

EFFECTS OF TEACHER'S EMPOWERMENT AND DIRECTOR'S SERVANT LEADERSHIP ON RESPECT FOR RIGHTS AND JOB SATISFACTION

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ABSTRACT

The purpose of this study was to examine the effects of teachers' job satisfaction on the practice of respecting rights and the effects of teachers' empowerment and principal's servant leadership on job satisfaction in order to raise awareness of the importance of practicing respecting rights and to provide basic data for finding ways to prevent various problems and create a human rights-friendly environment by practicing respecting rights.

In order to achieve the purpose of this study, the following research questions were established.

- 1) How does teacher's empowerment affect job satisfaction?
- 2) How does the director's servant leadership affect job satisfaction?
- 3) How does job satisfaction of teachers affect respect for rights?
- 4) Empowerment of teachers is based on respect for rights through job satisfaction. How does it affect?
- 5) How does the director's servant leadership affect respect for rights through job satisfaction?

The subjects of this study were 412 teachers working in public, corporate, private, home, and workplace in Incheon Metropolitan City. Questionnaires collected in this study were analyzed using SPSS Ver 20.0 and AMOS 20.0, and exploratory factor analysis (EFA) was conducted to verify the validity of the scale.

I. Introduction

1. Necessity and Purpose of Research

Recently, in Korea, the form of family has changed rapidly due to changes in social environment and industrial environment. As a result, the function of the family is weakened and the phenomenon of family disintegration is increasing. In particular, as women's social advancement increases and the industrial population increases, the structure and function of the family is also changing.

Education is being emphasized, and interest in high-quality education, in which rights are respected to help safety and development and to grow healthy and happy, is bound to increase. The common opinion of education experts is that the quality of education can not surpass the quality of teachers, which means that teachers play a central role in helping them grow up

safely and healthily by helping their emotional and psychological development as well as their physical development.

II. Theoretical background

1. Teacher's Empowerment

1) Teacher's Empowerment Concept

The concept of empowerment first began to be discussed in politics, sociology, and business administration. However, since the early 1990s, as the school organization has been required to strengthen its competitiveness, there has been a trend to newly explain and analyze the leadership of the leader and the role and behavior characteristics of the teachers who recognized it (Lee, Cheol Soo, 2007).

Empowerment is a major variable for enhancing teacher efficacy and realizing quality education, and empowerment is emerging as a new perspective to analyze and explain teacher behavior.

Conger and Kanungo (1988) defined empowerment as the process of empowering the organization to create a bright and energetic atmosphere, or the distribution of certain authority within the organization or the distribution of legal power to the organization members I saw it as a process. And it is a process of giving self-efficacy, a belief or judgment that members can do something.

2. The Director's Servant Leadership

1) Director's concept of servant leadership

Leadership is variously defined according to the researcher's point of view. Terry (1960) defines ?? activities that influence people to be willing to achieve group goals, ?? Robbins (1984) defines ?? ability to influence groups to achieve goals, and ?? Trecker (1977) defines ?? ability to influence people to work cooperatively in achieving common goals.

In order to clearly understand the concept of leadership, which is defined by various concepts, the concept of headship is compared with leadership. Both leadership and leadership are the same in that they have influence based on authority, but there is a difference in where the authority comes from. In other words, leadership is based on the authority of a certain person regardless of position, whereas the headship is based on the authority of the official position of exaggeration and director (Choi Jang Ho · Jeong Se Wook, 1986). Therefore, leadership has psychological empathy between the leader and the follower, and there is reciprocity and autonomy. Headship has no psychological empathy and is based on one-sidedness and coercion.

Transactional leadership, transformational leadership, and servant leadership are the leadership theories that are frequently mentioned in relation to institutional leadership.

Transactional leadership is a type of leadership that focuses on individual selfish and personal interests and raises the level of motivation of members by exchanging valuable things such as compensation or status. Transactional leadership is a prevention-oriented leadership that emphasizes the behavior of leaders such as assignment of tasks, evaluation of results, and control (Lim Jung-jae, 2001).

3. Teacher's job satisfaction

1) Teacher's Job Satisfaction

The concept of job satisfaction is defined variously by scholars as follows.

Hoppock (1935) defined the degree of psychological or physiological satisfaction that an individual feels about environmental factors, and defined job satisfaction as a combination of psychological, physiological, and environmental situations in which members of an organization feel genuine satisfaction from their jobs.

Price (1972) defined it as the orientation of positive emotions that members of the social system feel and have about the social system as participants in the organization.

Locke (1976) defines job satisfaction as an emotional state that evaluates an individual's job or job experience pleasantly and positively, and defines job satisfaction as a pleasant emotional state that is obtained by acquiring his or her job value through evaluation of his or her job.

Betty (1977) said that it is a pleasant emotional state that members of an organization have to achieve and promote job value.

Herzberg (1996) categorized it into two dimensions: job satisfaction and job dissatisfaction. Environmental factors (human relations, pay, working conditions, etc.) were called hygiene factors, and job dissatisfaction was caused by these hygiene factors. In addition, job satisfaction factors (achievement, recognition, job itself, responsibility, growth development, self-realization, etc.) were called motivation factors.

III. Research design

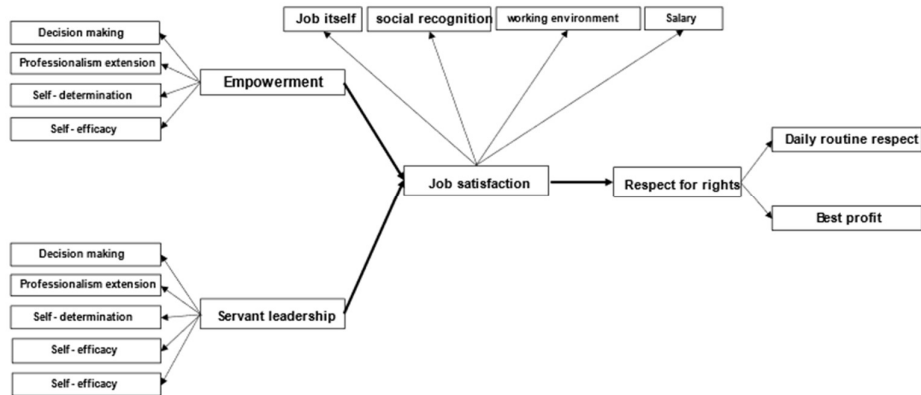
The purpose of this study is to identify the effects of empowerment of teachers, which is an independent variable, and servant leadership awareness of directors on respect for rights, which is a dependent variable, to present a research model to verify the mediating effects of teacher job satisfaction in the process of independent variables affecting dependent variables, and to explain research methods such as sampling and data processing of research subjects.

Research model and hypothesis

In order to achieve the purpose of this study, based on the results of analyzing and synthesizing the previous studies, the empowerment of the teacher and the servant leadership of the director as independent variables, respect for rights as dependent variables, and the job satisfaction of the teacher as a parameter were set. The latent variables, measurement variables, and measurement variables used in this study are shown in Table III-1.

As shown in Table III-1, the latent variables set in this study are teacher empowerment, servant leadership, job satisfaction, and respect for rights.

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[Figure III-1] Structural Influence Relationship Analysis Model of the Study

Looking at the relationship between latent variables in Figure III-1, it was assumed that teacher's empowerment and director's servant leadership would affect job satisfaction, and job satisfaction would affect respect for rights.

The research hypotheses based on the research model of [Figure III-1] are as follows.

- Hypothesis 1. Teacher empowerment has a positive effect on job satisfaction.
- Hypothesis 2. The director's servant leadership will have a positive effect on job satisfaction.
- Hypothesis 3. Job satisfaction will have a positive effect on respect for rights.
- Hypothesis 4. Empowerment of teachers will have a positive effect on respect for rights through job satisfaction.
- Hypothesis 5. The director's servant leadership will have a positive effect on respect for rights through job satisfaction.

2. Study subject

The subjects of this study were 500 teachers working in public, corporate, private, home, and workplace in Incheon Metropolitan City.

For the survey period, a preliminary survey was conducted from April to May 2022 to examine the applicability of the questionnaire, and the main survey was conducted from June to December.

For the distribution and collection of questionnaires, questionnaires were distributed to teachers who participated in teacher education and postal survey, and the collection was carried out by mail or direct collection.

The subjects were asked to understand the contents of the questionnaire and the purpose of the study in advance, and a questionnaire survey was conducted through a self-administered method. A total of 412 questionnaires were analyzed after excluding 68 questionnaires with poor responses.

Therefore, 412 questionnaires were used as research data, and the subjects of this study were 412 people.

1) Reliability and validity analysis of variables

1) Reliability analysis of variables

Reliability analysis assumes that when the same concept is measured by an independent measurement method, the results should be similar. Reliability refers to the accuracy or precision of a measurement tool and has the same meaning as dependability, stability, consistency, predictability, and accuracy. In general, the Cronbach ?? coefficient is more than 0.6 in the case of exploratory research, and the reliability is valid, and the whole items can be analyzed as a single scale.

In this study, Cronbach ?? was used to verify reliability, and the results of reliability analysis of research variables are shown in Table III-6. As a result of Cronbach ?? ranged from 0.792 to 0.962, the questionnaire items used in this study are generally considered to be highly reliable.

<Table III-6> Verification of the reliability of variables

Variable		Before Analysis		After Analysis	
		Item	Cronbach'α	Item	Cronbach'α
empowerment	decision making	5	.845	5	.845
	professionalism extension	3	.848	3	.848
	self-determination	6	.872	6	.872
	self-efficacy	4	.837	4	.837
servant leadership	altruistic calling	4	.916	4	.916
	emotional healing	4	.962	4	.962
	wisdom	4	.932	4	.932
	persuasion	4	.923	4	.923
	steward	4	.886	4	.886
job satisfaction	job itself	7	.778	6	.845
	social recognition	3	.864	3	.864
	working environment	6	.792	6	.792
	salary	4	.894	4	.894
respect for rights	daily routine respect	19	.921	18	.926
	best profit	21	.819	13	.834

(2) Validity of variables (exploratory factor) analysis

In this study, exploratory factor analysis was conducted to verify whether each variable is appropriate for the factor.

The most common methods used to extract factors are principal component analysis (PCA) and common factor analysis (CFA). PCA is used to obtain the minimum number of factors needed to make predictions or explain the maximum ratio of variance in the original variable group, and CFA is used to extract potential factors only from the variance shared by the variables, that is, common variance. There is a lot of controversy about which factor model is suitable, but according to empirical research, PCA and CFA show similar results in many cases, so this study extracted factors by PCA. In factor extraction, only factors with an eigenvalue of 1 or more were extracted, and the general criterion for how large the factor loading should be is usually 0.3 or more, but the conservative criterion is 0.4 or more. In the case of 0.5 or more, it is considered to have a very high significance. The significance of the load value varies depending on the number of samples, the number of variables and the number of factors. In other words, as a correlation coefficient between variables and factors, the square of factor loading represents the ratio of variance that the variable is explained by the factor. It is desirable to perform orthogonal rotation when the correlation between each factor extracted during factor rotation is 0, and to perform oblique rotation when the correlation between factors is not 0, but to clarify the factors, orthogonal rotation by PCA was used. Therefore, in this study, although there is a correlation between each factor, the purpose of this study is to clearly interpret the factors, so we used varimax, an orthogonal rotation method. In addition, KMO measurement and Barlett's sphericity test were conducted to verify whether the measurement tool was a joint data.

1 Empowerment

In this study, as a result of factor analysis of all 18 questions about teachers' empowerment awareness, four factors with an eigenvalue of 1 or more were extracted.

As a result of factor analysis, the factor loading value was more than .5, and all the empowerment measurement tools were found to be valid.

The results of exploratory factor analysis are shown in Table III-7.

<Table III-7> Empowerment Exploratory Factor Analysis

Item	Factor			
	1	2	3	4
Empowerment1	.148	.754	.192	.136
Empowerment2	.116	.834	.090	.112
Empowerment3	.199	.767	.329	.086
Empowerment4	-.027	.496	.297	.324
Empowerment5	.098	.688	.377	.173
Empowerment6	.215	.229	.063	.843
Empowerment7	.121	.207	.140	.848
Empowerment8	.187	.076	.103	.780
Empowerment9	.580	.043	.123	.275

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Empowerment10	.759	.130	.042	.105
Empowerment11	.843	.167	.103	.062
Empowerment12	.867	.086	.080	.105
Empowerment13	.784	-.007	.137	.028
Empowerment14	.691	.205	.283	.186
Empowerment15	.128	.267	.766	.073
Empowerment16	.170	.236	.835	.012
Empowerment17	.220	.265	.787	.118
Empowerment18	.095	.143	.669	.164
eigen value	3.751	2.987	2.902	2.394
explanatory dispersion	20.839	16.595	16.123	13.298
cumulative dispersion	20.839	37.434	53.557	66.855

As a result of factor analysis of the data collected to measure teachers' empowerment, the total variance explained was shown as <Table III-7>, and the KMO measure and Bartlett's sphericity test results based on valid variables were shown as <Table III-8>.

<Table III-8> KMO Measurement of Empowerment Measurement Variables and Bartlett's Spherical Test Results

Item		Value
KMO(Kaiser Meyer Olkin) measure		.882
Bartlett's sphericity verification	approximate chi-squared	3857.457
	degree of freedom	153
	significance level	.000

As shown in Table III-8, the KMO measurement of the teacher's empowerment measurement variables and Bartlett's sphericity test result showed that the KMO value was quite high at .882, and Bartlett's sphericity test value was 3857.457 and significance level .000, proving the suitability of the factor analysis.

2. servant leaderships

In this study, as a result of factor analysis of all 20 questions about the teacher's perception of servant leadership, five factors with an eigenvalue of 1 or more were extracted. As a result of factor analysis, the factor loading value was more than .5, and all of the servant leadership measurement tools were found to be valid.

The results of exploratory factor analysis are shown in Table III-9.

<Table III-9> Servant Leadership Exploratory Factor Analysis

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Item	Factor				
	1	2	3	4	5
Servant Leadership 1	.173	.731	.364	.116	.127
Servant Leadership 2	.153	.846	.201	.184	.114
Servant Leadership 3	.192	.812	.298	.204	.153
Servant Leadership 4	.149	.785	.301	.223	.144
Servant Leadership 5	.225	.420	.751	.230	.153
Servant Leadership 6	.232	.375	.777	.271	.147
Servant Leadership 7	.192	.385	.769	.299	.185
Servant Leadership 8	.233	.356	.781	.290	.222
Servant Leadership 9	.880	.125	.161	.118	.083
Servant Leadership 10	.870	.148	.137	.261	.173
Servant Leadership 11	.826	.206	.179	.254	.175
Servant Leadership 12	.723	.188	.227	.364	.213
Servant Leadership 13	.502	.232	.186	.619	.185
Servant Leadership 14	.326	.152	.318	.768	.165
Servant Leadership 15	.327	.227	.306	.767	.171
Servant Leadership 16	.289	.374	.288	.671	.129
Servant Leadership 17	.147	.070	.168	.050	.886
Servant Leadership 18	.137	.086	.081	.024	.920

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Servant Leadership 19	.190	.210	.127	.397	.725
Servant Leadership 20	.148	.315	.215	.430	.606
eigen value	3.694	3.657	3.260	3.075	2.948
explanatory dispersion	18.469	18.284	16.299	15.375	14.738
cumulative dispersion	18.469	36,753	53.052	68.427	83.106

As a result of factor analysis of the data collected for the teacher's servant leadership measurement, the total variance explained was shown as <table III-9>, and the KMO measure and Bartlett's sphericity test results based on valid variables were shown as <table III-10>.

<Table III-10> KMO Measurement of Servant Leadership Measurement Variables and Bartlett's Spherical Test Results

Item		Value
KMO(Kaisert Meyer Olkin)measure		.931
Bartlett's sphericity verification	approximate chi-squared	8373.760
	degree of freedom	190
	significance level	.000

As shown in Table III-10, the KMO measure of the teacher's servant leadership measurement variable and Bartlett's sphericity test result showed that the KMO value was significantly high at .931, and Bartlett's sphericity test value was 8373.760 and significance level .000, proving the suitability of factor analysis.

3. job satisfaction

As a result of factor analysis of all 20 questions about teachers' job satisfaction in this study, four factors with an eigenvalue of 1 or more were extracted.

As a result of factor analysis, the results of exploratory factor analysis excluding question 7, in which the factor loading value is not .5, are shown in Table III-11.

<Table III-11> Exploratory Factor Analysis of Job Satisfaction

Item	Factor			
	1	2	3	4
Job Satisfaction1	.722	.077	.232	.074
Job Satisfaction2	.786	.114	.115	.032
Job Satisfaction3	.614	-.018	.320	.148

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Job Satisfaction4	.759	.053	.077	.090
Job Satisfaction5	.779	-.008	.129	.016
Job Satisfaction6	.677	-.092	.002	.197
Job Satisfaction8	.519	.113	.001	.529
Job Satisfaction9	.318	-.009	-.035	.759
Job Satisfaction10	.030	.154	.179	.765
Job Satisfaction11	.064	.186	.658	.130
Job Satisfaction12	.224	.211	.714	-.064
Job Satisfaction13	.081	-.030	.651	.272
Job Satisfaction14	.100	.303	.573	-.008
Job Satisfaction15	.112	.239	.678	-.035
Job Satisfaction16	.220	.324	.657	-.043
Job Satisfaction17	-.045	.740	.256	.153
Job Satisfaction18	.060	.889	.201	.031
Job Satisfaction19	-.008	.871	.208	.073
Job Satisfaction20	.087	.832	.267	-.002
eigen value	3.638	3.190	3.032	1.634
explanatory dispersion	19.385	16.787	15.956	8.600
cumulative dispersion	19.385	36.787	15.956	60.728

As a result of factor analysis of the data collected to measure teachers' job satisfaction, the total variance explained was shown as shown in Table III-11, and the KMO measure and Bartlett's sphericity test results based on valid variables were shown in Table III-12.

<Table III-12> KMO Measurement of Job Satisfaction Measurement Variables and Bartlett's Spherical Test Result

Item	Value	
KMO(kaiser Meyer Olkin)measure	.867	
Bartlett's sphericity verification	approximate chi-squared	3289.549
	degree of freedom	190
	significance level	.000

As shown in Table III-12, the KMO measurement of the teacher's job satisfaction measurement variable and Bartlett's sphericity test result showed that the KMO value was .867, and Bartlett's sphericity test value was 3289.549, significance level .000, proving the suitability of the factor analysis.

(3) Confirmatory factor analysis of variables

1 Concentration (convergence) validation of the measurement model

In order to understand the convergent validity of the variables selected in this study, the convergent validity analysis was conducted by referring to the following equations. As a result of the convergent validity test, convergent validity can be analyzed using AVE (Average Variance Extracted) and correlation coefficients between concepts. If the square value of the correlation coefficient between the constituent concepts does not exceed the average variance extraction amount (AVE), it has convergent validity. In other words, by comparing the square of the correlation between the average variance extracted amount and the two objects to be evaluated for convergent validity, it can be said that there is convergent validity between the two objects if both average variance extracted amounts are greater than the square of the correlation. The amount of variance extracted means the amount of variance obtained by the construct in relation to the amount of variance due to measurement error. There is no objective criterion to say that Cronbach's ?? confidence coefficient is good to some extent, but in exploratory research, 0.5 to 0.6 or more is sufficient, and for a specific verification score, it should be 0.9 or more. Therefore, it can be said that 0.65 or higher in this study secures reliability. Construct reliability should be 0.7 or higher and variance extracted index should be 0.5 or higher.

IV. Analysis Results

1. Results of the demographic characteristics and basic analysis of the subjects

1) The socio-demographic characteristics of the subjects

The sociodemographic characteristics of the subjects are as shown in Table IV-1.

<Table IV-1> The socio-demographic characteristics of the subjects

Item	Frequency	Percent
Age	20-25	5.8
	26-30	12.6
	31-35	7.8

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	36-40	69	16.7
	41-45	117	28.4
	46-50	84	20.4
	Over 51	34	8.3
	Total	412	100.0
Education	teacher training institute	125	30.3
	College	180	43.7
	University	102	24.8
	Post graduate	5	1.2
	Total	412	100.0
Marriage	single	95	23.1
	married	316	76.7
	No answer	1	.2
	Total	412	100.0
Children	yes	309	75.0
	no	102	24.8
	No answer	1	.2
	Total	412	100.0

As shown in Table IV-1, the general characteristics of the subjects were as follows: 117 (28.4%) were 41-45 years old, 84 (20.4%) were 46-50 years old, and 69 (16.7%) were 36-40 years old. As for the final educational background, 180 students (43.7%) graduated from junior colleges for two or three years, followed by 125 (30.3%) from teacher training institutes and 102 (24.8%) from four-year colleges. In terms of marital status, 316 (76.7%) were married, which was higher than 95 (23.1%) were single, and 309 (75.0%) had children, which was higher than 102 (24.8%) without children.

2. Hypothesis test result

As a result of the goodness-of-fit analysis of the path model, $\chi^2 = 59.173$ ($p=.000$), TLI=.912, CFI=.921, and RMSEA=.053. The goodness-of-fit for the path model is shown in Table IV-42.

Goodness-of-fit of the <Table IV-42> path model

Item	χ^2	df	p	TLI	CFI	RMSEA
Path model	59.173	18	.000	.907	.919	.053

Based on the results of the above study, the research hypothesis was verified.

First, in the study that the empowerment of the teacher will have a positive effect on the job satisfaction, the empowerment of the teacher has a positive (+) direct effect on the job satisfaction ($t = .549, P < .001$). Hypothesis 1 was adopted.

Second, the director's servant leadership will have a positive effect on job satisfaction. In the study, the servant leadership has a positive (+) direct effect on job satisfaction ($t = .235, P < .01$). Hypothesis 2 was adopted.

Third, job satisfaction will have a positive (+) effect on respect for rights. Job satisfaction has a positive (+) direct effect on respect for rights ($t = .352, P < .01$). This shows that the higher the perception of teachers' job satisfaction, the higher the implementation of respect for rights.

Fourth, teacher's empowerment will have a positive effect on respect for rights through job satisfaction. Teacher's perception of empowerment has a positive effect on job satisfaction ($t = .193, P < .01$). In other words, the higher the perception of empowerment of teachers, the higher the job satisfaction, and as a result, the higher the level of practice of respect for rights.

Fifth, the director's servant leadership will have a positive effect on respect for rights through job satisfaction. The teacher's perception of the director's servant leadership has a positive effect ($t = .082, P < .05$) on the implementation of respect for rights. In other words, the higher the director's perception of servant leadership, the higher the job satisfaction, and as a result, the higher the level of practice of respect for rights.

V. Conclusion

1. Conclusions and Discussions

The purpose of this study was to examine the effects of teacher's empowerment and director's servant leadership on respect for rights through the path of job satisfaction. For this purpose, first, the difference in recognition of respect for rights according to demographic characteristics was examined. Second, the effect of empowerment of teachers and servant leadership of directors on job satisfaction was examined. Third, the effect of job satisfaction on respect for rights was examined. Through this, it is meaningful not only to raise awareness of the importance of respecting rights, but also to provide basic data for finding ways to prevent various problems and create a human rights-friendly educational environment by respecting rights.

2. Suggestions

Based on the results of this study, I would like to make some suggestions.

First, in this study, it is necessary to conduct a multifaceted study to raise awareness of respect for rights and to find influential factors influencing implementation, in addition to variables such as teacher empowerment, director's servant leadership, and job satisfaction as variables affecting the implementation of respect for rights.

Second, as we can see the necessity of rights education and preventive education in practicing respect for rights, it is necessary to strengthen the education that is covered only for 2 ~ 4 hours in the current curriculum. Education for teachers should be a place of opportunity to share

practical knowledge related to various dilemmas and overcoming processes experienced in the practice of respecting rights in the field, away from lecture-oriented education for strengthening knowledge.

Third, it is difficult to generalize the results of this study because the study was conducted on teachers in a specific area. Therefore, it is necessary to increase the objectivity of the study by further expanding the study area. In addition, validity and reliability analysis was conducted to minimize the limitations of analyzing the data measured by the subjective and cognitive scale of the survey subjects. However, it is necessary to try various qualitative research methods such as interview survey to make more precise measurement.

Fifth, as a result of examining the effect of teacher's empowerment and director's servant leadership on respect for rights, it was found that there was no direct effect, but there was a mediating effect by teacher's job satisfaction. Therefore, in this context, it is necessary to conduct follow-up research on how various environmental variables affect respect for rights.

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