018); therefore, research studies in educational settings are needed to expand the literature on servant leadership. The few studies that were conducted in educational settings focused solely on the school principals' leadership practices. Exploring the perceptions that teachers have towards principals' behaviors provides valuable evidence that leader behavior is a factor that affects how a teacher views their work (Cerit, 2009; Insley, 2016; Shaw & Newton, 2014). This lends to this study's focus on instructional coaches as leaders.

Teacher well-being is another component of this research study. While the definition of teacher well-being varies and can be quite broad, this study examines two specific components of teacher well-being: teaching efficacy and school connectedness. Teaching efficacy is the personal evaluation of one's teaching behaviors as effectively meeting the demands of the environment (Renshaw et al., 2015). The demands include increasing student academic achievement or improving positive student behaviors. The study of school connectedness is simply how well a teacher feels that they belong at school. While research on how well students feel connected at school is quite prevalent, limited research exists on teachers' feeling of school connectedness. These are two crucial factors to the sustainability and development of educators.

Finally, it is important to identify external factors that may play a role in teachers' perceptions of their leader, their sense of teaching efficacy, and their feelings of school connectedness. This study explored the measurement of time as an independent variable.

Specifically, the study used the teacher's total years in education, total years at the current school district, and the total years working with an instructional coach.

Overall, this study provides a unique approach to exploring perceptions of servant leadership in education. Eva et al. (2019) said, "[Servant leadership] is worthwhile because the benefits of developing strong bonds of mutual trust between leaders and followers pay dividends to organizations (p.129). The exploration of instructional coaches as servant leaders is an unchartered concept. Findings from the study provide valuable information for current and future instructional coaches, school administrators, and policymakers.

Summary

The literature review in Chapter two provided background knowledge of the role of instructional coaching and the connection to instructional coaches as servant leaders. It also explored servant leadership characteristics in alignment with the Servant Leadership Questionnaire (Linden et al., 2008). Servant leadership outcomes from previous studies were discussed. Then, literature and research on school connectedness and teacher efficacy were explored. Finally, a justification for the study was provided by elaborating on the variables' connectedness.

CHAPTER III. METHODOLOGY

Introduction

Chapter Three provides a detailed explanation of the research design of the study. More specifically, the participant selection and survey instrument was described, and the research questions, including the null hypotheses, were provided. The procedures, data collection, and analysis plan was also discussed. Next, the study's credibility was provided through the analysis of the validity and reliability of the research design, statistical tests, and instruments. Findings from the study are discussed in Chapter Four.

Research Design

A quantitative survey research design study was used to explore the perceptions of servant leadership behaviors of instructional coaches and teacher subjective well-being. Furthermore, the study's design is both cross-sectional and causal-comparative because data were collected at a single point in time about an event that had previously occurred (Creswell, 2014). In this case, the interactions between the teacher and instructional coach have already occurred, and the participants reflect on their experiences. Data collection included a brief demographic questionnaire, followed by two survey instruments using Likert-type scales. The surveys were used to obtain quantitative data to collect numeric descriptions and opinions. Descriptive analysis and inferential statistical tests were conducted. The generated data from the sample population can be generalized for a larger population from the results (Fowler, 2009).

Research Questions

The purpose of this quantitative survey research study was to explore the perceived servant leadership behaviors of instructional coaches, teachers' feelings of school connectedness and teaching efficacy. The study was conducted at three urban public-school districts in the southern

United States. Research questions were developed according to the scales of the Servant Leadership Questionnaire (SLQ) and Teacher Subjective Well-being Scale (TSWQ) to gain a deeper understanding of the perceived behaviors of instructional coaches by total years of experience, years in the current school district, and years with an instructional coach. This study investigated the following research questions (RQ), along with the corresponding Null Hypotheses (NH):

RQ1. Are there significant mean differences in teachers' perceptions of servant leadership behaviors of instructional coaches by total years of experience, by years of experience in the current school district, or by years of experience with an instructional coach?

NH1. There are no significant mean differences in teachers' perceptions of servant leadership behaviors of instructional coaches by total years of experience, experience in the current school district, or experience with an instructional coach.

RQ2a. Are there significant mean differences in teachers' school connectedness by total years of experience, by years of experience in the current school district, or by years of experience with an instructional coach?

NH2a. There are no significant mean differences in teachers' school connectedness by total years of experience, experience in the current school district, or experience with an instructional coach.

RQ2b. Are there significant mean differences in teachers' teaching efficacy by total years of experience, by years of experience in the current school district, or by years of experience with an instructional coach?

NH2b. There are no significant mean differences in teachers' teaching efficacy by total years of experience, experience in the current school district, or experience with an instructional coach.

RQ3. Are teachers' feelings of school connectedness or teaching efficacy predictive of perceptions of servant leadership behaviors of instructional coaches?

NH3. Teachers' feelings of school connectedness and teaching efficacy are not predictive of perceived servant leadership behaviors of instructional coaches.

Sample Population

This study was conducted in three different urban, K-12 public school districts in the southern United States. For confidentiality reasons, pseudonyms for the districts have been created, and they will be referred to North Valley School District, East River School District, and South Plains School District. Characteristics of the student population, such as ethnicity, socioeconomic status, and other factors, were identified (see Table 1). The characteristics of the teachers who currently worked at the school districts characteristics were explored. This included teacher ethnicity, years of experience, and highest degree earned were also identified (see Table 2).

The largest school district in the study, North Valley, had 33,406 students enrolled in the 2021-2022 school year (The Texas Tribune, 2023). Of these students, 50.7% identify as Hispanic, 38.1% as Black, and 5.5% as White. The percentage of economically disadvantaged students is 84.5%, 63.1% are at-risk of not graduating, and 29.4% are limited English proficient (The Texas Tribune, 2023). East River School District had 21,400 students enrolled in the 2021-2022 school year. Most students identify as Hispanic (80%), followed by 13% Black and 3.4% White. East River has the highest population of economically disadvantaged students (88.5%), the highest population of students at risk for graduating (74.2%), and the highest population of limited English

proficient students (39.4%) out of the participating districts (The Texas Tribune, 2023). The smallest school district in the study, South Plains, enrolled 10,565 students in the 2021-2022 school year (The Texas Tribune, 2023). Of these students, 67.8% identify as Hispanic, 25.3% as Black and 4.5% White. The percentage of economically disadvantaged students is 86.7%, 69.7% are at-risk of not graduating, and 33.4% are limited English proficient (The Texas Tribune, 2023).

Table 1

Student Characteristics by School District

	North Valley School District	East River School District	South Plains School District
Number of Students Enrolled	33,406	21,400	10,565
Student Ethnicity			
Black	38.1%	13.0%	25.3%
Hispanic	50.7%	80.0%	67.8%
White	5.5%	3.4%	4.5%
At-Risk	63.1%	74.2%	69.7%
Economically Disadvantaged	84.5%	88.5%	86.7%
Limited English Proficient	29.4%	39.4%	33.4%

Note: Information was obtained from The Texas Tribune (https://texastribune.org) using data from the 2021-2022 school year.

North Valley School District employed 2,177 teachers in the 2021-2022 school year who averaged 8.7 years of experience (The Texas Tribune, 2023). Most of these teachers identify as either Black (40.7%), White (30.7%), or Hispanic (23.6%). East River employed 1,397 teachers

with an average experience of 10.5 years. Most of the teachers identify as either Hispanic (40.1%), White (22.9%), or Black, (11.2%). The smallest school district in the study employed 629 teachers in the 2021-2022 school year averaging 8.5 years of experience. Of these teachers, 39.1% identify as Black, 29.9% as Hispanic, and 27.2% as White. Most teachers in the study's participating school districts hold bachelor's degrees as the highest degree earned (The Texas Tribune, 2023).

Table 2

Teacher Characteristics of Total Population by School District

	North Valley School District	East River School District	South Plains School District
Number of Teachers Employed	2,177	1,397	629
Average Years of Experience	8.7	10.5	8.5
Teacher Ethnicity			
Black	40.7%	11.2%	39.1%
Hispanic	23.6%	40.1%	29.9%
White	30.7%	22.9%	27.2%
Highest Degree Held			
Bachelor’s	65.2%	70.1%	69.6%
Master’s	29.0%	26.4%	29.6%
Doctorate	1.5%	1.6%	0.5%

Note: Information was obtained from The Texas Tribune (https://texastribune.org) using data from the 2021-2022 school year.

Participants were drawn from a convenience sample of 4,203 teachers currently employed at the three different schools district in the southern United States. Criteria for participation included being a K-12 teacher with prior experience with an instructional coach for at least one

academic school year. Internal Review Board (IRB) permission was requested. After approval, school district administrators were contacted requesting permission to conduct the research study. Once approved by the district administration, an email was sent to the school district faculty members that included the study's purpose and an electronic survey link.

The study's participants were 72 teachers from three different public-school districts in the southern United States. The participants' characteristics were explored to examine the similarities and differences between the various school districts (see Table 3). East River School District had the highest number of participants (n = 40). The participants had an average of 12 years of teaching experience, with the majority identifying as white (47.5%) and females (87.5%) with bachelor's degrees (57.5%). South Plains School District had 20 participants with an average of 9.5 years of experience. Most identified as being female (95%). The ethnicity of the participants was predominantly Hispanic (45%) and Black (40%). North Valley School District had the least number of participants (n = 12), with a majority being female (75%). All the participants' highest degree was a bachelor's (100%), and most identified as either Black (50%) or White (41.7%). North Valley School District participants had an average of 11.7 years of experience.

Table 3

Teacher Characteristics of Sample Population by School District

	North Valley School District *n* = 12	East River School District *n* = 40	South Plains School District *n* = 20
	n (%)	*n* (%)	*n* (%)
Gender			
Female	9 (75%)	35 (87.5%)	19 (95%)
Male	2 (16.7%)	5 (12.5%)	1 (5%)
Prefer not to disclose	1 (8.3%)		
Teacher Ethnicity			
Asian		4 (10%)	
Black	6 (50%)	4 (10%)	8 (40%)
Biracial/ Multiracial		2 (5%)	
Hispanic		8 (20%)	9 (45%)
White	5 (41.7%)	19 (47.5%)	3 (15%)
Other		1 (2.5%)	
Prefer not to disclose	1 (8.3%)	2 (5%)	
Highest Degree Held			
Bachelor's	12 (100%)	23 (57.5%)	13 (65%)
Master's		16 (40%)	7 (35%)
Doctorate		1 (5%)	

Instrumentation

Selecting survey instruments that have been appropriately developed is crucial to the credibility of gained knowledge, as instruments with significant validity and reliability scores lead to meaningful interpretations of data (Creswell, 2014). The research instruments used for this study included a demographic survey, the Servant Leadership Questionnaire (SLQ) (Linden et al., 2008), and the Teacher Subjective Well-being Questionnaire (TSWQ) (Renshaw, 2020). The SLQ measured the perceptions teachers had about their instructional coaches' servant leadership behaviors, and the TSWQ measured teacher's feelings of school connectedness and teaching efficacy. In total, the instrument entails 48 items. Participants' demographic information was collected to enhance the study's descriptive and inferential statistical analysis. These variables include gender, ethnicity, highest earned degree, and years of experience in education. Other variables include total years of experience in education, years at current school district, and years working with an instructional coach (see Table 4). The full questionnaire can be found in Appendix C.

Table 4

Instruments, Variables, Subscales, and Survey Items

Instrument	Variable	Subscales	Item(s) on Survey
Demographic Questionnaire	Independent Variables	Total Years of Experience	10
		Years with Current School District	11
		Years with an Instructional Coach	12
Servant Leadership Questionnaire	Dependent Variables	Emotional Healing	13, 20, 27, 34
		Creating Value for the Community	14, 21, 28, 35
		Conceptual Skills	15, 22, 29, 36
		Empowering	16, 23, 30, 37
		Helping Followers Grow and Succeed	17, 24, 31, 38
		Putting Followers First	18, 25, 32, 39
		Behaving Ethically	19, 26, 33, 40
Teacher Subjective Well-being Questionnaire	Dependent Variables	Teaching Efficacy	42, 44, 46, 48
		School Connectedness	41, 43, 45, 47

Servant Leadership Questionnaire

Participants completed the Servant Leadership Questionnaire (SLQ), developed by Linden et al. (2008), to measure the servant leadership behaviors of instructional coaches as perceived by teachers. The SLQ consists of 28 Likert-type items that measure seven factors of servant leadership. These factors align with the behaviors previously discussed. They are as follows:

1. *Emotional healing.* The act of showing sensitivity to others' concerns.
2. *Creating value for the community.* A conscious, genuine concern for helping the community.
3. *Conceptual skills.* Possessing the knowledge of the organization and tasks at hand to be able to effectively support and assist others, especially immediate followers.
4. *Empowering.* Encouraging and facilitating others, especially immediate followers, in identifying and solving problems, as well as determining when and how to complete work tasks.
5. *Helping subordinates grow and succeed.* Demonstrating genuine concern for others' career growth and development by providing support and mentoring.
6. *Putting subordinates first.* Using actions and words to make it clear to others (especially immediate followers) that satisfying their work needs is a priority.
7. *Behaving ethically.* Interacting openly, fairly, and honestly with others.

Each subscale included four individual questions measured on a 7-point Likert scale (1 = *Strongly Disagree*, 7 = *Strongly Agree*). The following are items from the survey that measure the servant leadership practice of empowering.

- They give others the responsibility to make important decisions about their own jobs.
- They encourage others to handle important work decisions on their own.

The SLQ has undergone several statistical processes to ensure the validity and reliability of the resulting data by the original creators. First, they used exploratory factor analysis (EFA) from several developed items. Then, a new scale was validated by confirmatory factor analysis (CFA). Next, they explored content validity to ensure the items measured the construct they were intending to measure. Finally, they measured scale reliabilities for each subscale using Cronbach's alpha and are as follows: conceptual skills (α = .81), empowerment (α = .80), helping others grow and succeed (α = .82), putting others first (α =.86), behaving ethically (α =.83), emotional healing (α =.76), and creating value for the community (α =.83) (Linden et al., 2008, p. 166). The full survey can be found in Appendix C, Part 2.

Teacher Subjective Well-being Questionnaire

The Teacher Subjective Well-being Questionnaire (TSWQ) (Renshaw, 2020) was also administered to measure teacher well-being. The TSWQ consists of eight items that are divided into two subscales, teacher efficacy and school connectedness. Teaching efficacy is appraising one's teaching behaviors as effectively meeting environmental demands; school-connectedness is feeling supported by and relating well to others at school (Renshaw et al., 2015). For example, 'I feel like my teaching is effective and helpful' is an item from the teaching efficacy subscale, and 'I feel like I belong at this school' is an item from school connectedness. Both subscales include four items and use a 4-point Likert scale (1 = *Almost Never*, 4 = *Almost Always*). The full survey can be found in Appendix C, Part 3.

Several studies have conducted robust statistical analyses to determine the validity and reliability of the TSWQ (Renshaw et al., 2022; Mankin et al., 2018; Renshaw et al., 2015). The tests resulted in interterm correlations and strong internal consistency, as well as substantive convergent validity between the subscales (Renshaw et al., 2015). Mankin et al. (2018) conducted

an exploratory and confirmatory factor analysis and determined that the instrument's constructs are consistent with a researcher's understanding. Finally, the construct reliability of the subscales determined that both factors had strong internal consistency (School connectedness $\alpha = .87$; Teaching Efficacy $\alpha = .87$) (Mankin et al., 2018). Table 4 provides a visual representation of the variables that were used in the study, along with the instruments, subscales, and items.

Data Collection

Data were obtained from participants using an electronic survey instrument to collect demographic information, measure the perceptions of servant leadership behaviors of instructional coaches, and measure teacher well-being. Once the Internal Review Board and school district level approval was established, communication was made with the potential participants. All participants were notified that their participation was completely voluntary, and they were guaranteed confidentiality. Also, no rewards were offered for the completion of the survey. The estimated time needed was 3-5 minutes to respond to the instrument. Responses were collected using the online survey platform Qualtrics, and data analysis was completed using SPSS 28. The online administration of the survey was chosen due to the convenience, negligible costs, and accuracy of data. It also helped maintain consistency throughout the process and minimize bias.

The three school districts used in the study had varying protocols in place for collecting data. East River School District required approval from a research committee that consists of district level administrators in varying roles. First, a formal request was submitted to the committee using a provided document. Then, a presentation to the research committee was conducted virtually. Once approved, East River School District provided a site permission letter signed by the research committee chairperson. The chairperson served as liaison with communication between myself and the participants by sharing consent letter electronically (see

Appendix B) and survey link to the teachers. Seven days after the initial email was sent, a reminder email was sent by the chairperson to the teachers. The survey was available for a length of three weeks.

Similar to East River School District, a formal request to conduct research at South Plains School District was submitted. The director of research approved the study, and a site permission letter was granted by the district superintendent. The director of research served as the liaison with communication between me and the participants. The director shared the consent letter and survey link with teachers a total of three times in four weeks due to state testing that was occurring during the same time.

North Valley School District also required a formal request to conduct research. After approval to conduct the study by the coordinator of research and program evaluation, I was instructed to speak with campus principals for additional approval to contact building teachers. A total of six principals out of 40 responded and granted permission to distribute the survey. Of these six principals, three shared the consent letter and survey link directly with the teachers, and three provided instructions to reach out directly with the teachers using their school email address. After one week, a reminder email was sent by the three campus principals who directly sent the original email, and I also sent a reminder to those teachers I had emailed directly. The survey was available for a total of three weeks.

Data Analysis Procedures

This study used Statistical Package for the Social Sciences (SPSS) version 28.0 for all data screening, organizing, and analysis. In order to obtain valid and reliable results, several steps were taken in preparation for data analysis. This included addressing missing and incomplete data, instrument validity and reliability, and planning for hypothesis testing.

First, data was cleaned by identifying participants who were not teachers. This narrowed the sample to 130 from the original 177 individuals who responded to the survey. Then, participants who are teachers but do not work with an instructional coach were identified and eliminated, which narrowed the sample to 109. Finally, the remaining survey data were screened for incomplete surveys, narrowing the sample size to 72.

Next, the instrument's validity and reliability were examined. Conducting a thorough analysis of the instrument influences the extent to which one can obtain statistical significance and draw meaningful conclusions (Leedy & Ormrod, 2019); therefore, the validity and reliability of the SLQ (2008) and TSWQ (2020) were examined. To reestablish validity and reliability after combining the SLQ and TSWQ, Confirmatory Factor Analysis (CFA) was completed to measure the instrument's validity, and adjustments were made. Finally, Cronbach's alpha statistic was calculated to check for the scales' internal consistency to measure the instrument's reliability.

A CFA was conducted to determine the strength of the relationship between the items for each instrument (Pallant, 2020). First, a CFA was conducted on the SLQ. While the correlation matrix provided evidence of coefficients greater than .3 and a KMO greater than .6, most of the items were recognized as a single factor. It was determined that the SLQ should be approached as a single factor measuring servant leadership for this study instead of the original subscales. This is most likely due to the low sample size in the study. Additionally, items 23 and 37 were eliminated due to not reaching a significant coefficient. No modifications were made to TSWQ as the CFA results determined strong relationships among the items and identified two distinct variables. School connectedness had coefficients of .3 or greater and a KMO of .78. Teaching efficacy also had coefficients of .3 or greater and a KMO of .8.

Next, question items were analyzed using Cronbach's Alpha to check for the internal consistency and reliability of the survey instrument items (see Table 5). The alpha scores were examined for each factor. The SLQ indicated item reliability was sufficient, measuring $\alpha = .97$. Subscales from the TSWS both indicated item reliability with teaching efficacy measuring $\alpha = .87$, and school connectedness measuring, $\alpha = .86$. Preferably, the values should be .7 or higher (Pallant, 2020); therefore, none of the items were removed.

Table 5

Means, Standard Deviations, and Reliability of Variables

Variable	Items	*M*	*SD*	*α*
Servant Leadership	13-22, 24-36, 38-40	141.19	26.66	.97
Teacher Efficacy	42, 44, 46, 48	3.56	2.09	.87
School Connectedness	41, 43, 45, 47	3.28	2.86	.86

An exploration of independent variables was conducted. The IVs were centered around the length of time in various capacities including the teachers' total years of experience, the teachers' total years at the current school district, and the teachers' total years working with an instructional coach. The number of years were collected as continuous variables, which needed to be converted to categorical variables due to the selected inferential statistic, analysis of variance.

Each independent variable was binned to create two groups using SPSS. Total years of experience ranged from 1-33 years. When binned into two groups, a group with 1-9 years of experience and another with 10-33 years. Total years in the current district ranged from 1-29 years and was binned to create a group with 1-6 years in the current district, and another with 7-29 years. Lastly, years with an instructional coach ranged from 1-21 years and was binned to create a group

with 1-6 years and 7-21 years. These new categorical variables were used for both descriptive and inferential statistical tests further discussed in Chapter Four.

This study used inferential statistics to analyze the research questions. Research question 1, 2a and 2b required three-way, between-groups analysis of variance, also known as a 2x2x2 ANOVA. This test has several purposes. The 2x2x2 ANOVA can detect interactions between the independent categorical variables. It can also assess the main effects of each factor to determine how much each one contributes to variations in the dependent variable. The interpretation of the results of the research questions included data such as *F*-values, *p*-values, and effect sizes. Tukey Post Hoc tests were not conducted since the groups were limited to two options.

Research question 3 used multiple linear regression to determine if perceived servant leadership behaviors of instructional coaches are predictive of teachers' feeling of school connectedness or teaching efficacy. First, scatterplots and correlation matrices were generated to understand the relationship between servant leadership, school connectedness, and teaching efficacy. Then, assumptions were analyzed by following the protocol outlined by Mertler & Vannatta Reinhart (2017). This included assessing for multicollinearity by examining the correlation matrix for school connectedness and teaching efficacy. Normality was assessed by reviewing the data's skewness, kurtosis, and the Kolmogorov-Smirnov statistic. Then, linearity was assessed through bivariate scatterplots and homoscedasticity was assessed by the results of Box's M Test. Finally, the generated regression model was generated and assessed for statistical significance. Findings from the test are reported in Chapter Four.

Validity and Reliability

Leedy and Ormrod (2019) state that credible research studies follow three guidelines: (1) alignment of research questions, design, and methods, (2) Generate accurate results, and

(3) interpretations are plausible. This study's research questions were aligned as it utilized a survey research design to gather quantitative data to conduct inferential statistical analysis. The methods of each statistical analysis are detailed so that another researcher could repeat the tests and generate similar results and conclusions; therefore, the findings from this study are reasonably accurate and trustworthy if judged by others. Since these steps were taken during the completion of this study, it is deemed valid and reliable.

It is important to note that the conceptual framework of the servant leadership approach (Greenleaf, 1970) and subsequent instruments Servant Leadership Questionnaire (Linden et al., 2008) and Teacher Subjective Well-being Questionnaire (Renshaw, 2020), were aligned with the purpose of this study. Then, the study's external validity was examined by confirming that the individuals completing the survey met the criteria for participation including that they are currently a classroom teacher who works with an instructional coach. The results of a survey design provide the researcher with a quantitative description of trends, attitudes, or opinions of a population that can be used to make generalizable inferences about the population (Creswell, 2014).

Several actions were taken to minimize threats to validity and reliability. First, the study utilized established scales that have been heavily tested for validity and reliability. The instruments' question items were delivered to all the participants electronically with accessibility on many devices such as computers, cell phones, and tablets. The length of the survey was also taken into consideration and limited to 48 items that took approximately 3-5 minutes to complete.

Even with careful mitigation to increase the study's validity and reliability, some threats still exist. One threat to validity is response bias (Fowler, 2009). This occurs when participants' responses are not complete, inaccurate, or even misremembered and can alter the data in a study.

Another threat that coincides with response bias is survey fatigue. While the instrument used in this study is not lengthy, the participants are teachers who may receive several requests to participate in research studies. Also, some of the data collected are perceptions of the behaviors of others and how one thinks about themselves which is interpretive. Finally, the low sample size from this study does lead to some concerns in the validity and reliability of the results.
For example, this study binned data into groups; however, the groups may not be very distinct due to the limited variety in available sample.

Ethical Considerations

Several ethical considerations were established before and during the research study such as maintaining the privacy and confidentiality of participants, obtaining informed consent, and reporting the findings honestly (Creswell & Guetterman, 2019). First and foremost, approval from the institutional review board (IRB) was retrieved before any actionable research. This approval included the researcher's vow to protect the participants from physical or psychological harm. Next, necessary permissions were obtained from district personnel (gatekeepers) to gain access to the participants (Creswell, 2014). Participants were told that their inclusion in the study is strictly voluntary and is guaranteed anonymity (Leedy & Ormrod, 2019). Also, the locations of the school districts were generalized, and pseudonyms were used. Following these steps created a highly ethical research study.

Summary

Chapter Three described the details of the quantitative survey design, the participant selection, and survey instrument. The chapter also provided the research questions and null hypotheses, along with the data collection and analysis procedures including the specific inferential statistic tests that were used. The credibility of the study was also discussed, and should

be considered highly valid and reliable. Additionally, ethical considerations were identified and discussed including following procedural guidelines for human subject research and IRB requirements.

CHAPTER IV. DATA ANALYSIS

Introduction

This study explored teachers' perceptions of servant leadership behaviors of instructional coaches and their subjective well-being. The participants responded to a 48-item survey that consisted of a demographic section, the Servant Leadership Questionnaire (SLQ) (Linden et al., 2008), and the Teacher Subjective Well-being Questionnaire (TSWQ) (Renshaw, 2020). The SLQ was designed with seven subscales to measure the servant leadership behaviors of emotional healing, creating value for the community, conceptual skills, empowering, helping followers grow and succeed, putting followers first, and behaving ethically. The TSWQ measured teaching efficacy and school connectedness. Quantitative statistical analysis was used to determine statistical group differences and predictive relationships between the variables. This chapter details the study's participants, instruments and reliability, data analysis, and findings.

Participants

The participants included 72 teachers from three different public-school districts in the southern United States. Demographic information related to the participants was collected, such as gender, age, and ethnicity (see Table 6). The participants include 63 females (87.5%), 8 males (11.1%), and one participant who did not wish to disclose their gender (1.4%). Each participant was asked to select a provided age range. The most frequently reported range was 25-34 years old, having 26 participants (36.1%). The next most frequently selected age band was 35-44 with 19 participants (26.4%), followed by the 45-54 age range with 16 participants (22.2%). The age group 55-64 included eight participants (11.1%), and the least represented age group was 18-24 years with one participant (1.4%). Participants were asked to select the ethnicity they most closely identify with. Twenty-seven (37.5%) selected White, 18 (25%) identified as Black,

17 (23.6%) as Hispanic (23.6%). Other ethnicities represented in this sample were Asian (n = 4, 5.6%) and biracial/multiracial (n = 2, 2.8%).

Table 6

Participants' Gender, Age Range, and Ethnicity

	Frequency	Percentage
Gender		
Female	63	87.5
Male	8	11.1
Prefer not to Disclose	1	1.4
Age Range		
18-24	1	1.4
25-34	26	36.1
35-44	19	26.4
45-54	16	22.2
55-64	8	11.1
Prefer not to Disclose	2	2.8
Ethnicity		
Asian	4	5.6
Biracial/Multiracial	2	2.8
Black	18	25.0
Hispanic	17	23.6
White	27	37.5
Other	1	1.4
Prefer not to Disclose	3	4.2

Information was collected about the participants' current teaching assignment and their educational backgrounds (see Table 7). Most participants have an earned bachelor's degree (n = 48, 66.7%), and several have a master's degree (n = 23, 31.9%). The sample majority (n = 27) comprised middle school educators (37.5%). Primary-level educators, identified as those who teach pre-kindergarten through grade 2, represented 27.8% of the sample (n = 20). The sample also contained 13 high school teachers (18.1%) and 12 intermediate (grades 3-5) teachers (16.7%).

Table 7

Participants' Highest Degree Earned, Grade Level, and Content Area

Characteristic	Frequency	Percentage
Degree		
Bachelors	48	66.7
Masters	23	31.9
Doctorate	1	1.4
Grade Level		
Primary (Pk-2)	20	27.8
Intermediate (3-5)	12	16.7
Middle (6-8)	27	37.5
High (9-12)	13	18.1
Content Area		
Bilingual/ English as a Second Language	7	9.7
English Language Arts	18	25.0
Mathematics	16	22.2
Mathematics & Science	7	9.7
Science	10	13.9
Self-Contained	9	12.5
Social Studies & English Language Arts	3	4.2
Special Education	1	1.4
Other	1	1.4

Instrumentation

The survey instrument was used to measure perceptions of the servant leadership behaviors of instructional coaches and teacher well-being. The instrument is a combination of the Servant Leadership Questionnaire (SLQ) (Linden et al., 2008) and the Teacher Subjective Well-being Questionnaire (TSWQ) (Renshaw, 2020). The survey instrument consisted of 48 items. Items 1-12 include demographic-type questions about the participant, such as content area, grade level, years of experience, gender, and ethnicity.

The SLQ consists of 28 items divided into seven subscales including emotional healing, creating value for the community, conceptual skills, empowering, helping subordinates grow and succeed, putting subordinates first and behaving ethically. Each subscale was measured using four items on a 7-point Likert scale (1 = *Strongly Disagree*, 7 = *Strongly Agree*). A CFA determined that the SLQ should be approached as a single factor measuring servant leadership for this study instead of the subscales that were identified by the authors Linden et al. (2008). The TSWQ has two subscales, teaching efficacy and school connectedness, and uses a 4-point Likert scale (1 = *Almost Never,* 4 = *Almost Always).*

Descriptive Statistics

Descriptive statistics were used to verify the characteristics of the instrument results and summarize the overall trends within the data (Creswell & Guetterman, 2019). Selected descriptive statistics from the Servant Leadership Questionnaire and the Teacher Subjective Well-being Questionnaire are discussed (see Table 8).

The SLQ was used to measure the perceived servant leadership behaviors of instructional coaches. The scores ranged from 128 to 182 with a median of 144.5. The mean score was 140.9, and the standard deviation was 26.2. The intentions of the SLQ were to measure seven specific

factors of servant leadership; however, when the CFA from this study's sample did not recommend doing so. Due to this, an exploration of the individual items was conducted to examine the lowest scored questions, as well as the highest scored questions. Item 35 has the lowest mean score of 4.3 which stated, "They encourage others to volunteer in the community". Item 14, which stated, "They emphasize the importance of giving back to the community", was the next lowest with a mean score of 4.6. Finally, item 18 had a mean score of 4.8. This item stated, "They care more about others' success than their own".

The highest scored question was item 29 with a mean score of 6.2, which stated, "They have a thorough understanding of the organization and its goals". Item 27 was the next highest with a mean score of 5.9. This item stated, "They take time to talk to others on a personal level". The next highest scored item was 19 (M = 5.9), "They hold high ethical standards". Conducting this item analysis provided a glimpse into how the teachers perceive their instructional coaches at a deeper level by reviewing the specific capacities they are, or are not, conducting themselves as servant leaders.

The TSWB questionnaire measured two constructs, teacher self-perceived school connectedness and teaching efficacy. School Connectedness scores ranged from 4-16 with a median of 13.2. The mean score was 13.2 and standard deviation was 2.8. The highest scored question was item 47 with a mean score of 3.5, which stated "I feel like people at this school care about me". The lowest scored question measuring school connectedness was item 45; "I am treated with respect at this school", which had a mean score of 3.1.

Teaching efficacy had a much narrower range, 9-16 with a median score of 15. The mean score was 14.3 and the standard deviation was 2.1. The highest scored question was item 44 with a mean score of 3.7, which stated "I am good at helping students learn new things". The lowest

scored question measuring teaching efficacy was item 46. This question stated, “I have accomplished a lot as a teacher” and had a mean score of 3.5.

Table 8

Descriptive Statistics for Servant Leadership, School Connectedness, and Teaching Efficacy

	Minimum	Maximum	Median	*M*	SD
Servant Leadership	128	182	144.5	140.9	26.2
School Connectedness	4	16	14	13.2	2.8
Teaching Efficacy	9	16	15	14.3	2.1

Another essential data piece for this study was the participants' length of various experiences such as years working with an instructional coach, years at the current school district, and total years in education. (see Table 9). First, participants were asked how many years they worked with an instructional coach. Data ranged from 1 to 21 years, averaging 6.8 years. Next, participants were also asked how long they worked in their current school district. The data ranged from 1 to 29 years, averaging 7.6 years. Finally, participants' total years of experience varied from 1 year to 33 years, with an average of 11.3 years.

Table 9

Descriptive Statistics of Years with an Instructional Coach, Current District, and Total

	Minimum	Maximum	Median	*M*	SD
Years with Instructional Coach	1	21	6	6.8	4.8
Years at Current School District	1	29	5.5	7.6	7.1
Total Years of Experience	1	33	8.5	11.3	7.7

To analyze research questions 1, 2a, and 2b, participants were divided into two groups for each independent variable splitting the sample into approximately equal groups. Years of experience were divided into two groups, Experience <9 and Experience 10+. Years in the current school district were labeled as District <6 and District 7+. Finally, years with an instructional coach were labeled as Coach <6 with and Coach 7+.

The descriptive statistics of servant leadership by groups is provided in Table 10. Those that have worked with an instructional coach for 7 or more years (Group Coach +7) held the lowest mean score (M = 135.3, SD = 27.1). The highest mean score was held by Group Experience <9 (M = 147.0, SD = 24.1). A noteworthy trend is the decrease in mean scores of servant leadership as years increase for each independent variable. The largest decrease was held by Coach <6 (M = 145.6) to Coach +7 (M = 135.3) equating to a 10.3-point difference. Figure 1 provides a visual representation of the data. The data indicates that as time increases, teachers' perceptions of servant leadership decrease.

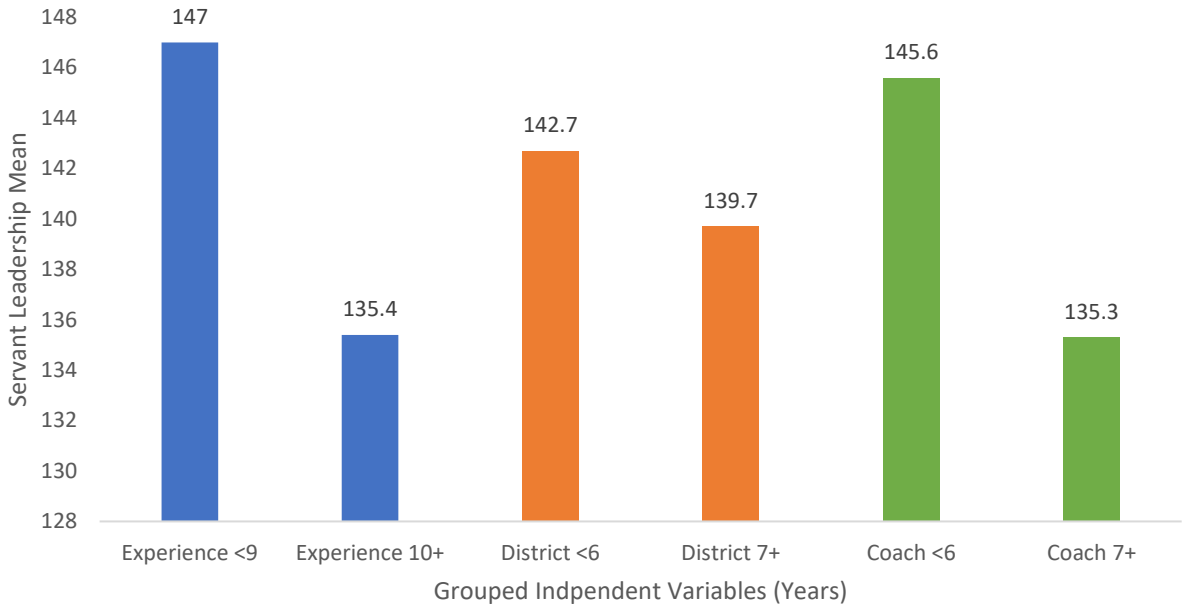
Table 10

Descriptive Statistics of Servant Leadership Across Independent Variables

Grouped Independent Variable	*n*	*M*	*SD*	Min	Max	95% CI Lower Bound	95% CI Upper Bound
Experience <9	36	147.0	24.1	71	182	138.9	147.5
Experience 10+	36	135.4	28.2	54	181	125.8	144.9
District <6	36	142.7	27.1	54	182	133.5	151.9
District 7+	36	139.7	26.5	71	181	130.7	148.6
Coach <6	41	145.6	25.7	54	182	137.5	153.8
Coach 7+	31	135.3	27.1	71	178	125.4	145.3

Figure 1

Servant Leadership Mean Scores by Independent Variables



Note. The mean scores for servant leadership are organized by each independent variable, total years of experience in education, years in current district, and years with an instructional coach. Each variable was groups into two categories as indicated in the figure.

Next, participants ($N = 69$) were divided into two groups for each of the independent variables splitting the sample into approximately equal groups. Groups were labeled similarly to RQ1; however, the group parameters and number of participants in each group are different as less participants completed this section of the survey. The labels include Experience <8 (1-8 years), Experience 9+ (9 – 33 years), District <5 (1-5 years), District 6+ (6-29 years) and Coach <6 (1-6 years) and Coach +7 (7-21 years) (see Table 11).

Descriptive statistics from school connectedness and teaching efficacy were also analyzed. Table 12 describes the mean scores from subscale school connectedness by grouped independent

variables. Those that have worked with an instructional coach for 7 or more years (Coach +7) held the highest mean score (M = 13.8, SD = 2.5). The lowest mean score was held by Coach <6 (M = 12.8.0, SD = 3.0). Figure 2 provides a visual interpretation of the data. While the mean scores do not vary greatly, the largest difference can be seen between Coach <6 (M = 12.8) and Coach 7+ (M = 13.8) with a positive increase of 1-point. Overall, the mean score for school connectedness was M = 13.2, SD = 2.8.

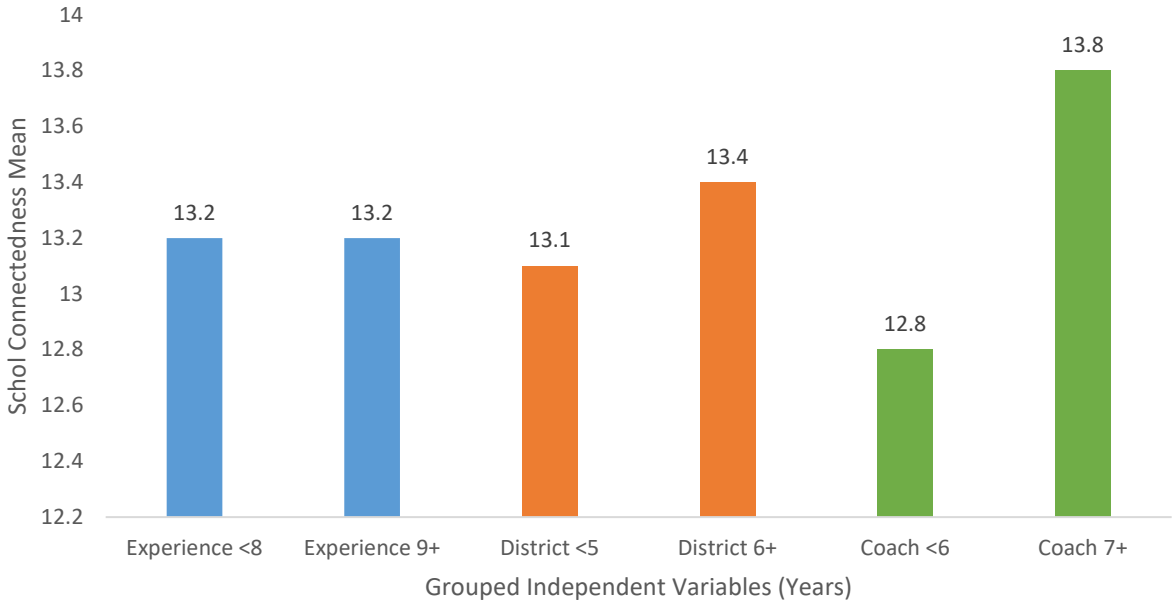
Table 11

Descriptive Statistics of School Connectedness Across Independent Variable Groups

Grouped Independent Variable	*n*	*M*	*SD*	Min	Max	95% CI Lower Bound	95% CI Upper Bound
Coach <6	36	13.2	2.5	8	16	12.4	14.0
Coach 7+	33	13.2	3.1	4	16	12.1	14.4
District <5	36	13.1	2.9	4	16	12.1	14.0
District 6+	33	13.4	2.7	7	16	12.4	14.3
Experience <8	39	12.8	3.0	4	16	11.8	13.7
Experience 9+	30	13.8	2.5	7	16	12.9	14.7

Figure 2

School Connectedness Mean Scores by Independent Variables



Note. The mean scores for school connectedness are organized by each independent variable, total years of experience in education, years in current district, and years with an instructional coach. Each variable was groups into two categories as indicated in the figure.

Lastly, descriptive statistics for teaching efficacy were conducted. Noteworthy observations include Experience <9 with the lowest mean (M = 13.8, SD = 2.4). Experience +10 (M = 14.9, SD = 1.5) and Coach +7 (M = 14.9, SD = 1.8) both held the highest mean scores. The overall mean score for teaching efficacy was M = 14.3, SD = 2.1 (see Table 13). A noteworthy trend is the increase in mean scores of teaching efficacy as years increase for each independent variable. Figure 3 provides a visual representation of the data.

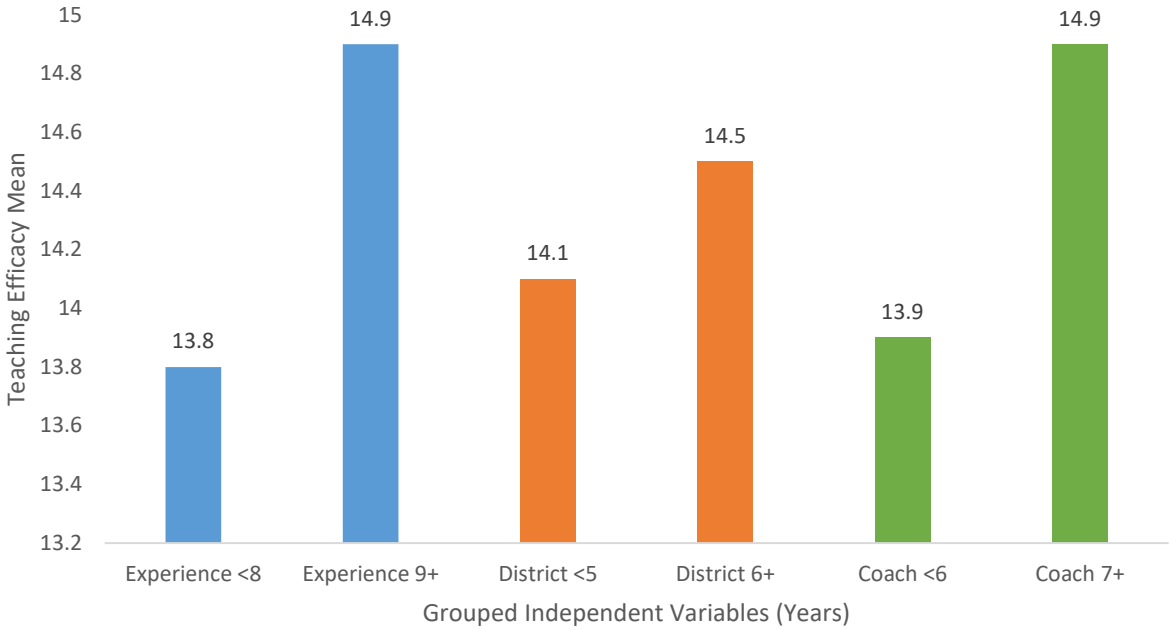
Table 12

Descriptive Statistics of Teaching Efficacy Across Independent Variable Groups

Grouped Independent Variable	*n*	*M*	*SD*	Min	Max	95% CI Lower Bound	95% CI Upper Bound
Coach <6	36	13.8	2.4	9	16	13.0	14.6
Coach 7+	33	14.9	1.5	12	16	14.4	15.4
District <5	36	14.1	2.2	9	16	13.4	14.9
District 6+	33	14.5	1.9	9	16	13.8	15.2
Experience <8	39	13.9	2.2	9	16	13.2	14.6
Experience 9+	30	14.9	1.8	9	16	14.2	15.5

Figure 3

Teaching Efficacy Mean Scores by Independent Variables



Note. The mean scores for teaching efficacy are organized by each independent variable, total years of experience in education, years in current district, and years with an instructional coach. Each variable was groups into two categories as indicated in the figure.

Inferential Statistics

Inferential statistical tests were selected specifically by research question to provide reliable findings. Research question one and two utilized a three-way, between groups analysis of variance. This is also referred to as a 2x2x2 ANOVA as there are two categories per independent variable. Research question three was analyzed using multiple regression. The findings are presented below.

Research Question 1

Research question 1 asked if there were significant mean differences in teachers' perceptions of servant leadership behaviors of instructional coaches by total years of experience,

by years of experience in the current school district, or by years of experience with an instructional coach.

First, Chi-Square Tests for Independence were conducted to determine if a significant association between the dependent variable, servant leadership, and each independent variable existed. The test indicated no significant association between servant leadership and total years of experience, χ^2 (2, n = 72) = 54.67, p = .24, *phi* = .87; no significant association between servant leadership and years in current school district, χ^2 (2, n = 72) = 52.00, p = .32, *phi* = .85; and no significant association between year with an instructional coach and years in current district, χ^2 (2, n = 72) = 52.29, p =.31, *phi* = .85. . The insignificant results support the need for a three-way, between groups, ANOVA.

To determine if significant mean differences in teachers' perceptions of servant leadership behaviors of instructional coaches by total years of experience, by years of experience in the current school district, or by years of experience with an instructional coach a three-way, between-groups analysis of variance was conducted. Descriptive statistics (see Table 13) include the means and standard deviations of the independent variables: total years of experience, years in current school district, and years with an instructional coach.

Table 13

Descriptive Statistics of Servant Leadership by Groups

Total Years of Experience	Years in Current School District	Years with Instructional Coach	*N*	*M*	*SD*
Experience <9	District <6	Coach <6	26	149.5	19.1
		Coach 7+	3	150.7	8.5
		Total	29	149.6	18.2
	District 7+	Coach <6	2	113.5	31.8
		Coach 7+	5	145.6	43.5
		Total	7	136.4	40.9
	Total	Coach <6	28	146.9	21.5
		Coach 7+	8	147.5	33.3
		Total	36	147.0	24.1
Experience 10+	District <6	Coach <6	4	118.0	50.3
		Coach 7+	3	109.3	29.5
		Total	7	114.29	39.7
	District 7+	Coach <6	9	154.0	18.1
		Coach 7+	20	134.4	22.2
		Total	29	140.4	22.7
	Total	Coach <6	13	142.9	33.9
		Coach 7+	23	131.1	24.1
		Total	36	135.4	28.2
Total	District <6	Coach <6	30	145.3	26.4
		Coach 7+	6	130.0	29.8
		Total	36	142.7	27.1
	District 7+	Coach <6	11	146.6	25.2
		Coach 7+	25	136.6	27.0
		Total	36	139.7	26.5
	Total	Coach <6	41	145.6	25.7
		Coach 7+	31	135.3	27.1
		Total	72	141.2	26.7

A 2x2x2 ANOVA was conducted to explore the impact of servant leadership on levels of total years of experience, years in current district, years with instructional coach. Levene's Test for Homogeneity of Variance concluded that equal variance existed in the scores of each group as the p-value was greater than .05 ($p = .15$). ANOVA results, presented in Table 14, show no significant main effects, $F(1,71) = 1.58$, $p = .21$, partial $\eta^2 = .02$. There was a statistically significant interaction effect between total years of experience and years in current school district, $F(1,71) = 9.37$, $p = .00$), indicating that there was a combined effect on perceived servant leadership behaviors.

A closer examination of the interaction between total years of experience and years in the current school district was conducted. The data indicated that those who have more than ten years of experience (Experience 10+) and those who have been in the current school district for less than 6 years (District <6) produced a very low servant leadership score of $M = 114.3$, $SD = 39.7$. However, those with less than nine (Experience <9) and those who have been in the current school district for less than six years (District <6) produced servant leadership mean score of $M = 149.6$, $SD = 18.2$. The interaction effect size was .128 indicating 12.8% of the variance in the perceived servant leadership behaviors. Simply put, those with more than ten years of experience had much lower perceptions of servant leadership behaviors of their instructional coaches.

Also notable from the data is the interaction of total years of experience and years with an instructional coach as the groups approached statistical significance with $p = .07$. Participants with less than 9 years of experience (Experience <9) ($M = 147.0$, $SD = 24.1$) and those with less than 6 years with an instructional coach (Coach <6) ($M = 145.6$, $SD = 25.7$) had higher scores than those with 10 years or more of experience (Experience 10+) ($M = 135.4$, $SD = 28.2$) and those who have worked more than 7 years with an instructional coach (Coach 7+) ($M = 135.3$, $SD = 27.1$). This can

be interpreted as the fewer years of experience a teacher has in education and with an instructional coach, the more likely they are to perceive the behaviors of their instructional coach reflecting servant leadership.

Table 14

Three-Way, Between-Groups ANOVA Comparing Perceived Servant Leadership Behaviors of Instructional Coaches Across the Independent Variables

Variable	Sum of Squares	*Df*	*F*	*p*	Partial η^2
Years with Instructional Coach	13.70	1	0.02	.88	.00
Years in Current School District	219.98	1	0.36	.55	.01
Total Years of Experience	1044.00	1	1.71	.20	.03
Total Years of Experience x Years in Current School District	5733.36	1	9.37	.00	.13
Total Years of Experience x Years with Instructional Coach	2090.72	1	3.42	.07	.05
Years in Current School District x Years with Instructional Coach	218.29	1	0.36	.55	.01
Total Years of Experience x Years in Current School District x Years with Instructional Coach	965.61	1	1.58	.21	.02

Research Question 2a

The study's next research question asked, are there significant mean differences in teachers' feelings of school connectedness by total years of experience, by years of experience in the current school district, or by years of experience with an instructional coach? A Chi-Square Test for Independence was conducted for school connectedness indicated no significant association with total years of experience, χ^2 (2, n = 69) = 7.28, p = .70, *phi* = .33, years in current school district, χ^2 (2, n = 69) = 10.04, p = .44, *phi* = .38, or years with instructional coach, χ^2 (2, n = 69) =

13.71, $p = .19$, $phi = .45$. The insignificant results support the need for a three-way, between groups, ANOVA. Descriptive statistics for school connectedness included the means and standard deviations of the independent variables: total years of experience, years in current school district, and years with an instructional coach (see Table 15).

Table 15

Descriptive Statistics of School Connectedness by Groups

Total Years of Experience	Years in Current School District	Years with Instructional Coach	*n*	*M*	*SD*
Experience <8	District <5	Coach <6	26	13.2	2.5
		Coach 7+	3	14.0	1.0
		Total	29	13.3	2.9
	District 6+	Coach <6	2	13.0	4.2
		Coach 7+	5	12.6	3.0
		Total	7	12.7	3.0
	Total	Coach <6	28	13.2	2.5
		Coach 7+	8	13.1	2.4
		Total	36	13.2	2.5
Experience 9+	District <5	Coach <6	4	11.3	5.3
		Coach 7+	3	13.0	4.4
		Total	7	12.0	4.6
	District 6+	Coach <6	7	11.9	3.0
		Coach 7+	19	14.2	2.3
		Total	26	13.6	2.6
	Total	Coach <6	11	11.6	3.7
		Coach 7+	22	14.1	2.5
		Total	33	13.2	3.1
Total	District <5	Coach <6	30	13.0	2.9
		Coach 7+	6	13.5	2.9
		Total	36	13.1	2.9
	District 6+	Coach <6	9	12.1	3.1
		Coach 7+	24	13.9	2.4
		Total	33	14.0	2.7
	Total	Coach <6	39	12.8	3.0
		Coach 7+	30	13.8	2.5
		Total	69	13.2	2.8

A 2x2x2, between groups analysis of variance was conducted to compare the main effects of total years of experience, years in current district, years with instructional coach as well as their interaction effects on school connectedness (see Table 16). Levene's Test for Homogeneity of Variances was conducted to test whether the variance in scores is the same for each of the groups. In this case, the homogeneity of variance assumption was not violated as the p-value was greater than .05 ($p = .15$). No main effects were found, $F\ (1,68) = .22$, $p = .64$, partial $\eta^2 = .00$. There were also no interaction effects. This data indicates that the null hypothesis should be accepted as there were no differences between the groups on school connectedness.

Table 16

Three-Way, Between-Groups ANOVA Comparing Teacher School Connectedness Across the Independent Variables

Variable	Sum of Squares	*df*	*F*	*p*	Partial η^2
Total Years of Experience	3.41	1	.44	.51	.01
Years in Current School District	0.02	1	.00	.96	.00
Years with Instructional Coach	10.81	1	1.38	.24	.02
Total Years of Experience x Years in Current School District	6.43	1	.82	.37	.01
Total Years of Experience x Years with Instructional Coach	7.54	1	.96	.33	.02
Years in Current School District x Years with Instructional Coach	0.17	1	.02	.88	.00
Total Years of Experience x Years in Current School District x Years with Instructional Coach	1.70	1	.22	.64	.00

Research Question 2b

A Chi-Square Test for Independence was conducted for teaching efficacy which indicated no significant association with total years of experience, χ^2 (2, n = 69) = 11.25, p = .13, *phi* = .40, years in current school district, χ^2 (2, n = 69) = 6.78, p = .45, *phi* = .31, or years with instructional coach, χ^2 (2, n = 69) = 8.16, p = .32, *phi* = .35. The insignificant results support the need for a three-way, between groups, ANOVA. Descriptive statistics were gathered to explore teaching efficacy by years of experience, years in current school district and years with an instructional coach. The statistics include the means and standard deviations of the independent variables (see Table 17).

Table 17

Descriptive Statistics of Teaching Efficacy by Groups

Total Years of Experience	Years in Current School District	Years with Instructional Coach	*N*	*M*	*SD*
Experience <8	District <5	Coach <6	26	13.7	2.4
		Coach 7+	3	15.7	0.6
		Total	29	13.9	2.4
	District 6+	Coach <6	2	13.5	3.5
		Coach 7+	5	13.0	2.7
		Total	7	13.1	2.6
	Total	Coach <6	28	13.7	2.4
		Coach 7+	8	14.0	2.5
		Total	36	13.8	2.4
Experience 9+	District <5	Coach <6	4	14.8	1.5
		Coach 7+	3	15.3	1.2
		Total	7	15.0	1.3
	District 6+	Coach <6	7	14.1	1.7
		Coach 7+	19	15.2	1.4
		Total	26	14.9	1.5
	Total	Coach <6	11	14.4	1.6
		Coach 7+	22	15.2	1.4
		Total	33	14.9	1.5
Total	District <5	Coach <6	30	13.9	2.3
		Coach 7+	6	15.5	0.8
		Total	36	14.1	2.2
	District 6+	Coach <6	9	14.0	1.9
		Coach 7+	24	14.7	1.9
		Total	33	14.5	1.9
	Total	Coach <6	39	13.9	2.2
		Coach 7+	30	14.9	1.8
		Total	69	14.3	2.1

Levene's Test for Homogeneity of Variances was conducted to test whether the variance in scores is the same for each of the groups. In this case, the homogeneity of variance assumption was violated as the p-value was less than .05 ($p = .004$). More robust tests for variance were conducted to determine if the analysis should continue. The results from the Brown-Forsythe and Welsh test indicate significance ($p = .02$); therefore, equality does not exist between the groups and the homogeneity of variance assumption for the ANOVA is indeed invalid and findings would be unreliable.

Research Question 3

Standard multiple regression was used to assess the predictability of perceived servant leadership behaviors of instructional coaches on teachers' feelings of school connectedness and teaching efficacy. Preliminary analyses were conducted to ensure assumptions were not violated. First, multicollinearity was checked using a collinearity diagnostics table. While one dimension was significant at .99, according to Hair et al. (2013) if only one dimension has a value higher than .90, then there is no sign of multicollinearity. Next, the assumption of normality was examined using the Kolmogorov-Smirnov statistic which indicated normal distribution of data. Then, a bivariate scatterplot was generated to identify linearity. Finally, homoscedasticity was checked using Box's test which indicated that the assumption of equal or similar variances in different groups is met. Since no violations were present, the regression analysis was conducted.

The relationships between perceived servant leadership behaviors of instructional coaches, teachers' feelings of school connectedness, and teaching efficacy were investigated using a Pearson correlation coefficient. The results indicated teachers' feelings of school connectedness is moderately positive relationship between teachers' perceived servant leadership behaviors of instructional coaches and teachers' feelings of school connectedness, $r = .34$, $N = 69$, $p < .001$.

There was a small correlation, $r = .23$, $N = 69$, $p < .001$, between teachers' perceived servant leadership behaviors of instructional coaches and teaching efficacy. Further inspection of the multiple regression analysis offered more robust results.

Overall, the multiple regression model accounts for 21% of the variance in the scores in the perceptions of servant leadership of instructional coaches, $F(2, 66) = 4.42$, $p < .001$. A closer examination of the correlation coefficients (see Table 18) indicated that teaching efficacy is not significant and was detrimental to the model. However, how well teachers feel connected at school accounted for 27% of the variance in the model of how teachers perceive their instructional coach. In essence, teachers' school connectedness is a greater predictor of how teachers perceive the servant leadership behaviors of instructional coaches.

Table 18

Multiple Regression Summary of Predictors for Perceptions of Servant Leadership

	B	SE B	Standardized Coefficients	t	sig	CI Lower	CI Upper	Partial Correlations
Model	94.03	21.57		4.36		50.97	137.08	
Teaching Efficacy	.45	1.84	.04	.24	.81	-3.23	4.13	.03
School Connectedness	3.06	1.37	.32	2.24	.03	.33	5.80	.27

*$p < .001$

Summary

This chapter provided statistical evidence pertaining to the study's participants, reliability of instruments, both descriptive and inferential statistical analyses, and the findings for each research question. Research question one and two used a three-way, between groups ANOVA to explore significant mean differences between the dependent variables of servant leadership, school connectedness, and teacher efficacy by years with an instructional coach, years in the current

school district, and total years in education. Research question three used multiple regression to determine if teachers' school connectedness and teaching efficacy are predictors of perceived servant leadership behaviors of instructional coaches. Findings were discussed.

CHAPTER V. DISCUSSION

Introduction

Instructional coaching is a way to provide professional development and interventions for classroom teachers to increase their expertise, instructional quality, and content knowledge. Understanding how teachers perceive the behaviors of instructional coaches is paramount to successful coaching, teacher growth, and student success. This study aimed to provide quantitative data to determine if instructional coaches are perceived to be implementing servant leadership behaviors and if those behaviors impact teacher well-being. This chapter provides a discussion of the findings, including a summary of the findings reported in Chapter Four, the study's impact on the field of education, and recommendations for future research.

Summary of Findings

The quantitative data extracted from this study provides valuable information to current and future instructional coaches and school administrators concerning perceived leadership behaviors of instructional coaches and teacher well-being. Previous research indicates that when relationships between teachers and instructional coaches are meaningful and trusting, which are characteristics of servant leadership, teachers find the impacts of coaching to be positive (Kirkpatrick et al., 2020). Therefore, this investigation was grounded in the conceptual framework of servant leadership. Servant leadership is the desire to serve others instead of wanting power, influence, fame, or wealth (Greenleaf, 1970).

Other factors were considered when determining the study's research questions, including the number of years the participant has worked in the field of education, the number of years the participant has taught at the current school district, and the number of years the participant has worked with an instructional coach.

Years in education and years with an instructional coach were divided into approximately two equal groups, creating low and high groups. Group A, or the group with the lowest number of years in education, included less than eight years of experience. Group B, the group with the most years, included more than nine years of experience. Similarly, the groups created for years in the current school district and years working with an instructional coach began at six years or less, and the high group included seven or more years of working with an instructional coach. Then, it was determined if significant differences existed by examining the means between years in education, years at the current school district, and years with an instructional coach.

The study sought to deepen the knowledge of perceived servant leadership practices of instructional coaches, teachers' feelings of school connectedness, and teaching efficacy. The average scores from the instruments were analyzed to determine if differences existed in teachers' perceptions of servant leadership behaviors of instructional coaches exist by total years of experience, years of experience in the current school district, and years of experience with an instructional coach. The data indicated teachers with more than ten years of experience had much lower perceptions of their instructional coach's servant leadership behaviors. While the study cannot explain this outcome, a rationale may be that teachers with the most experience feel they do not need guidance from an instructional coach, which negatively affects their perceptions of their coach's behavior. Another interpretation may be that teachers who have increased job fatigue and burnout.

The test indicated further examination needed to be taken between the groups' total years of experience and years working in the current school district. Data indicated teachers with fewer years of experience, specifically less than six years of experience working with an instructional coach, had much higher perceptions of the servant leadership behaviors of their instructional

coaches. This may have been caused by newer teachers being more receptive and appreciative of the support and professional development that instructional coaches offer. Research indicates that it is important to provide new teachers with support and mentoring during this critical period in their careers (Doran, 2020).

Next, the mean scores of teachers' feelings of school connectedness were explored. While teachers' reported positive feelings of school connectedness, the findings from this study indicated that time, measured as years of experience in education, years at current school district, and years with an instructional coach, was not an important factor that differentiated such feelings. There are other potential factors within the school can increase teachers' feelings of school connectedness such as principal leadership, relationships with peers, and the school culture.

The last component of the research study examined if teachers' school connectedness or teaching efficacy were predictive variables in determining the perceptions teachers have of their instructional coaches' servant leadership behaviors. The study suggests that when teachers have a strong feeling of school connectedness, they are more likely to find their instructional coach as a servant leader. This is an important finding as school connectedness and servant leadership have similar, but not identical characteristics. School connectedness includes feelings that you belong, being able to be yourself, feelings that others care about you, and believing that you are treated with respect. Similarly, servant leadership behaviors include putting followers first, helping followers grow and succeed, emotional healing, empowering, and creating value for the community. Creating a school culture that brings both teachers and leaders together to positively influence one another can be challenging, but it is necessary.

One of the most important goals of instructional coaching is to increase teaching efficacy. This study found that teaching efficacy actually hindered the regression model, meaning the

variable actually decreased the scores of teacher perceptions of servant leadership behaviors of instructional coaches. Further investigations are needed to determine the cause of this findings, however one possibility is instructional coaches are focusing solely on building friendly relationships with teachers and not identifying or addressing classroom or instructional needs. Again, this result prompts the need for additional and necessary exploration.

Impact on the Profession

The results of this study have positive implications in the field of education, specifically for instructional coaches and school district leaders. Today's schools are dynamic and have unique strengths and needs. The findings from this study provide strong evidence for continued research and implementation of servant leadership behaviors when working with teachers.

Servant Leadership

This study contributed to the current literature on perceived servant leadership behaviors in education. Many leadership theories and approaches visible in today's schools may be causing much of the teachers' growing dissatisfaction; however, servant leadership may be the solution as it reverses authoritative and transactional leadership with a partnership approach (Crippen, 2006; Sendjaya & Sarros, 2002). Van Dierendonck (2011) claims when employee dissatisfaction increases, the need for people-centered leadership, such as servant leadership, increases. Servant leaders have a natural longing to ensure that the needs of others are met (Crippen, 2006; Greenleaf, 1977), foster shared decision making, and give followers a voice (Branch et al., 2013). Instructional coaching offers such a relationship. This study supports this claim as data indicated that teachers with positive feelings of school connectedness also had positive perceptions of their instructional coaches' servant leadership behaviors.

This study provided valuable information to future and current instructional coaches, as well as district leaders, as they move forward with the implementation or continued integration of instructional coaching. While the instructional coaches in the study were unaware that their leadership behaviors were related to servant leadership, many of the behaviors were perceived by teachers. Due to the alignment of the goals of instructional coaching and servant leadership, direct training may increase the behaviors; therefore, increasing the perceptions teachers have about their instructional coaches' behavior.

The study provided eye-opening results that supporting research that claims teachers often find that the professional development offered to them could be more useful (Darling-Hammond & Richardson, 2009). The findings from this study add generalizable implications to how teachers with varying lengths of experience working in education view their instructional coaches' servant leadership behaviors. Instructional coaches can use this data to determine individualized approaches to who and how they provide support to teachers. As stated, teachers had positive beliefs about their feelings of school connectedness and teaching efficacy; however, when perceived servant leadership practices of their instructional coaches were also included, their feelings of teaching efficacy decreased. This indicated a misalignment in the purpose of instructional coaching, which is to offer an additional and essential piece to professional development that encourages significant change in teaching practices (Knight, 2009), and what was actually occurring.

Teacher Well-being

Addressing teacher well-being is crucial to maintaining highly qualified and effective teachers. A positive working environment can be related to the success of instructional coaching. This study found that teachers' perceptions of servant leadership behaviors of instructional coaches

tend to increase teacher self-reported school connectedness. In support of this finding, Smith (2020) claims school climate influences the psychological well-being of all stakeholders and plays a significant role in the achievement and success of students. Coaches should demonstrate appreciation for teachers, cultivate trusting relationships, and build effective connections (Campone, 2015; Walkowiak, 2016).

School Connectedness. The examination of teachers' feelings of school connectedness is an important aspect of teacher subjective well-being. While instructional coaches certainly are not the only means to help teachers to build the feeling of connectedness, they may play such a role due to the nature of the relationship. Also important to consider is the amount of time a teacher and coach may spend together and the type of teacher the coach is prioritizing with their time. For example, coaches may spend more time building relationships with teachers new to the role, or new to the district/campus, in an attempt to increase their feelings of school connectedness. In the beginning of a coaching relationship, developing a trusting and collaborative relationship is highly important (Knight, 2018), but it must progress to focus on increasing teacher efficacy and student achievement.

Teaching Efficacy. Surprisingly, the data from this study indicated a decrease in teaching efficacy scores when higher scores perceived servant leadership behaviors of instructional coaches were present. This is certainly noteworthy as a significant role of instructional coaching is to increase efficacy, improve the teaching behaviors, and bring about favorable outcomes (Renshaw et al., 2015; Tschannen-Moran & Hoy, 2001). As previously mentioned, it is important to consider the amount of time the instructional coach spends coaching teachers versus building relationships with the teachers. This study did not investigate specific actions that occur between coach and teacher, or the specific amount of time shared together. These two factors have the

potential to determine if this is a determining of teaching efficacy. For example, Shidler (2009) found that the less time a coach spent with the teacher, the lower their teaching efficacy and student achievement. Future investigations are needed to delve into this construct further.

Unique Contributions

Examining the outcomes from this study provides school leaders with a unique perspective of the leadership practices of instructional coaches. Instructional coaching has been shown to increase student achievement (Tschannen-Moran & Barr, 2004) and is a crucial part of today's educational institutions. Shaw and Newton (2011) claim that servant leadership is an effective approach to enhance teacher job satisfaction and is an appropriate approach for school principals. Which leads to the question if this finding applies to other leadership roles in education.

While leadership studies in educational settings are prevalent, the exploration of servant leadership is minimal. Eva et al. (2018) conducted a literature review on servant leadership and noted that out of 203 articles, only ten were set in the field of education. It was also noted that successful businesses, such as Starbucks, Southwest Airlines, and Zappos.com, have been promoting research into servant leadership as they have experienced positive outcomes from implementing servant leadership behaviors (Eva et al., 2019). Since the primary function of education is to develop people, servant leadership should be supported in educational institutions (Taylor et al., 2007).

Van Direndonck (2011) maintains that servant leadership is an effective approach that motivates followers to work collaboratively and go beyond the call of duty which increases organizational effectiveness. Research indicates that 21st century organizations need servant leadership to effectively promote change (Keith, 2008). The findings from this study support this notion, especially when exploring how years in education, years at a school district, and years

working alongside an instructional coach impact teachers' perceptions of the servant leadership behaviors of instructional coaches, teachers' feelings of school connectedness, and teaching efficacy.

It is important to gather, analyze, and interpret data at the organizational level to determine the impact of instructional coaching is having on teachers' subjective well-being. Instructional coaches have a specialized place in education and can use their presence for many positive outcomes such as increasing teachers' feelings of school connectedness and teaching efficacy, which in turn, can positively impact student achievement. The findings from this study provided leaders in education with quantitative data indicating a need to incorporate or increase the knowledge of servant leadership behaviors within instructional coaches. It is crucial that instructional coaches take note of the teachers' prior experiences they work alongside. It is equally important to not only build relationships that increase teachers' feelings of school connectedness, but use those relationship skills to increase teaching efficacy as well.

Strengths and Limitations

The study displayed several strengths in terms of the research design and statistical analysis. The first strength is the study's survey design. The instruments used Likert-scaled items to successfully measure servant leadership, school connectedness, and teaching efficacy. The survey design also minimized the required time necessary for participation in the study. This is important to note since no reward or recognition was provided to participants. Another strength is the use of a web-based platform for data collection that was accessible on most cellphones, tablets, and computers. Using a web-based platform to distribute the survey provided the opportunity for quick distribution, minimal contact with participants increasing confidentiality. The instruments selected for the study were validated by the original creators, then reestablished reliability for this

study using CFA and reliably tests. Overall, the survey design created an efficient, effective, and convenient method of data collection for the participants and researcher.

Several limitations were presented in the study. Creswell and Guetterman (2019) define limitations as imperfections and/or problems that occur in a research study. It is important to recognize limitations such as population and sample size, measuring errors, and various issues with data collection and analysis, when interpreting results and designing related studies. First, the study used a small sample size ($N = 72$). The limited number of participants created difficulties when examining independent variables using inferential statistics. This was due to the uneven distribution among the groups. A larger sample size may provide a more even distribution and would also increase the generalizability of the study's findings. Addressing the discussed limitations in future studies will increase the validity of the findings. Another limitation in the study is the measurement of perceptions. While important, this is not a measurement of the actual behaviors of individuals.

Future Research

This study sought to add to the existing body of knowledge about the role of instructional coaching, specifically in servant leadership behaviors. The study also investigated if a relationship exists between the servant leadership behaviors of instructional coaches and teachers' subject well-being as measured by school connectedness and teaching efficacy. There are many variables and attributes that affect coaching experiences; however, servant leadership is a foundational approach that instructional coaches should explore. The findings from this study, along with the discussion of the study's limitations, benefit future researchers. Presented next are three suggestions for future research.

One future study could expand the quantitative study to multiple raters. This approach may include the teachers' perceptions of their instructional coaches' servant leadership behaviors, the perceptions that principals and other administrators have about their instructional coaches, and the self-perceptions of servant leadership behaviors from the instructional coaches. Comparing and contrasting survey results from the various raters would add to the existing literature on the leadership practices of instructional coaches and teacher well-being. This approach would provide beneficial information to the field to determine if the perceived behaviors are similar or different through various lenses.

Another modification to the existing quantitative study would be to use an experimental research design. Future researchers could examine the perceptions of servant leadership and teacher well-being before and after the implementation of servant leadership behaviors. This would require providing coaches with additional training, knowledge, and skills practice in servant leadership. A study such as this expands on previous findings that claim servant leadership behaviors increase team effectiveness (Irving & Longbotham, 2007), increase thriving at work (Walumbwa et al., 2018), and increase a leaders desire to promote others (Ebener & O'Connell, 2010).

Finally, a future study may utilize a qualitative, phenomenology research tradition in order to obtain information about lived experiences between teachers and instructional coaches. One-on-one, semi-structured interviews could be conducted using a series of open-ended questions that are designed to elicit views and perceptions from the participants (Creswell, 2014) could be developed in light of the findings from this study. For example, the interview responses may ask for participants to describe ways in which they feel connected at school. Another question may ask how they increase their teaching efficacy or if they feel that the servant leadership behaviors of

their instructional coach play a role in their teaching efficacy. This research methodology would provide additional information about perceived servant leadership behaviors of instructional coaches, teaching efficacy, and feelings of school connectedness.

Conclusion

This study aimed to examine the perceived leadership practices of instructional coaches and teacher well-being in terms of teachers' feelings of school connectedness and teaching efficacy. Research questions were developed and analyzed to determine if time created significant differences in the teachers' perceptions of servant leadership behaviors of instructional coaches or their subjective well-being. Another goal of the study aimed to examine if teachers' feelings of school connectedness and teaching efficacy are predictors of teachers' perceptions of the servant leadership behaviors of instructional coaches.

Quantitative findings supported that time is a factor when exploring teachers' perceptions of servant leadership. Teachers with fewer years of experience tended to have positive views of their instructional coach's servant leadership behaviors. Additionally, teachers with many years of experience in education tended to have negative levels of perceptions of their instructional coach's servant leadership behaviors. The results from this study indicated there were no significant relationships in the length of teachers' experiences and teachers' feelings of school connectedness and teaching efficacy. Lastly, the study found that as teachers' feelings of school connectedness increases, so do their perceptions of instructional coaches as servant leaders.

The results from the study is beneficial to educational stakeholders as they determine how to effectively utilize the role of instructional coaches. Coaches have a unique role in the field of education, and with continued development in servant leadership behaviors, they can positively impact teachers and ultimately students.

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BOWLING GREEN STATE UNIVERSITY

Office of Research Compliance

Institutional Review Board

DATE:	February 20, 2023
TO:	Katie Perkins, M.Ed.
FROM:	Bowling Green State University Institutional Review Board
PROJECT TITLE:	[1980264-2] Prioritizing Others: An Exploration of Servant Leadership Behaviors of Instructional Coaches and Teacher Well-being
SUBMISSION TYPE:	Revision
ACTION:	DETERMINATION OF EXEMPT STATUS
DECISION DATE:	February 17, 2023
REVIEW CATEGORY:	Exemption category #2

Thank you for your submission of Revision materials for this project. The Bowling Green State University Institutional Review Board has determined this project is exempt from IRB review according to federal regulations AND that the proposed research has met the principles outlined in the Belmont Report. You may now begin the research activities.

As an Exempt review, changes may be made to the study without IRB approval. However, amendments or modifications to Exempt studies that *substantively changes or alters* the criteria used to make the initial Exempt determination must be submitted to the IRB for approval.

We will retain a copy of this correspondence within our records.

If you have any questions, please contact the Institutional Review Board at 419-372-7716 or irb@bgsu.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Bowling Green State University Institutional Review Board's records.

APPENDIX B. CONSENT LETTER

Katie L. Perkins
*** Education Building
Bowling Green State University
Bowling Green, OH 43403
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****@bgsu.edu

BGSU College of Education and Human Development
BOWLING GREEN STATE UNIVERSITY

Title
Prioritizing Others: An Exploration of Servant Leadership Behaviors of Instructional Coaches and Teacher Well-being

My name is Katie Perkins, and I am a doctoral candidate at Bowling Green State University in the Leadership Studies program. With the guidance of Dr. Julie Matuga, I am conducting a research study to explore the leadership practices of instructional coaches and how they are perceived by the teachers. You are being asked to participate in this study because **** has implemented the role of instructional coaching for several years. This position is not commonplace in my current area, but with continued research, perhaps one day it will be. While there is no direct benefit to you to participate in the study, your perceptions are valuable in expanding knowledge in the field of education.

I am asking for your participation in a quantitative research study using the Servant Leadership Questionnaire (SLQ) and the Teacher Subjective Well-being Questionnaire (TSWQ). The surveys along with a demographic questionnaire will be completed online using the software Qualtrics and may take approximately 3-5 minutes to complete. The survey is supported on devices such as personal computers, cell phones, and tablets.

By participating in this study, you are agreeing to provide the most honest answers you can. Any response you provide will be kept confidential. Participation in the study is voluntary, and participants are free to withdraw at any time. Also, deciding to participate or not will not impact any relationship you may have with BGSU or *****. Dr. Matuga and I will have sole access to the collected data on our password-protected computers. The data and analysis will be stored for three years after the study is concluded. Please note, some employers may use tracking software so you may choose to complete the survey on a personal computer. Please do not leave the survey open if using a public computer or a computer that others may have access to. Also, it is suggested that you clear your browser cache and page history after completing the survey.

If you have any questions or concerns, you may contact myself at ****@bgsu.edu or ***-***-****, or Dr. Julie Matuga at ****@bgsu.edu or ***-***-****. You may also contact the Chair of the Bowling Green State University Institutional Review Board, at irb@bgsu.edu or 419-372-7716, if you have any questions about your rights as a participant in this research. Thank you for your valuable time in completing the survey.

Sincerely,

Katie L. Perkins

APPENDIX C: SURVEY INSTRUMENT

Part 1: Demographic Questionnaire

Question	Response Options
1. Are you currently a classroom teacher?	Yes No
2. Do you currently work with an instructional coach?	Yes No
3. What is your gender?	Female Male Nonbinary/ Third gender Prefer not to disclose
4. What is your current age?	18-24 years old 25-34 years old 35-44 years old 45-54 years old 55-64 years old 65+ years old Prefer not to disclose
5. Please specify your ethnicity.	American Indian or Alaska Native Asian Biracial/multiracial Black Hispanic/Latino Native Hawaiian or Pacific Islander White Other Prefer not to disclose
6. What is the highest degree or level of education you have completed?	Bachelor's degree Master's degree Doctorate
7. Did you earn your teaching credentials through an alternative certification program?	No Yes I do not have a teaching license
8. Which grade level(s) do you work most closely with?	Primary (PK-2) Intermediate (3-5) Middle (6-8) High (9-12) Other

9. Which content area aligns with your teaching assignment?	Bilingual/English as a Second Language Career and Technical Education Fine Arts Foreign Language Language Arts Mathematics Physical Education Science Self-contained Social Studies Special Education Other
10. How many years have you worked in education?	_____
11. How many years have you worked in your current school district?	_____
12. How many years have you worked with an instructional coach?	_____

Part 2: Servant Leadership Questionnaire

Below are some questions about your lived experiences with leaders.

- Read each statement and choose <u>one</u> response that indicates the extent to which you agree or disagree about your **instructional coach.**

	Strongly Disagree	Disagree	Disagree Some-what	Undecided	Agree Some-what	Agree	Strongly Agree
13. Others would seek help from them if they had a personal problem.	1	2	3	4	5	6	7
14. They emphasize the importance of giving back to the community.	1	2	3	4	5	6	7
15. They can tell if something work-related is going wrong.	1	2	3	4	5	6	7
16. They give others the responsibility to make important decisions about their own jobs.	1	2	3	4	5	6	7
17. They make others' career development a priority.	1	2	3	4	5	6	7
18. They care more about others' success than his/her own.	1	2	3	4	5	6	7
19. They hold high ethical standards.	1	2	3	4	5	6	7
20. They care about others' personal well-being.	1	2	3	4	5	6	7
21. They are always interested in helping people in the community.	1	2	3	4	5	6	7
22. They are able to think through complex problems.	1	2	3	4	5	6	7

23. They encourage others to handle important work decisions on their own.	1	2	3	4	5	6	7
24. They are interested in making sure others reach their career goals.	1	2	3	4	5	6	7
25. They put others' best interests above his/her own.	1	2	3	4	5	6	7
26. They are always honest.	1	2	3	4	5	6	7
27. They take time to talk to others on a personal level.	1	2	3	4	5	6	7
28. They are involved in community activities.	1	2	3	4	5	6	7
29. They have a thorough understanding of the organization and its goals.	1	2	3	4	5	6	7
30. They give others the freedom to handle difficult situations in the way they feel is best.	1	2	3	4	5	6	7
31. They provide others with work experiences that enable them to develop new skills.	1	2	3	4	5	6	7
32. They sacrifice his/her own interests to meet others' needs.	1	2	3	4	5	6	7
33. They would not compromise ethical principles in order to meet success.	1	2	3	4	5	6	7
34. They can recognize when others are feeling down without asking them.	1	2	3	4	5	6	7

35. They encourage others to volunteer in the community.	1	2	3	4	5	6	7
36. They can solve work problems with new or creative ideas.	1	2	3	4	5	6	7
37. If others need to make important decisions at work, they do not need to consult him/her.	1	2	3	4	5	6	7
38. They want to know about others' career goals.	1	2	3	4	5	6	7
39. They do what he/she can to make other's jobs easier.	1	2	3	4	5	6	7
40. They value honesty more than profits.	1	2	3	4	5	6	7

Part 3: Teacher Subjective Well-being Questionnaire

Below are some questions about your experiences as a teacher. Read each sentence and choose one response that best describes how you felt in the past month.

	Almost Never	Some-times	Often	Almost Always
41. I feel like I belong at this school.	1	2	3	4
42. I am a successful teacher.	1	2	3	4
43. I can really be myself at this school.	1	2	3	4
44. I am good at helping students learn new things.	1	2	3	4
45. I feel like people at this school care about me.	1	2	3	4
46. I have accomplished a lot as a teacher.	1	2	3	4
47. I am treated with respect at this school.	1	2	3	4
48. I feel like my teaching is effective and helpful.	1	2	3	4