

THE RELATIONSHIP BETWEEN SERVANT LEADERSHIP AND SELF-EFFICACY
AMONG LAW ENFORCEMENT OFFICERS IN WESTERN NORTH CAROLINA

By

Anthony Scott Teague

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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ABSTRACT

The role of a servant united with the role of a leader, combines to form the servant leader. The term self-efficacy is defined as a person's belief in the ability within a specific situation to be successful. The purpose of this quantitative non-experimental correlational descriptive research study was to discover law enforcement officers' perception regarding the influence of the servant leader behaviors of their immediate supervisor on the officers' own self-efficacy level in law enforcement officers located in western North Carolina. Law enforcement officers who attended training at two community colleges in western North Carolina was surveyed for this study. Correlational analysis was used to determine if a relationship exist between self-efficacy and servant leadership. Participants were asked to take two surveys; Servant leadership questionnaire (SLQ) by John Barbuto and Daniel Wheeler published in 2006 and Everything you wanted to know about the General Self-Efficacy Scale (GSES) but were afraid to ask by Ralf Schwarzer and Matthias Jerusalem published on May 30th, 2014. The sample size for the study was 112 participants and who completed two surveys of which no outliers were removed. The analyses of the data failed to reject all null hypotheses and showed the data was not normally distributed. Due to the lack of normal distribution Spearman's rank correlation coefficient ρ was employed for the correlation tests. Based on the assessment of the numerical and graphical data no significant relationship between the officers' perceived servant leadership level of their immediate supervisor and the officers' self-reported self-efficacy level is concluded. This study does not identify causality just correlation.

Keywords: Servant Leadership, Self-efficacy

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DEDICATION

This journey would not have been possible without my Lord and Savior, Jesus Christ. 1 Corinthians 9:24-26 (NIV), “Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last, but we do it to get a crown that will last forever. Therefore I do not run like someone running aimlessly; I do not fight like a boxer beating the air.” I am blessed to have a family who unconditionally supported my professional and educational journey. To my bride and proofreader, Tonya; I love you, and I always have, and I always will. To my sons, Jackson and Aden; what I want for each of you is to love God with all your heart and all your soul, to be happy, to become productive members of society, and to be there for each other always. To Dr. D.J. Mattson who served as my Dissertation Chair until he passed away on May 8th, 2022. When I wanted to give up and quite this journey, his supportive and guiding words kept me on track to finish.

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LIST OF ABBREVIATIONS

Servant Leadership Questionnaire (SLQ)

General Self-Efficacy Scale (GSES)

Servant Leadership Questionnaire subgroup 1 (SVLsub1)

Servant Leadership Questionnaire subgroup 2 (SVLsub2)

Servant Leadership Questionnaire subgroup 3 (SVLsub3)

CHAPTER ONE: INTRODUCTION

Overview

Is the self-efficacy level of a police officer related to that officer's perception of their immediate supervisor's level of servant leadership? The observation of individuals sets a guide for human beings for action and a behavior pattern for performance (Bandura, 1977). Previous studies have determined that job satisfaction links to self-efficacy (Bakker & Demerouti, 2017). Police leaders must be committed to their duties to create an environment that allows police officers to acquire knowledge, skills, and experience to increase job satisfaction. The character of a servant, combined with the character of a leader, forms the servant leader (Greenleaf, 2002). Therefore, this study will examine whether a law enforcement officer working for a strong servant leader supervisor will have a higher self-efficacy level. This chapter includes a brief background section on the existing topical literature, research questions, study purpose statement, and significance. The chapter concludes with operational definitions.

Background

Current events can be seen on all means of media outlets today; TV, smartphones, FaceBook™ live, Twitter™ Tik Tok™, 24-hour news services, and even print media. The current events involving police officers and minority citizens are present on all these outlets. The event may be a valid violation of Constitutional rights or a quick jump to the exaggerated conclusion with the officer found to have acted appropriately. Recent media reports tell of officers dealing drugs, planting evidence, driving drunk, and assaulting citizens (Kelly & Nichols, 2019). Thousands of police records told of severe police abuse and misconduct though the overwhelming majority of the misconduct was for routine infractions (Kelly & Nichols, 2019). In May 2020, people videotaped police videotaped the killing of George Floyd, which resulted in

riots, marches, and legal protests (Sherman, 2022). Police consultant and police practices expert Paul Cappitelli is a law enforcement professional with over 40 years of experience. Cappitelli has compiled a top 10 list of reasons the public has a negative police image. Speeding in a police vehicle, texting while driving, talking on a cell phone while driving, not wearing a seatbelt, parking in a restricted zone, police discounts, unsightly personal appearance, non-traditional uniforms, constant disrespectful actions, and perception of special privileges are 10 things that can cause discord between law enforcement officers and the general public (Cappitelli, 2014).

According to recent surveys, law enforcement officers and the public have sharply different views about how police officers do their job (Morin, Parker, Stepler, & Mercer, 2017). The average law enforcement officer is three times more likely to have concern for their personal safety on the job as opposed to the general worker in America (Morin et al., 2017). Due to the media coverage of deaths of Black citizens at the hands of police officers, the public, at a rate of 70% and law enforcement officers at a rate of 86%, believe police work is harder today than it was just 5 years ago (Morin et al., 2017). Polling in 2017 shows that 64% of Americans have a favorable view of police officers (Fingerhut, 2017). However, when breaking down those statistics by race, only 30% of Black people polled have a favorable view of law enforcement (Fingerhut, 2017). Recent Gallup polling shows that in 2021, the confidence in the police among Black adults was up to 27% after an all-time low in 2020 of 18% (Jones, 2021). The confidence level in White adults has been unchanged since 2020 (Jones, 2021). Of Hispanic adults polled in 2021, 49% said they were confident in the police (Jones, 2021). It is easy to see why law enforcement officers need strong leaders to follow in the 21st century. The theory of servant leadership is a

tool law enforcement administrators could use to gain the confidence and respect of the officers they lead during the tribulations of navigating modern society.

One of the prime influences that impact a law enforcement officer's commitment level and performance level is the leadership behaviors of the agency's administration. Examining the association between the servant leadership ability of the law enforcement supervisor and the self-efficacy level of the law enforcement officer is essential because of the impact on productivity. Most of the time, the law enforcement officer's work occurs away from the supervisor and colleagues (Macvean & Cox, 2012), meaning an officer has a great deal of freedom to carry out their duties. Current studies have produced a growing interest in a compassionate and caring leadership style (Ozyilmaz & Cicek, 2015). Frequently positive behavioral outcomes of law enforcement officers or followers can be determined by the level of servant leadership of the law enforcement supervisor or the agency (Jaiswal & Dhar, 2017). As defined by Greenleaf (2002), the term servant leadership means having influenced generations of leaders and enlightened numerous leadership studies. The role of a servant, united with the role of a leader, combines to form the servant leader (Greenleaf, 2002). The focus of improving leadership skills involves five practices, including (a) model the way, (b) inspire a shared vision, (c) challenge the process, (d) enable others to act, and (e) encourage the heart (Kouzes & Posner, 2017).

If a law enforcement officer has a high level of confidence in their ability to do the job at a high level, the better off the officer will be, as will be the agency. A law enforcement officer with a high level of confidence will provide the citizens with quality service. The term self-efficacy was defined by Albert Bandura (1977) as a person's belief in the ability within a specific situation to be successful. Successful task accomplishment hinges on the person's belief or

confidence in their ability (Bandura, 1977). The observation of others describes modeling. The observation of other humans sets a guide for action and a behavior pattern for performance (Bandura, 1977). Servant leaders stimulate team efficacy and self-efficacy; the leader promotes and supports their followers (Yang, Liu, & Gu, 2017).

Empirical studies show that a positive and negative self-efficacy level can indirectly impact performance (Beck & Schmidt, 2018). Considerable research has recommended that supervisors attempt to increase their followers' self-efficacy during training and work (Beck & Schmidt, 2018). Beck and Schmidt (2018) even pointed out that followers with negative self-efficacy will strive to use their work resources efficiently. Over time the magnitude of a follower's self-efficacy will have a meaningful relationship with work performance (Beattie, Fakehy, & Woodman, 2014). Followers may require professional development on the components of self-efficacy to increase self-efficacy and productivity (Walan, Rundgren, & Nu, 2014). The social environment influences a follower's self-efficacy (Hoxha & Hyseni-Duraku, 2017). If the follower is working with and in the environment of a servant leader, then they can be influenced by the servant leader's qualities. Assessment development and implementation increase when professional development increases follower self-assurance and content knowledge (Walan et al., 2014).

Problem Statement

The effects of some current events in law enforcement have police administrators and political leaders around the nation searching for a way to transform police work from a vocation to a profession. The only way to make this transformation take place is for police administrators to find various ways for officers to perform their duties effectively and efficiently. Under the

current climate of society, law enforcement agencies and the minority population must have an open discussion on police tactics and training. Today's officers' responsibilities and multifarious duties are at an all-time high (Maggard, 2001). During the daily operation of serving in the field, the first resource a police officer has is the immediate supervisor. The supervisor must find a way for the officer to follow them through the volatile work day of the world they serve. Greenleaf's (2002) theory on servant leadership may very well be that way.

Servant leadership has influenced generations of leaders and enlightened numerous leadership studies (Greenleaf, 2002). All individuals have leadership skills and qualities they are born with, and each can practice these skills and qualities to improve their leadership abilities (Kouzes & Posner, 2017). Over the last several years, a growing interest has shifted to finding a compassionate and caring leadership style (Ozyilmaz & Cicek, 2015). If the supervisor has a servant leadership style, would this positively impact the officer in their daily conduct and productivity? Would the servant leadership style have an impact on the officer's self-efficacy? The problem is discovering a way to measure the impact of the servant leadership level of the supervisor on the officer's self-efficacy level.

Questions remains, what is the consequence of servant leadership? Is there a positive or negative effect on the moral reasoning of the follower? What is the relationship between servant leadership and charismatic leadership (Graham, 1991)? The research on the organizational behaviors of followers as they relate to servant leadership is sparse, suggesting the need for more information (Bambale, 2014). Bambale's (2014) research indicated that the organizational behaviors of followers are strongly influenced by the supervisor's servant leadership level, facilitating the need for more research.

The level of self-efficacy of a follower has been established with over 20 years of research as a valid predictor of follower learning and motivation (Zimmerman, 2000). Zimmerman's research (2000) demonstrated empirical evidence that a follower's belief in their capabilities is essential to the follower's motivation level. Other studies indicate that research is needed to determine if performance-based measures for followers affect their self-efficacy level (Afsar & Masood, 2018).

Purpose Statement

The purpose of this quantitative study was to discover law enforcement officers' perceptions regarding the influence of the servant leader behaviors of their immediate supervisor on the officers' self-efficacy level in law enforcement officers in western North Carolina. There are two crucial reasons to conduct empirical research (Johnson & Joslyn, 1995). The first is a quest for intellectual curiosity (Johnson & Joslyn, 1995). The second reason is to find a solution for a problem or improve a condition by accumulating applied knowledge (Johnson & Joslyn, 1995). Camp's research aimed to determine the causal impact between the self-efficacy level and the education level of law enforcement officers (Camp, 2017). Another research project focused on the influence of servant leadership on the resilience level in law enforcement (Badger, 2017). The purpose of Badger's research was to the perception of federal law enforcement agents of the influence of servant leader behaviors (Badger, 2017). However, research abounds in the field of education on teacher self-efficacy.

The topic of teacher self-efficacy has exploded during the last half-century (Zee & Koomen, 2016). A non-exclusive review of some education-related self-efficacy studies includes; teacher personality, teacher effectiveness, curriculum pressure, teacher stress, student

achievement, student motivation, teacher work satisfaction, and teacher well-being as they relate to teacher self-efficacy (Berg & Smith, 2016; Klassen & Tze, 2014; Putwain & von der Embse, 2019; Schwab, 2019; Zee & Koomen, 2016). The topic of self-efficacy in the medical field has flourished in recent years among medical personnel and medical students (Demiroren, Turan, & Oztuna, 2016; Hasanshahi, Mazaheri, & Baghbanian, 2018; Kosobuski, Whitney, Skildum, & Prunuske, 2017; Nowakowska, Rasinska, & Glowacka, 2016). This study sought to add to the existing field of the knowledge base in law enforcement concerning the effects of the follower's perceived servant leadership level of their immediate supervisor and the follower's self-efficacy level. Law enforcement officers who attended training at two community colleges in western North Carolina were the target population for this research. Officers answered a series of questions about the servant leadership level of their immediate supervisor. Greenleaf's (2002) theory of servant leadership provided the basis for the questions, specifically the leadership aspects of listening and understanding, foresight, and persuasion (Greenleaf, 2002). Officers answered questions about their self-efficacy levels based on the work of Bandura (1977). Law enforcement leaders can significantly affect how officers respond to pressure from citizens, work expectations, and local, state, and federal accountability requirements. The success of an organization has a connection that exists with the leadership style (Nordbye & Irving, 2017).

Significance of the Study

This study sought to add to the existing field of knowledge; specifically, this study examined the relationship between law enforcement officers' perceived servant leadership level of their immediate supervisor and the officers' self-efficacy level. As stated above, law enforcement leaders can significantly affect how officers respond to pressure from citizens, work

expectations, and local, state, and federal accountability requirements. In their study of technology-savvy college millennials, Nordbye and Irving (2017) found that servant leadership had a positive influence even within the digital culture of millennials and crosses all generations in effectiveness. Servant leadership can build positive follower growth through truthful communication with the followers (Beck, 2014). In Beck's (2014) mixed-method study, he surveyed almost 500 community leaders and over 600 raters. Beck (2014) found that servant leaders had an altruistic mindset, were able to build trust with their followers, and the longer a servant leader was in the role of supervisor, the higher their level of servant leadership.

Self-efficacy has been linked to job satisfaction and task completion as it relates to emotional capability and cognitive ability (Skaalvik & Skaalvik, 2014). The stronger the sense of self-efficacy in the follower, the more focused the follower will be on commitment, accomplishment, and involvement (Skaalvik & Skaalvik, 2014). Skaalvik and Skaalvik (2014) studied over 2,500 teachers in Norway to discover that self-efficacy is a strong predictor of emotional tiredness, engagement, and job satisfaction. Individual followers can reach the desired outcome for a task by using a creative mindset to formulate a facet of creative self-efficacy (Wang, Sui, Luthans, Wang, & Wu, 2014). Wang et al. (2014) studied almost 800 followers and their immediate supervisors, revealing a positive relationship between leader/follower exchange and follower performance.

This study is critical because limited research exists that concerns the relationship between servant leadership and self-efficacy, much less as it relates to the field of law enforcement. If a strong relationship exists, then a case could be made for training law enforcement supervisors in servant leadership to improve officers' self-efficacy. Higher self-

efficacy in the officers should, in turn, produce an officer who is the most effective and efficient in their duties.

Research Question

This study answered the following research question:

RQ: Is there a relationship between the officers' perceived servant leadership level of their immediate supervisor and their self-reported self-efficacy level?

Definitions

Altruistic mindset: The altruistic mindset means making decisions without an expectation of personal gain (Beck, 2014).

Challenging the process: Challenging the process occurs when the leader celebrates the small accomplishments, learns from experiences, and searches for improvement opportunities (Kouzes & Posner, 2017).

Correlation: Correlation is a relation between phenomena or things or between mathematical or statistical variables that tend to vary, be associated or occur together in a way that is not expected based on chance alone (Laerd Statistics, 2015).

Correlational statistics: Correlational statistics describe the relationship between two variables (Gall, Gall, & Borg, 2007).

Enabling others to act: Enabling others to act entails a collaboration between leader and followers by building trust, increasing competence, and raising determination levels (Kouzes & Posner, 2017).

Encouraging the heart: Encouraging the heart occurs when the leader encourages the heart of the followers by recognizing individual excellence and celebrating these victories as a concept of one team (Kouzes & Posner, 2017).

Foresight: Foresight means that the servant leader must be able to look at the here and now to find a way to see the unforeseeable and an above-average ability to guess the *what* and *when* of future events (Greenleaf, 2002).

Immediate supervisor: The immediate supervisor is the person immediately superior to an employee who directs and supervises that employee's work.

Inspiring a shared vision: Inspiring a shared vision entails the leader developing a common vision with the followers and creating an exciting future (Kouzes & Posner, 2017).

Listening and understanding: Listening and understand occurs when the servant-leader is committed to actively listening to the followers and ensuring they communicate with them (Greenleaf, 2002).

Modeling the way: Modeling the way occurs when the leader sets the example and clarifies the values (Kouzes & Posner, 2017).

Persuasion: Persuasion occurs when the servant leader attempts to convince a follower to comply with a request and then simply gives the follower a direct order to complete the task (Greenleaf, 2002).

Pygmalion effect: The Pygmalion effect is a self-fulfilling prophecy shows that when leaders have confidence in and show confidence in the followers to carry out a task, the followers can successfully perform the task and perform it at a high level (Lunenburg, 2011).

Self-efficacy: Self-efficacy is a person's belief in their ability within a specific situation to be successful (Bandura, 1977).

Servant leader: A servant leader is one whose character is to place the needs of followers before the needs themselves (Greenleaf, 2002). One who "serves the mission and leads by serving those on mission with him" (Wilkes, 1998, p. 18).

Social learning theory: Social learning theory states that environmental influences do not entirely control individuals, just as individuals are not absolutely measured by inner psychological forces (Bandura, 1971).

CHAPTER TWO: LITERATURE REVIEW

Introduction

The review of current literature in the field provided a comprehensive examination of servant leadership and self-efficacy. Examining literature about a topic is where any sound research project starts (Johnson & Joslyn, 1995). What makes a servant leader? A servant leader is a person who is a leader but wants to serve first (Greenleaf, 2002). The secular aspect and a Biblical point of view provided the platforms to examine servant leadership. Furthermore, the theory of self-efficacy will be discussed and centered on relevant literature, and actors that produce self-efficacy are examined (Bandura, 1977). This study asked law enforcement officers to evaluate their immediate supervisor as a servant leader and report their level of self-efficacy. Data was analyzed to determine if a correlation existed between the two. The job of a police officer is unique when compared to other jobs in society (Macvean & Cox, 2012). Most of the time, their work occurs away from the supervisor and colleagues (Macvean & Cox, 2012).

Theoretical Framework

This study focused on the theoretical frameworks of Greenleaf (2002) and the Holy Bible to define servant leadership. This study asked law enforcement officers to assess their immediate supervisor's servant leadership level. The law enforcement officers then assessed their level of self-efficacy. Self-efficacy focused on the theoretical framework of Bandura (1977) for its characterization. This study looked to discover if the perceived level of servant leadership of the law enforcement officers' immediate supervisor influenced the law enforcement officers' level of self-efficacy.

Servant Leadership

As defined by Greenleaf (2002), the term servant leadership has influenced generations of leaders and enlightened numerous leadership studies. The role of a servant, united with the role of a leader, combines to form the servant leader (Greenleaf, 2002). Today's workplace demands a people-centered and ethical style of leadership (van Dierendonck, 2011). A true servant leader can live and be productive in a real-world environment (Greenleaf, 2002). All individuals are born with leadership skills and qualities, and everyone can work on these leadership skills and qualities to increase or improve leadership abilities (Kouzes & Posner, 2017). The servant leader's priority is to ensure the needs of others are being taken care of (Greenleaf, 2002). Active listening skills can be a valuable tool for a leader to possess. By listening to the followers, the servant leader can gain insight and direction from followers (Greenleaf, 2002). The servant leader can positively impact the followers' motivation, work performance, and commitment (Kouzes & Posner, 2017). No matter the career field, today's leaders face daily scrutiny. Leaders' actions and positional power are suspect and questioned daily (Greenleaf, 2002).

According to Kouzes and Posner (2017), the focus of improving leadership skills entails five practices, including (a) model the way, (b) inspire a shared vision, (c) challenge the process, (d) enable others to act, and (e) encourage the heart. When the leader sets the example and clarifies the values, the leader is modeling the way. Kouzes and Posner (2017) encouraged new leaders to begin the leadership journey by affirming shared values and finding their voice. A new leader must understand that leadership is about their values and the values of their followers. The authors contended that a sincere foundation of a working relationship lives on shared values. The

team's performance will grieve when the leader and the followers do not share common values. Kouzes and Posner (2017) espoused that when the followers know the leader's values and their followers know their values, the result is that team members can count on each other and fully understand expectations. The leader's credibility hinges on the concept of the leader doing what they said they would. The researchers instructed leaders to find themselves, understand what defines them, what makes the leader the person the leader is, to find their voice. A good leader must be clear about their values and guided by them. The leader's values impact every characteristic of the leader. Values guide how a leader responds to followers, set the moral judgment of the leader, and gauge the level of commitment to goals. The leader must give their inner voice full attention if they wish to succeed (Kouzes & Posner, 2017).

Inspiring a shared vision entails the leader developing a common vision with the followers and creating an exciting future (Kouzes & Posner, 2017). Kouzes and Posner (2017) advise the leader to start the process by envisioning the result by seeing the possibilities and then identifying a common purpose with the followers and inspiring the followers to make this vision a reality. According to the authors, the leader who can inspire this shared vision is the leaders who are idealists and dreamers and think about all possibilities—the leader's vision must be a pervasive, paramount, and persistent form of communication. Kouzes and Posner (2017) stated that the best leaders are leaders who reflect on their past while attending to the present and have a vision for the future. Followers expect a leader to be a visionary. However, followers desire their aspirations, hopes, dreams, and ideas to be part of the leader's vision. The authors listed the central task for any good leader as not simply marketing the leader's vision to the followers but developing a shared vision with the followers. Kouzes and Posner (2017) advised leaders to

deeply listen to followers and give the followers a cause to which they could commit. When a leader listens to the followers' aspirations, the leader will find that all humans desire the following: (a) integrity, (b) purpose, (c) challenge, (d) growth, (e) belonging, (f) autonomy, and (g) significance (Kouzes & Posner, 2017). People looking for all these things can find them in Jesus Christ, the Son of God. Followers will commit to visions and cause, not to orders or directions (Kouzes & Posner, 2017).

The leader celebrates the small accomplishments, learns from experiences, and searches for opportunities for improvements, thus challenging the process (Kouzes & Posner, 2017). The authors stated that leaders and followers realize who they are when hard times come and capabilities, values, aspirations, capacities, and desires are tested. Good leaders make things happen and inspire initiative in followers. Exemplary leaders want their followers to have a better life and want followers to understand the organization's purpose (Kouzes & Posner, 2017). Kouzes and Posner (2017) felt that an agency can never pay followers or leaders enough money to care about the bottom line, but leaders and followers care in their hearts and mind—a true leader is a person who will listen to and encourage perspectives from diverse mindsets. Effective leaders start small but have a big vision. Kouzes and Posner (2107) noted the term psychological hardiness for leaders and followers who experience high levels of stress and cope with it positively—an effective leader does not point fingers when things go wrong, but an effective leader learns from times when things do not go as expected. Professional and personal growth comes from a leader's mistakes and failures, and leaders should breed a growth mindset in followers by giving them challenging tasks that are within the followers' skill level.

Enabling others to act takes a collaboration between leader and followers by building trust, increasing competence, and raising determination levels (Kouzes & Posner, 2017). Kouzes and Posner (2017) claimed that for a team to have a shared positive experience, a set of specific shared goals must guide the team as the foundation of the reason for being together as a team. The concept of the common goal is an absolute significant ingredient in any collective team achievement (Kouzes & Posner, 2017). An effective leader must be able to keep the followers focused on the common goal instead of individual intentions—each follower must recognize that the team will fail unless each follower contributes to the obtainment of the goal (Kouzes & Posner, 2017). The leader must get the followers to understand working together that can accomplish more than working separately to get the followers to act with cooperative behavior (Kouzes & Posner, 2017). Followers are more inclined and motivated to work together. Kouzes and Posner (2017) stated that when the leader and followers are held accountable and take personal responsibility for their actions.

Lastly, the leader encourages the heart of the followers by recognizing individual excellence and celebrating these victories as a concept of one team (Kouzes & Posner, 2017). The leader must be able to build teamwork and collaboration among others to be successful (Kouzes & Posner, 2017). The highest-level leaders can bring out the best in others; bring out more energy, talent, and motivation (Kouzes & Posner, 2017). Kouzes and Posner (2017) also explained that exemplary leaders who believe in the abilities of their followers to achieve challenging goals could elicit high performance from the followers. Followers work the hardest when they know the expected outcomes and have clearly defined ground rules (Kouzes & Posner, 2017). Kouzes and Posner (2017) noted surveys conducted in one of the top American

law firms that when leaders say please and thank you, the followers are willing to work harder, feel better about themselves, and like the leader more. Four out of five followers were willing to work harder when the leader showed appreciation for the follower's work. Almost three-fourths of the followers felt better about themselves and liked the leader more when the leader said *thank you* regularly (Kouzes & Posner, 2017). People are social by nature. When leaders and followers can make frequent and intense social connections in the workplace, the byproduct is; more trust, free flow of information, reciprocity, happiness, and increased productivity (Kouzes & Posner, 2017). Followers do not care about how much the leader knows. Kouzes and Posner (2017) stated that until the followers know how much the leader cares about them. "Leadership is not an affair of the head. Leadership is an affair of the heart" (Kouzes & Posner, 2017, p. 313).

The theoretical framework of Greenleaf (2002) focused on several characteristics of servant leadership, including (a) listening and understanding; (b) language and imagination, (c) withdrawal, acceptance, and empathy; (d) knowing the unknowable; (e) foresight, (f) awareness, (g) perception, (h) persuasion, and one action at a time; and (i) conceptualizing. This study focused on the following three servant leader characteristics, including (a) listening and understanding, (b) foresight, and (c) persuasion.

Listening and Understanding

The servant leader must listen to know what followers believe or are thinking. Too often, traditional leaders see a problem or issue, devise their action plan, and tell their followers to carry out the plan. Traditional leaders typically have high decision-making abilities. The servant-leader should be committed to actively listening to the followers (Greenleaf, 2002). The servant-leader cannot just give lip service to active listening but must have a profound commitment to

listening actively (Greenleaf, 2002). This commitment will strengthen the leader and the followers (Greenleaf, 2002). The sensible servant leader will tell the followers the problem and listen for answers; if asked for a solution, followers will likely provide one concerning how to address the problem (Greenleaf, 2002). Greenleaf (2002) firmly believed only a natural servant leader will habitually respond to the problem by asking the followers and actively listening. Greenleaf's theory (2002) suggested that a traditional leader could transform into a servant leader by processing thru the lengthy, strenuous discipline of learning to actively listen so that listening becomes an automatic response to any problem. The servant leader must make sure they are listening to the followers and make sure they are communicating with the followers (Greenleaf, 2002). The servant leader's basic attitude must be wanting to listen to the followers (Greenleaf, 2002). A true servant leader must not be afraid of silence, the silence that comes with active listening (Greenleaf, 2002).

Foresight

The servant leader must be able to look at the here and now to find a way to see the unforeseeable (Greenleaf, 2002). The ability to see the future is a mark of a true servant leader (Greenleaf, 2002). Law enforcement officers often can use a *hunch* or a *gut feeling* when something does not seem right. This hunch typically occurs in the subconscious, pulling from the training and experience of the officer. The officers may not realize it, but they use foresight to deal with the event. Foresight is an above-average ability to guess the *what* and *when* of future events (Greenleaf, 2002). The servant leader who can analyze the past, process the present, and predict the future operates with foresight (Greenleaf, 2002). This ability to use foresight must be a continuous process (Greenleaf, 2002). The servant leader who can use foresight is a leader who

has a strong intuitive mindset. The servant-leader can analyze data to help calculate future events (Greenleaf, 2002). There is a natural information gorge in predicting future events that the servant leader must use intuitive means to bridge (Greenleaf, 2002). The servant leader should investigate the future, present, and past if the leader wants to exceed foresight (Greenleaf, 2002). In analyzing the past, the servant leader is a historian (Greenleaf, 2002). The capability to process the present is the ability to be a contemporary analyst (Greenleaf, 2002). The servant-leader functions as a prophet with a knack for predicting the future (Greenleaf, 2002).

For servant leaders to live by foresight is a matter of faith and a rational process (Greenleaf, 2002). Failure on the part of the servant leader to use foresight to look at the here and now to find a way to see the unforeseeable can be an ethical failure (Greenleaf, 2002). “Foresight is the ‘lead’ that the leader has. Once leaders lose this lead and events start to force their hand, they are leaders in name only” (Greenleaf, 2002, p. 40). If the servant leader fails to see a foreseeable future, their time as the leader will be short in life (Greenleaf, 2002). When the servant leader can live and act with foresight, the leader is living an ethical life with a clear conscience (Greenleaf, 2002).

Persuasion

When the discussion of persuasion starts, one can only think of the adage, *you catch more flies with honey than you do with vinegar*. The servant-leader would rely more on persuasion than rely on authority. No matter the department or career field of a leader or supervisor, the position of the leader will have, by default, positional authority. A servant leader would attempt to convince a follower to comply with a request and then simply give the follower a direct order to complete the task. Persuasion may be the one servant leader characteristic that sets it apart

from traditional leadership. Servant leaders serve in wondrous ways; some take on institutional burdens while others deal with one follower at a time (Greenleaf, 2002). The method used by a servant leader is one of persistent and gentle persuasion (Greenleaf, 2002). The servant-leader can use a series of questions to persuade followers is a non-judgmental, gentle argument (Greenleaf, 2002). The fact that most followers are ethical can lend to the servant leaders' level of success when it comes to the art of persuasion (Greenleaf, 2002).

A Biblical Perspective on Servant Leadership

Perhaps the most remarkable example of a servant leader came in the God-Man, Jesus. We see in Matthew 20:28 (NIV), "just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many." We see this same message in chapter ten of the Book of Mark and in chapter thirteen of the Book of John. Jesus taught that leadership embodied service (Wilkes, 1998). Jesus came to earth to serve the will of God, and Jesus was never self-serving (Wilkes, 1998). The Son of Man had seven principles he used to teach his followers about servant leadership. Wilkes (1998) listed seven principles that Jesus used to demonstrate to His followers the concept of servant leadership. This study focused on the following three servant leader principles; (a) Jesus followed his Father's will rather than seeking a position, (b) Jesus defined greatness as being a servant and being first as becoming a slave, and (c) Jesus shared responsibility and authority with those he called to lead. Jesus tells us in Luke 14:11 (NIV), "For all those who exalt themselves will be humbled, and those who humble themselves will be exalted." Jesus teaches servant leaders that they should be comfortable and glad to work together with the followers through the task's end (Wilkes, 1998). Serving others, not obtaining status, should be the servant leader's goal (Wilkes, 1998). The concept of the servant leader has

grown in popularity in secular leadership discussions (Wilkes, 1998). Many top secular business writers are looking to service-oriented leadership instead of personality-centered leadership (Wilkes, 1998).

Wilkes (1998, p. 18) defined a servant leader as one who “serves the mission and leads by serving those on mission with him.” The top priority for a servant leader is the mission. The mission must mean everything to the servant leader (Wilkes, 1998). The servant-leader also cares for those followers on the mission. The servant leader must be able to build up the followers who are engaged in the mission and recruit new followers to the mission (Wilkes, 1998). The servant-leader must form a vision of how to carry out the mission and then must equip the followers to see the vision and carry out the mission (Wilkes, 1998). The servant leader serves the mission and the followers at the same time (Wilkes, 1998). For servant leaders to lead others, they must deny their desires (Wilkes, 1998). The three characteristics of an elder or church leader are obedience, knowledge, and the ability to teach (Scharf & Kok, 2018). God uses all three characteristics woven together in His church leaders who oversee His people (Scharf & Kok, 2018). Elders and Deacons are the church’s servant leaders appointed to lead or shepherd God’s people.

The first principle of this study was to, first and foremost, be a follower. Most people will associate leadership with positions, but to gain the position of leader, one must first serve (Wilkes, 1998). The following principle of this study was the ability to find importance in serving others. The servant-leader must give up their greatness to find that greatness is really in serving others (Wilkes, 1998). The servant-leader must become a leader among equals (Wilkes, 1998). The mission must come first, and then the followers can be served (Wilkes, 1998). The

third principle for this study was that the servant-leader shares authority and responsibility with the followers. The servant leader must be able to understand the followers, equip the followers, instruct the followers, encourage the followers, and share with the followers (Wilkes, 1998).

Positional authority does not make one a leader, much less a servant leader. One became a servant leader when the followers began to share the mission with the leader and make a choice to follow the leader (Wilkes, 1998). The followers and leaders are not isolated individuals, but all are part of the same body with the Lord as the head (Scharf & Kok, 2018). The leaders and followers of the church work together to teach each other, carry others' burdens, sharpen each other, encourage each other, inspire each other to do good works and love others, admonish each other, and lastly, pray for each other (Scharf & Kok, 2018). Character and relationship mold a servant leader (Wilkes, 1998). For example, a husband cannot lead his wife until he learns to serve his wife (Wilkes, 1998). Ephesians 5:25 (NIV) instructs, "husbands, love your wives, just as Christ loved the church and gave himself up for her."

Servant leaders are known for their actions. Proverbs 21:8 (NIV) tells us, "The way of the guilty is devious, but the conduct of the innocent is upright." All have heard the saying that our actions speak louder than our words. The leader of an agency, like it or not, is held to a higher standard. God holds Christians to a higher standard than the unsaved. Victory comes from the Lord. Proverbs 21:31 (NIV) says, "The horse is made ready for the day of battle, but victory rests with the Lord." Daily battles are won when faith is put in the Lord. "Jesus looked at them and said, With man this is impossible, but with God, all things are possible" Matthew 19:26 (NIV). When a servant leader desires to be a notable leader, they must be trusted by their followers while at the same time having trust in the Lord to increase their leadership ability.

Self-efficacy

The term self-efficacy is defined by Bandura (1977) as a person's belief in the ability within a specific situation to be successful. Successful task accomplishment requires a person's belief or confidence in themselves or their ability (Bandura, 1977). One of the significant influences on most human behavior especially learning, is based on modeling. Bandura (1977) believed that observing other humans sets a guide for action and a behavior pattern for performance. Feedback about the observer's performance sets the base for self-correcting behavior. The observer can use self-correcting behavior to learn consequences, a form of cognitive development. The reinforcement of behaviors or motivation can produce positive or suppress negative actions. Bandura (1977) felt that positive accomplishments and negative judgments deliver motivations for action. Self-efficacy can analyze and evaluate the ability to forecast behavioral change (Bandura, 1977).

Bandura (1982) said self-efficacy influences performance and learning in three ways: (a) influences goals of employees choose, (b) influences learning and amount of effort, and (c) influences persistence level on a new or difficult task. Verbal persuasion of the leader on the follower can play a prominent role in convincing the follower they possess the ability to succeed on a particular task (Bandura, 1982). Bandura (1982) stated that one of the sources of the follower's self-efficacy came from the verbal persuasion of the leader. This verbal persuasion can mirror the Pygmalion effect. The self-fulfilling prophecy of thinking something to be true will make it true can also be called the Pygmalion effect (Lunenborg, 2011). (Self-efficacy is also referred to as social learning theory or social cognitive theory.)

Social learning theory states that environmental influences do not wholly control individuals, just as inner psychological forces do not measure individuals (Bandura, 1971). Bandura (1971) stated that the behaviors of individuals could develop new behavioral patterns by observing or experiencing the direct behavior of other individuals. Bandura (1971) also stated that individuals understand the different consequences of their actions. Bandura (1971) claimed that prior experiences will force individuals to expect their actions to produce a favorable, natural, or undesired result. Most humans learn behaviors through a deliberate or an inadvertent influence from an example from another individual. Social learning theory states that learning is produced in a basic form before it is displayed. Bandura (1971) believed that the actions that multiple influences simultaneously determine the behaviors of most individuals.

Related Literature

Leadership

Van Dierendonck (2011) created a character framework for servant leaders. Of the six characterizations, three related to this study include (a) authenticity, (b) providing direction, and (c) empowering and developing people (van Dierendonck, 2011). Covey (n.d.) stated that the knowledge and ability of the leader could become more productive by successfully working as a team with followers. Thus, matching listening, foresight, and persuasion. The recent past has produced a growing interest in the compassionate and caring leadership style (Ozyilmaz & Cicek, 2015). Servant leadership is a people-centered style of management. The 21st century's dominant style of leadership theories focuses on the leader first and the followers only following the leader (Ozyilmaz & Cicek, 2015). Followers do not just follow; they develop into essential role players that can serve the agency as vital members (Ozyilmaz & Cicek, 2015). Individual

weakness compensates when the leader and the followers work as a team (Covey, n.d.). The level of servant leadership in the organization determines the positive behavioral outcomes of followers (Jaiswal & Dhar, 2017). Servant leadership can fill the gap in a people-centered leadership style to understand the effects on follower behaviors and attitudes in the workplace (Ozyilmaz & Cicek, 2015).

Modern-day management is changing to meet the demands of an ever-changing socioeconomic environment (Jaiswal & Dhar, 2017). Covey (n.d.) tells us that a wise leader who believes in the followers will free the followers instead of controlling them. A true servant leader cares less about their self-interest and focuses more on the followers. The servant-leader is humble and fosters stable relationships with followers (Liden, Wayne, Liao, & Meuser, 2014). Covey (n.d.) described a servant leader as open, respectful, humble, and reverent. The leader of an organization plays a vital role in establishing relationships with and between followers. Servant leadership is a positive method of organizational performance that focuses on the leader aiding followers in reaching their fullest potential (Liden et al., 2014).

Fitch (2010) studies how law enforcement leaders can determine the effort level of the follower and improve follower performance. Several other leadership approaches focus on supporting followers. However, servant leadership is set aside based on the *servant* emphasis of the leader serving the followers (Liden et al., 2014). The human desire to bond with other humans is a driving force within servant leadership (Mittal & Dorfman, 2012). Followers are empowered and motivated by the humility and empathy of the servant leader (Mittal & Dorfman, 2012). Covey (n.d.) implied that followers with high moral authority become leaders given formal positional authority. Leadership scholars agree that there is no set-theoretical framework

or clear-cut definition of a servant leader (Mittal & Dorfman, 2012). In America, leadership roles often enjoy high status and exceptional privileges (Mittal & Dorfman, 2012). Followers raise or lower the leader's expectation level (Fitch, 2010). Followers look to the leader to set examples of conduct in the workplace. No matter the professional field one works, everyone experiences a form of leadership or lack of leadership (Blackaby & Blackaby, 2011). Servant leaders are the top individuals of any great organization (Covey, n.d.).

If a person wishes to become an exemplary leader, they must fully understand the beliefs, ethics, values, and standards that guide them (Kouzes & Posner, 2017). Leaders must be able to choose guiding principles that will dictate actions and decisions (Kouzes & Posner, 2017). A servant leader is motivated to serve and inspire others by communicating with followers in a way that resonates (Covey, n.d.). Research in the education field has shown overpowering evidence that teachers' behavior and production are influenced heavily by the leadership style of the school administrator (Hoxha & Hyseni-Duraku, 2017). The leader speaks for the followers, but the leader must ensure a set of shared values between themselves and the followers (Kouzes & Posner, 2017). Researchers are looking toward servant leadership as a means to obtain sustainable performance from followers (Jaiswal & Dhar, 2017).

Recent studies have found that supervisors' behaviors inspire followers' cognition levels and behaviors (Jaiswal & Dhar, 2017). Servant leaders seem to be more interested in fulfilling their followers' psychological needs than being recognized as leaders (Jaiswal & Dhar, 2017). Covey (n.d.) felt that leaders can grow personally when giving themselves to followers. One of the main principles of the theory of servant leadership is that the leader puts the followers' needs above their own to have the followers imitate the leader's behavior (Liden et al., 2014). The

leader sets the example. Servant leadership is about the leader's ability to motivate the followers by focusing on the follower's needs instead of satisfying the leader's own needs (Greenleaf, 2002). Covey (n.d.) advised that principle-centered servant leaders can exponentially increase their impact on followers. The servant-leader can influence the followers' culture by modeling desired service-oriented behaviors (Liden et al., 2014).

According to Donald Phillips, a renowned nonfiction writer, and motivational leadership speaker, Abraham Lincoln was a revered president and inspirational leader. Several presidents over the moderately brief history of America have proven themselves to be great leaders (Phillips, 2009). One of these men regularly ranks as one of the greatest, if not the greatest American leader of them, was Lincoln (Phillips, 2009). Lincoln was able to model behaviors to his followers and the citizens. Throughout his life, especially during his years as the President of the United States, he displayed several inherent and other developed leadership qualities (Phillips, 2009). He constantly modeled aspects of a servant leader. As the president, Lincoln had established, refined, and developed an ability to direct others by hinting, implying, and suggesting they follow his chosen path without dictating it or ordering them to do so (Phillips, 2009). When one of his subordinates did something good, he would reward, praise, and compliment the person (Phillips, 2009). However, when one of his subordinates made a mistake, Lincoln would assume responsibility for the mistake (Phillips, 2009).

Patrick Lencioni (n.d.), president of The Table Group, a leadership and teamwork expert, lists five dysfunctions of a team; they include: (a) fear of conflict, (b) lack of commitment, (c) absence of trust, (d) inattention to results, and (e) avoidance of accountability (Lencioni, n.d.). Lencioni (n.d.) felt these dysfunctions could be defeated when the leader and followers

acknowledge that everyone is an imperfect human. The subjective personal well-being is often sought after by organizational followers (Li, Li, Tu, & Liu, 2018). Several organizational and management domains have recently studied the topic of subjective personal well-being (Li et al., 2018). Researchers want to discover if a link exists between servant leadership and the well-being of organizational teams and followers (Li et al., 2018). The cognitive assessment of life satisfaction is an integral part of subjective personal well-being, and the management style of servant leadership supports the followers' pursuit of life satisfaction (Li et al., 2018). Van Dierendonck (2011) argued that when a leader combines a desire to serve others with pure motivation to lead, a servant leader is born.

Servant leadership is a motivational belief that forms the ideal the leader can influence by one-on-one communication with the goals and desires of the followers (Bambale, 2014). This one-on-one communication allows the leader to gain intimate knowledge about the followers and their potential (Bambale, 2014). Van Dierendonck (2011) states that servant leadership is demonstrated by interpersonal acceptance and empowering and developing followers. The servant-leader can inspire trust, build self-confidence, and provide feedback to the followers (Bambale, 2014). The followers will look to the leaders for guidance. Workplace leadership is vital to team creativity and affects each employee (Yang et al., 2017). Covey (n.d.) listed his keys to servant leadership as (a) strong values, (b) deep empathy, (c) high standards, (d) unconditional love, and (e) having fun in the workplace. Studies have shown servant leadership's significance and substantial influence on the individual employee and team creativity (Yang et al., 2017). The main factor that sets servant leadership theory apart from all other leadership theories is that the focus is on how the leader helps the followers, and the focus is not on the

leader (Yang et al., 2017). The leader's focus on the followers allows the leader to nurture the followers, build up individual well-being, and stimulate a sense of community (Yang et al., 2017). Followers will only be inspired by a leader when the leader chooses service to others over self (Covey, n.d.). Van Dierendonck (2011) stated that a servant leader provides direction, has humility, and is authentic.

Porath (2016) presented how acts of respect in the workplace can increase productivity. The leader sets the organization's tone with their daily actions and how they treat people. The leader can make followers feel excluded, small, or disregarded, or by respecting the followers, make them feel appreciated and valued. Porath (2016) stated that incivility in the workplace negatively affected worker productivity and performance. She defined incivility as being rude or disrespectful. Porath (2016) surveyed alumni from the business school and found that two-thirds of the workers cut back their efforts at work, and 12% quit their job after experiencing incivility. Cisco™ contacted Porath (2016) about the results of her surveys and, after using her services, found incivility was costing Cisco™ approximately 12 million USD annually. Porath (2016) conducted additional research with Amir Erez and discovered that followers who experienced incivility in the workplace functioned worse than those who did not experience incivility. The research showed that not only did the targeted follower suffer lower production, but fellow workers who witnessed the incivility also suffered significantly lower performance (Porath, 2016). Porath (2016) discovered that stress was the number one byproduct of incivility. She also discovered that many leaders felt a show of kindness would be construed as a weakness, making the leader appear less leader-like. Porath (2016) cited research by the Center for Creative Leadership that pointed to abrasiveness and acting insensitively by the leader as the top reasons a

leader fails in the workplace. Porath (2016) used the term radical candor to describe how a leader can care personally about a follower but challenge the follower directly to produce a civil exchange. Research indicated that leaders who practiced civility were quality leaders who performed competently (Porath, 2016). Porath (2016) used data collected from 20,000 workers in different nations and found that workers wanted respect in the workplace over appreciation and recognition. Porath (2016) stated that respect and civility could boost the performance level of any organization. Porath (2016) concluded from her research that the more civil environment a leader can produce, the more helpful, healthy, happy, creative, and productive the followers will be.

Ebener and O'Connell (2010) studied servant leadership in three Catholic parishes. Their research identified three mechanisms of leadership: (a) invitation, (b) inspiration, and (c) affection (Ebener & O'Connell, 2010). Ebener and O'Connell (2010) found that when servant leaders invited followers to help, the result was higher participation and the development of positive behaviors. The authors noted that when the followers observed the leaders providing humble service to others, the followers reciprocated the service. Lastly, Ebener and O'Connell (2010) found that followers were more inclined to participate and help in parish undertakings when the servant leader demonstrated genuine care for or affection for the followers. Hale and Fields (2007) studied servant leadership in America and Ghana. The authors studied students from two Christian seminaries, one in the mid-Atlantic area of America and one in Ghana, Africa. Their results indicated that Ghana students exhibited significantly less servant leadership behaviors than did the students from America—they found that both groups of students indicated that the leader's effectiveness was directly related to the leader's service level and humility

level. The researchers concluded that the setting in which confederate followers influenced the valuation of the leader by the followers and the follower's leadership preference.

Scientists from the University of Illinois at Chicago and Rensselaer Polytech Institute concluded in a study that servant leadership was multidimensional (Liden, Wayne, Zhao, & Henderson, 2008). Liden et al. (2008) stated that the employees of a business must be developed, recognized, and utilized for the business to be effective. Liden et al. (2008) successfully developed a measurement tool for the multidimensional nature of servant leadership. Their research findings indicated that servant leadership level significantly predicted the degree of follower community citizenship, organizational commitment, and in-role performance (Liden et al., 2008). The results of the study indicated that servant leadership was distinctly different from other outstanding leadership theories (Liden et al., 2008). Liden et al. (2008) found that a servant leader can not only have significant influence over the culture of an organization, but the servant leader can also influence the immediate follower.

Graham (1991) searched for an inspirational and moral leadership style and found that leaders with a leader-modeled service mind have a gift. Leader-modeled service or servant leadership can be used to inspire followers and is contagious in the workplace (Graham, 1991). Graham (1991) claimed that when a servant leader tells the followers some task, duty, or decision is for their good, the followers see it as a credible statement because the servant leader serves first rather than leads first. Followers are encouraged to grow their intellect and increase moral reason by the servant leadership style but also increase job-related skills. Graham (1991) saw the servant leader style to study organizational development and put it into practice.

Mittal and Dorfman (2012) indicated that a human desire to create a better society by bonding with other humans was the anchor of servant leadership. They named five aspects of servant leadership: (a) moral integrity, (b) empathy, (c) egalitarianism, (d) humility, and (f) empowerment (Mittal & Dorfman, 2012). The researchers analyzed data collected by the Global Leadership and Organizational Behavior Effectiveness project (Mittal & Dorfman, 2012). The researchers found that European cultures held the aspects of empowering and egalitarianism in higher regard. They concluded that humility and empathy had a stronger endorsement in Asian cultures. A central point of interest in the research was the finding of no significant difference in the value of moral integrity between the two cultures (Mittal & Dorfman, 2012). They pointed out that moral integrity was a significant element of servant leadership and vital for building and maintaining executive legitimacy. Other empirical researchers used qualitative and quantitative research to design psychometric properties of servant leadership (Sendjaya, Sarros, & Santora, 2008). Sendjaya et al. (2008) classified the servant leader as not only concerned about caring out acts of service but is also concerned with being a servant. Sendjaya et al. (2008) found that servant leaders must ensure that the ends they seek and how they reach them are morally and ethically justified. Sendjaya et al. (2008) developed the Servant Leadership Behavior Scale to measure servant leadership and found that spiritual ethics and moral ethics measurements could provide a more comprehensive understanding of the topic.

Henry Cloud is a leadership expert, psychologist, and bestselling author who has written over 45 books that have sold over 13 million copies. Cloud spoke on leadership to Fortune 500 companies, Christian ministries, and small businesses worldwide. In his *5 Buckets for Leadership* video series produced by Church OnDemand, Cloud spoke about God's plan or

outline for leadership. Church OnDemand (2019) stated that there are many leadership models in existence, and many of the models hold much truth. If God owned an organization, what would His leadership model be (Church OnDemand, 2019)? God does own an organization, it is the church, and the Bible is His blueprint for how it works (Church OnDemand, 2019). How is this accomplished if the human body needs to get from point A to point B? The human body needs the brain to tell it how to get from point A to point B. Cloud stated that the brain is the overseer of the body, just as Jesus is the overseer of the Church body (Church OnDemand, 2019). As the overseer of the Church body, Jesus develops the vision to get the church from where it is to where it needs to be (Church OnDemand, 2019).

The vision is the desired future state (Church OnDemand, 2019). Church OnDemand (2019) felt most organizations are just trying to complete the day's task and not focusing on the desired future state. For an organization to successfully reach the desired future state, the leaders must meet with the followers about what fits and does not fit into the path used to carry out the vision (Church OnDemand, 2019). The second bucket is to engage the talent. The brain cannot do it alone; it must engage the body to carry out a task (Church OnDemand, 2019). The different talents of the organization must be engaged to carry out the vision (Church OnDemand, 2019). The leader's and followers' talent must function together as one person cannot do it alone (Church OnDemand, 2019). This process must also have accountability to ensure the right talent and person are engaged, and all in the project are competent (Church OnDemand, 2019).

The third bucket is executing strategy. The leader must come up with a strategy to get the vision done and needs to make sure it is the best strategy (Church OnDemand, 2019). The strategy morphs into a detailed plan (Church OnDemand, 2019). The plan is the blueprint of how

the organization is going to win or how to carry out the vision (Church OnDemand, 2019). The most outstanding leaders always have a strategy and a plan (Church OnDemand, 2019). The plan may not be perfect, and it needs to be adjusted from time to time (Church OnDemand, 2019).

The fourth bucket is to measure results. The leader must use measurement and accountability to know how the plan is going (Church OnDemand, 2019). If the results are not as expected, the leader must check to ensure the important things are completed (Church OnDemand, 2019). Measuring the results is essential to the vision (Church OnDemand, 2019). The leader must measure the activities and results to hold themselves and the followers accountable while adjusting if needed (Church OnDemand, 2019). Simply put, the leader must measure the results and activities to see if the plan is not working to determine if the strategy needs to be changed (Church OnDemand, 2019). Lastly, it is adapted and fixed. Things will not go perfectly (Church OnDemand, 2019). As the leader looks at the numbers and finds that something is not correct, the leader must ask why and find the reason (Church OnDemand, 2019). An organization cannot keep doing the same thing repeatedly and expect a different result (Church OnDemand, 2019). Great leaders and organizations will adapt quickly; they do not hesitate (Church OnDemand, 2019). The leader must be vigilant and not sit and do nothing as that will cause the organization to go in the wrong direction (Church OnDemand, 2019).

Examples of Biblical Leadership

Servant leaders should set aside their agenda in the workplace and learn to support their followers. One way of support comes in the form of encouragement. Most human beings enjoy receiving a kind word of encouragement from time to time. Most workers like to hear their supervisor say they are doing well. Any servant leader could look to the example set by

Barnabas, whose name means encouragement in the Holy Bible. The character of Barnabas is an example to any servant leader and provides a reference point to study encouragement. As we see in Acts 4:36 (NIV), “Joseph, a Levite from Cyprus, whom the apostles called Barnabas (which means son of encouragement).” When Saul of Tarsus (later to become Paul) converted on the road to Damascus, it was Barnabas who encouraged the acceptance of Paul and showed Paul kindness. When the apostles sent Barnabas from Jerusalem to Antioch to check on news the apostles had received, we were told the following. Acts 11:23-24 (NIV), “When he arrived and saw what the grace of God had done, he was glad and encouraged them all to remain true to the Lord with all their hearts. He was a good man, full of the Holy Spirit and faith, and a great number of people were brought to the Lord.” Because of the encouragement of Barnabas, a large number of people received the greatest reward.

The Apostle Paul provided us with another Biblical example of servant leadership. He was a catalyst for serving others through worldly travels of church planting and spreading Christianity. Paul, once named Saul of Tarsus, was converted on the road to Damascus; he then spent the next several years helping equip and empower others to do God’s work. During his travels, Paul was able to impact a wide variety of people, including Greeks, Romans, royalty, prisoners, and people from all levels of socioeconomic backgrounds. In the book of Romans, chapter one, verses one to sixteen, Paul introduces himself as a servant leader. Then we see in 1 Corinthians 9:19 (NIV), Paul says, “Though I am free and belong to no one, I have made myself a slave to everyone, to win as many as possible.” Thus, implying Paul had given up a leader’s authoritarian rights to serve those he influenced.

Weems (2019) offered his list of leadership lessons learned from the Book of Nehemiah—modern-day leaders only need to look to the prophet Nehemiah to find a 10-stage leadership model. First, God calls leaders, and the leader must respond to the calling after hearing and understanding. Secondly, leaders must identify with their followers and think in terms of us and we. Next, a leader must be able to discuss reality with the followers honestly and straightforwardly. Weems' (2019) fourth stage is to develop a vision for the followers and self; a leader must seek God's vision for the situation. The next stage is prayer. The leader and followers must pray to be in God's will so God's guidance can shape the vision. The sixth stage is to understand that most of the time, God's will and visions are set for us in a simple, easy-to-follow path. The next stage is team building. Nehemiah understood he could not accomplish God's vision alone and would need others to share responsibility. Nehemiah started with a core team and then expanded the team to include everyone. The eighth stage for the leader is to keep the followers focused on the vision and remind the followers that accomplishing the vision is the end goal. Next, when adversity comes, and it will come, the leader must stay persistent. Weems' (2019) final stage is to remember that God always has another vision for us to achieve. Upon job completion, the leader and followers can rest and celebrate, but then the leader must ask God what the next vision is to be carried out.

A true servant leader will build up followers so that the followers will become leaders one day. Before becoming the leader, Joshua followed and was the assistant of Moses for forty years. Joshua 1:1-2 (NKJV), "After the death of Moses the servant of the Lord, it came to pass that the Lord spoke to Joshua the son of Nun, Moses' assistant, saying: Moses My servant is dead. Now, therefore, arise, go over this Jordan, you and all these people, to the land which I am

giving to them – the children of Israel.” We also see how Peter followed Jesus in chapter four of Matthew (NKJV) to how Peter became a leader of Jesus’ church in chapter twenty-one of John (NKJV). If a servant leader desires to be the best leader, trust must be put in the Lord and let Him be their leader.

Charles Spurgeon was a Baptist preacher in England during the 1800s, was associated with the Reformed Baptist movement, and called the *Prince of Preachers*. He wrote thousands of sermons, many dealing with leadership. In one of these sermons, Spurgeon (1879) preached that man held a twofold role in the world—man was ruler and servant. Man enjoyed dominion over the land, animals, birds, fish, and all creation by God. Man was also to serve God by keeping and dressing the garden. Man cannot serve two masters but only one master; this fact is even more true for leaders. If a man reaches high rank, the man is still under a master; humanity was created to serve. A follower may move from one master to another, but the follower is always in oppression and must have a master (Spurgeon, 1879).

Christ Jesus is the most excellent example of servant leadership the world has ever seen. “Jesus said to them, the kings of the Gentiles lord it over them; and those who exercise authority over them call themselves Benefactors. But you are not to be like that. Instead, the greatest among you should be like the youngest, and the one who rules like the one who serves,” Luke 22:2-26 (NIV). To his closest followers, Jesus would make his intentions clear and define reality for them (Wilkes, 1998). According to Wilkes (1998), strong servant leaders must find a way to read current events and trends while developing a sense of the future. Good leaders keep their followers informed and develop hunches about future outcomes. The servant leader’s role is to define the rewardable attitudes and actions of the followers. If the followers try to define their

own or new actions and attitudes, the servant leader must restate the core values and bring the followers back on course. The role of a leader is so significant that completion by one person is impossible. A wise servant leader will involve the followers to complete the work. The servant-leader manages the mission or the job by serving the followers, who in turn carry out the mission (Wilkes, 1998) just as Jesus did.

Self-efficacy

The expectation of efficacy determines the amount of effort produced to be a follower (Bandura, 1977). In the face of adversity and obstacles, the level of expectation efficacy will also determine how persistent in an effort the follower will be (Bandura, 1977). A follower with a high perceived level of self-efficacy will be an active worker putting forth a high level of effort (Bandura, 1977). Self-efficacy data calculates a follower's performance capabilities (Zimmerman, 2000). Self-efficacy also measures a follower's ability to deal with performance and learning in any workplace (Freudenberg, Cameron, & Brimble, 2011). The follower's level of self-efficacy can quickly determine how productive the follower can or will be in the workplace.

Self-efficacy is considered a multidimensional paradigm, and the framework is explicit (Hoxha & Hyseni-Duraku, 2017). The social environment of the follower influences a follower's self-efficacy level (Hoxha & Hyseni-Duraku, 2017). The leader sets the tone of the workplace and the environment; this affects the worker's performance. Zimmerman's (2000) research in education indicated that over the last 20 years, the student level of self-efficacy can predict student learning and motivation. Self-efficacy of the followers can indirectly affect the level of perceived organizational justice based on interaction with the servant leader (Ozyilmaz & Cicek,

2015). The intrinsic level of job satisfaction experienced by the follower can be an extrinsic feature based on the immediate supervisor (Ozyilmaz & Cicek, 2015). A follower's performance level is a complex multidimensional occurrence based on numerous factors (Fitch, 2010).

They are limited to follower goals, follower expectations, and the follower's level of dedication (Fitch, 2010). The behavior of the servant leader can have a substantial effect on followers who openly accept that leader's influence (Afsar & Masood, 2018). The essential factor that must be present for the followers and leaders to exchange creative ideas is that the followers must feel supported by the leader (Afsar & Masood, 2018). The follower's level of self-efficacy can be affected by positive workplace effects, which are affected by the servant leader (Li et al., 2018). A servant leader who promotes and supports their followers stimulates team and self-efficacy (Yang et al., 2017).

Turan and Bektas (2013) studied over 300 schoolteachers from different schools in Turkey. There was a positive and significant relationship between the teachers' (followers) perception of the culture of the school and the leadership practices of the principals (leaders) of the schools. The awareness level of the officer of the supervisor's involvement in the workplace climate can be related to the officer's contributions to workplace goals. Research indicates that the self-efficacy level of the followers cannot be underestimated as a vital and essential influence on workplace effort (Freudenberg et al., 2011). Studies of self-efficacy in higher education subject to each situation self-efficacy can predict behavior (Freudenberg et al., 2011). The supervisor's direct influence can shape the officers' attitude and can play a prominent role in the tone of the operation of the workplace. Good leaders influence organizations, but an excellent leader influences to make followers better (Turan & Bektas, 2013).

When looking at self-efficacy as a performance-based measure, it differs from most motivational paradigms (Zimmerman, 2000). A high level of self-efficacy can increase follower performance and confidence when focused on hard work and determination (LeVan, 2010). Zimmerman (2000) reported the validity of self-efficacy as a way to measure followers' emotional reactions, effort, and persistence. Self-efficacy is a psychological occurrence that augments goal achievement (LeVan, 2010). A high level of general self-efficacy can be critical when a novel situation requires continual adaptability (Scholz, Dona, Sud, & Schwarzer, 2002). A high level of general self-efficacy is essential not only to be used on a specific skill but also in several areas (Ebstrup, Eplou, Pisinger, & Jorgensen, 2011). The immediate supervisor of a law enforcement officer holds the most ability and potential to make the most difference in the officers' workplace experience.

A person's self-worth is a measure the self-esteem. Self-efficacy is not the same as self-esteem. LeVan (2010) defines self-efficacy as a person's belief in their capability to produce a preferred result. Those with high self-efficacy see the challenge of a setback to work hard and overcome the circumstance (LeVan, 2010). Workers with a high level of self-efficacy have a superior sense of persistence and motivation (LeVan, 2010). According to Fitch (2010), self-efficacy ranges from high to low levels. Followers with a high level of self-efficacy tend to set goals with high standards and responsibility. Fitch (2010) also stated that the leader's expectations can foretell the followers' performance and potential. Once an individual can master a challenging assignment with limited support, increasing their self-efficacy level (Jungert & Rosander, 2010). Jungert and Rosander (2010), in a longitudinal and qualitative study, looked at 10 engineering students and found that informal relationships with faculty

members improved the students' conceptions of opportunities to influence their course. Students with a high level of self-efficacy showed more persistency and wanted a heavier workload (Jungert & Rosander, 2010).

Self-efficacy influences the level of persistence and effort of an individual while learning a challenging task (Lunenburg, 2011). An individual will rarely perform a task if the individual expects to be unsuccessful (Lunenburg, 2011). An individual's self-efficacy will have a powerful effect on performance, learning, and motivation to complete the task if they believe a task can be performed successfully (Lunenburg, 2011). The self-fulfilling prophecy of the Pygmalion effect occurs in the classic study by Rosenthal and Jacobson (1968). A supervisor instructed teachers that there were two groups of students. One group seemingly had a high IQ when in truth, the students of the group were low to average IQ. The second group apparently had low IQ overall, when in truth, the students of that group had high IQ. The Pygmalion effect played out as expected, with the teachers giving more attention to the high IQ group, which was the low-to-average IQ. The teachers gave this group challenging assignments and had higher expectations for them, resulting in higher self-efficacy for these students and better grades. Rist (2000) produced a similar experiment as Rosenthal and Jacobson that yielded similar results.

Some workplace studies feature the Pygmalion effect (Lunenburg, 2011). Results show that when leaders have confidence in and show confidence in the followers to carry out a task, the followers can successfully perform the task at a high level (Lunenburg, 2011). Organizations should hire individuals with high self-efficacy levels (Lunenburg, 2011). Organization and supervisory repercussions on self-efficacy in the workplace can range from promotions, training, goal setting, and hiring (Lunenburg, 2011). A low level of self-efficacy can produce adverse

outcomes in individuals, just as high self-efficacy can have a positive outcome and be beneficial (Gecas, 1989). Gecas (1989) described self-efficacy as focused on an individual's self-control, self-mastery, effectiveness, achievement, competence, and self-reliance. Individuals with a low level of self-efficacy can feel helpless and inefficient, feeling they have no control over their environment (Gecas, 1989). Law enforcement agencies should hire officers with high levels of self-efficacy. Law enforcement leaders should work toward increasing the self-efficacy levels of those officers working under their command.

According to Margolis and McCabe (2006), individuals who possess a high level of self-efficacy are more likely to be intrinsically motivated and tend to challenge themselves more. Individuals with a high self-efficacy accepted failure as under their control, not attributing it to external factors, and put forth a great degree of effort toward completing tasks. Setting and achieving goals and quick recovery from setbacks are characteristics of individuals with high self-efficacy. On the other hand, individuals with low self-efficacy avoid challenging tasks, believe they cannot be successful, and have low aspirations. Margolis and McCabe (2006) listed four strategies for individuals to increase self-efficacy. First, individuals must master their experiences. Self-efficacy expands when an individual completes a task. Next is vicarious experience. The authors stated that when an individual sees a peer succeed at a task, the individual will fortify their belief in their ability to complete the same task. The third strategy is verbal persuasion. With good communication and quality feedback from their supervisor, an individual can be motivated and receive a boost in their self-efficacy. Lastly is the emotional state. Margolis and McCabe (2006) believed a positive mood can increase self-efficacy. While the power of positive thinking is good for self-efficacy, anxiety is bad for it. Supervisors can

increase the level of stimulation emotionally, which increases the individual's performance level and lowers anxiety toward the task.

Summary

Based on the literature review, the study of servant leadership is a relatively new option in the field of leadership. The foundation for servant leadership was formed in biblical times but had a short life in the secular study of leadership. Greenleaf's study of servant leadership coined the phrase considered by many researchers and scholars to be a starting point for all servant leadership studies. Most previous research has shown a general link between followers' behaviors and attitudes (Ozyilmaz & Cicek, 2015). The literature review indicated a strong history of Bandura's self-efficacy theory and indicated it was a valid measuring instrument. Self-efficacy should be an effective way to measure a follower's professionalism, job satisfaction, and productivity. Several factors influence workplace performance (Fitch, 2010). While the current literature provided a solid basis for research and study on servant leadership and self-efficacy, there was a gap when applying these two theories to law enforcement. This study attempted fill the gap in research on does the perceived level of servant leadership of the law enforcement officers' immediate supervisor influenced the law enforcement officers' level of self-efficacy.

CHAPTER THREE: METHODS

Overview

This study aimed to evaluate the effects of the officers' perceived servant leadership level of their immediate supervisor on the officers' self-reported self-efficacy level. Chapter three will discuss the methodology and data used to address the study's research question and investigate the correlational relationship between the two variables. This chapter includes the design, research question, hypothesis, participants and setting, instrumentation, procedures, and data analysis.

Design

This study used a correlational design to determine the effects of the officers' perceived servant leadership level of their immediate supervisor on their self-reported self-efficacy level. Correlational statistics describe a relationship between two variables (Gall et al., 2007). A quantitative non-experimental correlational descriptive research design facilitated the study of the difference in officers from North Carolina's perceived servant leadership level of their immediate supervisor and the officers' evaluation of their self-efficacy level. Comparisons between the perceived level of servant leadership and self-efficacy were analyzed. The correlational research design was selected for this study because the emphasis of the study was to examine the relationships between the officers' servant leadership level of their immediate supervisor and the officers' self-efficacy level (Gall et al., 2007). Gall et al. (2007) explained that correlational research design is a basic and straightforward design that collects data on two different variables and computes a correlation coefficient. There is no treatment or control group among the officers.

Research Question

The research question for this study was:

RQ: Is there a relationship between the officers' perceived servant leadership level of their immediate supervisor and their self-reported self-efficacy level?

Hypotheses

The null hypotheses are as follows:

H₀1: There is no statistically significant correlation between the overall servant leadership score of the officers' immediate supervisor as shown by the Servant Leadership Questionnaire (SLQ) and the officers' overall self-reported self-efficacy score as shown by the General Self-Efficacy Scale (GSES).

H₀2: There is no statistically significant correlation between the combined scores of altruistic calling and persuasive mapping servant leadership (SVLsub1) of the officers' immediate supervisor as shown by the Servant Leadership Questionnaire and the officers' self-reported self-efficacy score as shown by the General Self-Efficacy Scale.

H₀3: There is no statistically significant correlation between the officers' immediate supervisor's emotional healing servant leadership score (SVLsub2) as shown by the Servant Leadership Questionnaire and the officers' self-reported self-efficacy score as shown by the General Self-Efficacy Scale.

H₀4: There is no statistically significant correlation between the combined scores of wisdom and organizational stewardship servant leadership (SVLsub3) of the officers' immediate supervisor as shown by the Servant Leadership Questionnaire and the officers' self-reported self-efficacy score as shown by the General Self-Efficacy Scale.

Participants and Setting

The participants for this study emerged from a voluntary convenience sample. The population for the study was any law enforcement officer who had taken criminal justice in-service continuing education classes at two western piedmont community colleges in North Carolina. The two colleges' email databases for these classes created a survey of the population. Survey participants included law enforcement officers completing criminal justice in-service continuing education classes, including local police officers, local sheriff deputies, campus police officers, and State of North Carolina agents or troopers.

The email database lists from law enforcement in-service training continuing education classes at the community colleges were used to send the surveys to the law enforcement officers who had attended these classes. The number of officers on the email lists of the two colleges totaled 261. There were 173 law enforcement officers from one college and 88 from the other college. All law enforcement officers listed on the email lists were invited to participate in the study. Out of the 261 law enforcement officers, a total of 114 law enforcement officers volunteered to take part. However, two of the responses were eliminated due to having incomplete survey responses resulting in a total of 112 law enforcement officers voluntarily taking part in the data collection ($N = 112$). Demographic data collected asked the participants to identify their gender, type of agency, age range, and total years of service range. Demographic data (Figures 1, 2, 3, and 4) were collected from the participants, which breaks down as follows. Breakdown in gender shown was 82 (73%) were males, 30 (27%) were females, which also broke down as 57 (51%) were police officers, 40 (36%) were deputies, 14 (12%) were state officers, and 1 (1%) was another agency (Campus Police Officer). The gender difference is not

unusual for the career field. For data analyses, one campus police officer was included in the police officer grouping. The age breakdown was 28 (25%) were aged 20–29, 27 (24%) were aged 30–39, 40 (36%) were aged 40–49, and 17 (15%) were aged 50 or over. Lastly, 21 (19%) had less than 5 years of service, 21 (19%) had 5–10 years of service, 32 (28%) had 11–20 years of service, and 38 (34%) had 21 or more years of service.

Figure 1

Gender

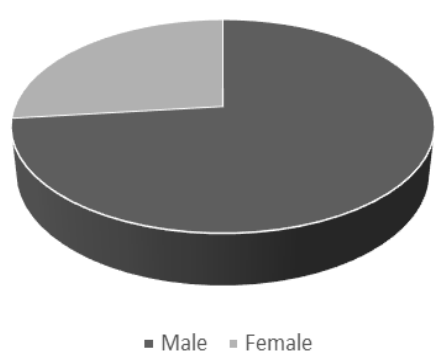


Figure 2

Department Type

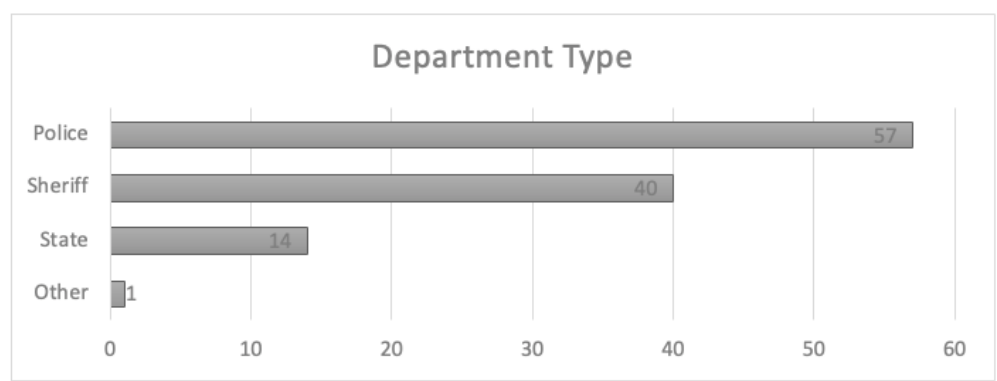


Figure 3

Age Range

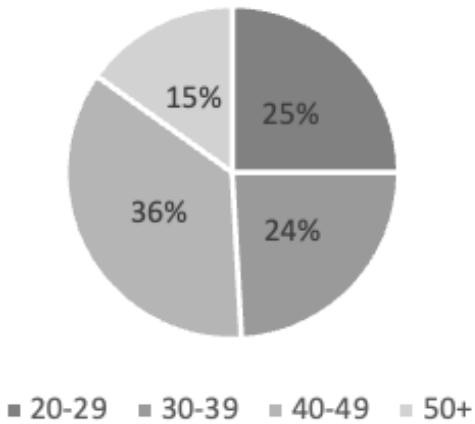
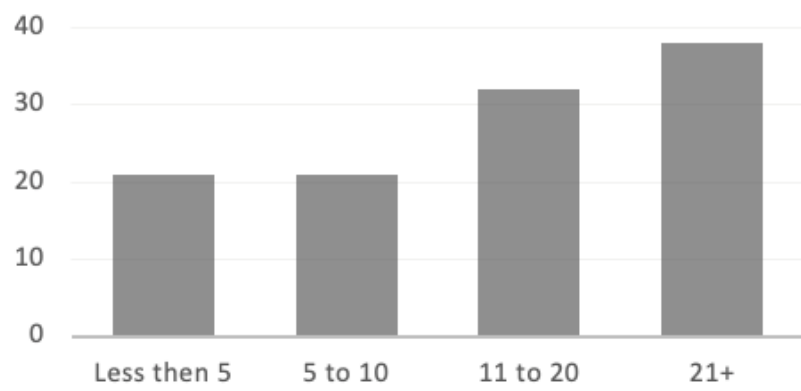


Figure 4

Years of Service



Based on the number of participants, the effect size is slightly above the required minimum for medium effect size (Gall et al., 2007). According to Gall et al. (2007), the number

of participants required for a medium effect size with a statistical power of 0.07 at the 0.05 alpha level is 100 participants.

Instrumentation

The participants in this study answered questions on two surveys; the servant leadership questionnaire (SLQ; Barbuto & Wheeler, 2006) and Everything you wanted to know about the general self-efficacy scale (GSES) but were afraid to ask (Schwarzer & Jerusalem, 2014). Scores on the instruments were analyzed to determine if a correlational relationship existed between the variable of the officers' perceived servant leadership level of their immediate supervisor and the variable of the officers' self-reported self-efficacy level. Permission was granted to use both instruments.

Servant Leadership

The first survey instrument that tests the servant leadership level of the officers' immediate supervisor was the SLQ (Barbuto & Wheeler, 2006). The authors produced this questionnaire from an extensive review of the literature and reduced their original 11 factors and 56 questions down to subscales. The face validity of the original 56 questions was 80%. Face validity was achieved by a priori categorization. Face validity was ascertained by a review of a panel of 11 expert judges, six leadership faculty members from three different universities, and five leadership doctoral students from one university. A panel of five faculty members provided the final review and categorization. In iteration analysis, convergent and divergent validity is indicated within five factors of servant leadership. Predictive validity of the five factors was evident in the correlation between servant leadership measurement outcomes; this is promising

given that the outcomes were measured against 20-year-old established research measurements (Barbuto & Wheeler, 2006).

The instrument was administered to 80 elected leaders and 388 raters from counties in the Midwestern United States (Barbuto & Wheeler, 2006). The leaders and raters attended a professional development workshop conducted by a statewide professional organization. The instrument was reduced to five servant leadership factors, including (a) altruistic calling, (b) emotional healing, (c) wisdom, (d) persuasive mapping, and (e) organizational stewardship. Also, the instrument was reduced to a total of 23 questions for the five factors, and for scoring utilizes a four-point Likert-type scale ranging from Strongly Disagree to Strongly Agree. Responses were as follows: Strongly Disagree = 1, Somewhat Disagree = 2, Somewhat Agree = 3, and Strongly Agree = 4. The combined possible total score of the servant leadership ranged from 23 to 92. A score of 23 points is the lowest possible score and represents low servant leadership. A score of 92 points is the highest possible score and represents high servant leadership. To test reliability, Barbuto and Wheeler (2006) used 10 servant leadership subscales for the five servant leadership factors. The self-version demonstrated reliabilities ranging from .68 to .87, and the rater version demonstrated reliabilities ranging from .82 to .92. On a scale of .00 to 1.0, the closer the reliability coefficient is to 1.0, the higher the reliability (Gall et al., 2007). On this scale, 1.0 is a perfect reliability score, and a score of .00 indicates no reliability (Gall et al., 2007). The five servant leadership factors are scored as follows: altruistic calling, with four lowest scores and 16 highest scores; emotional healing, with four lowest scores and 16 highest scores; wisdom five lowest scores and 20 highest scores; persuasive mapping five lowest score and 20 highest score, and organizational stewardship five lowest score and 20 highest

score. The five servant leadership factors of Barbuto and Wheeler (2006) share an affiliation with three of Greenleaf's (2002) servant leader characteristics; listening and understanding (emotional healing), foresight (wisdom and organizational stewardship), and persuasion (altruistic calling and persuasive). A simple internet search for Barbuto and Wheeler's servant leadership survey yields hundreds of studies that have utilized the instrument.

General Self-Efficacy

The second survey instrument tested the self-efficacy level of the officers. Everything you wanted to know about the *general self-efficacy scale* (GSES) but were afraid to ask (Schwarzer & Jerusalem, 2014). The authors based the scale on the work of Albert Bandura. The authors expanded Bandura's work which was primarily situation-specific self-efficacy and produced a more generalized self-efficacy scale. Schwarzer first created the GSES in 1992. This instrument measured an individual's general ability to control and respond to environmental challenges and demands. This general self-efficacy instrument evaluated the belief of an individual in their ability to respond to challenging situations and their own ability to deal with setbacks and obstacles.

This simple instrument yields 10 questions using a four-point Likert-type scale ranging from not at all true to exactly true (Schwarzer & Jerusalem, 2014). Responses are as follows: Not at all true = 1, Barely true = 2, Moderately true = 3, and Exactly true = 4. The combined possible total score of the Generalized Self-Efficacy ranged 10–40. A score of 10 points is the lowest possible score and represents low self-efficacy. A score of 40 points is the highest possible score and represents high self-efficacy. The alpha reliability is .76 to .90, with the majority in the .80s. Again, .00 indicates no reliability, and 1.0 indicates perfect reliability (Gall et al., 2007).

Criterion-related validity is documented in several correlation studies, and concurrent validity was recognized based on correlations with other tests (Schwarzer & Jerusalem, 2014). Schwarzer and Jerusalem (2014) established predictive validity in a follow-up study in 1993. The authors considered this scale to be a new measure; however, they tested it only on German populations (Schwarzer & Jerusalem, 2014). The authors noted that the instrument has been translated into eight different languages and is currently widely utilized worldwide (Schwarzer & Jerusalem, 2014). A simple internet search for the general self-efficacy scale by Schwarzer and Jerusalem yields hundreds of studies that have utilized the instrument.

Procedures

Permission was obtained from Liberty University's School of Education and the Internal Review Board (IRB) to collect the data. Once IRB granted permission to proceed, two local community colleges were contacted, and the email database lists were obtained. The email lists were from the continuing education departments for law enforcement officers who had attended previous in-service training classes at the colleges. The surveys were emailed to the law enforcement officers listed on the email databases. The participants accessed the surveys by email through the Google Forms™ survey platform. The data from the Google Forms™ were transferred to a Microsoft Excel™ spreadsheet. The emails explained the study, requested the participants to participate, provided a link to the survey, and asked for demographic information at the beginning of the survey. Participants were given information regarding the voluntary nature of the study, their right to withdraw at any time from the study and asked to take part in the study voluntarily.

After 2 weeks a reminder email was sent asking participants to participate in the study if they had not already. The response rate was low, and more responses were needed. The surveys were sent a second time to only non-responding law enforcement officers on the email list. Again, after 2 weeks, a reminder email was sent asking the officers to participate in the study. The total number of participants was again accessed, and the response rate was still low—more responses were needed. The surveys were sent out a third time, again, only to non-responders. Again, after 2 weeks, a reminder email was sent asking them to participate. This data collection process was engaged two more times before the total number of participants reached an adequate response rate. The data collection process was conducted five times before an acceptable level of data was collected. The time required for a participant to complete the two surveys was approximately 15–20 minutes.

Participants of this study are only identifiable by their demographic information. Participants were assured of confidentiality and assured their email addresses and identities would not be published in the study. Participants were informed that the study's results might be published but assured that no email addresses or personally identifiable information (PII) would be published. After a predetermined amount of time (2 weeks) of each survey request distribution, the submission of surveys was closed. Once the data collection ended, a *thank you* email was sent out to all participants who replied to the surveys; those participants were provided instructions on requesting the study results upon completion.

The data collected were entered into a Microsoft Excel™ spreadsheet and then into the Statistical Package for the Social Sciences (SPSS)™ for data analysis. Scores from each instrument were tallied and instrument data coded. The information was organized into data files

and stored on a password-protected computer used by the researcher. A password-protected external backup storage device stored the data files.

Data Analysis

The dataset was entered into SPSSTM and processed. Analyses examined the correlation of the two variables: servant leadership level of supervisor, the independent or predictor variable, and officer self-efficacy level, the dependent or criterion variable. Data were examined to determine if a relationship existed or establish any change in the relationship of the variables (Gall et al., 2007). However, correlation does not show a cause-and-effect relationship (Cohen, West, & Aiken, 2014). Assumption testing examined normality requirements for correlation analysis. The independent variables and the dependent or criterion variable were measured by an ordinal scale, thus meeting the required level of measurement (Cohen et al., 2014). All signs in the exploratory data analyses pointed away from normality. Thus, Spearman's rank correlation coefficient *rho* (ρ) measured the strength and direction of the relationships. Spearman's *rho* measures the correlation of a monotonic relationship (Schmid & Schmidt, 2007). Pearson is used to measuring linear relationships between variables. However, Spearman measures monotonic correlations (Schmid & Schmidt, 2007). This study employed ranked values, not raw data; thus, Spearman, not Pearson, was the correct test to use. Assumption testing continued by testing for the normal distribution of the population using the Shapiro-Wilk test (Green & Salkind, 2017). Assumption testing continued by producing and analyzing Q-Q plots, box and whisker plots, and histograms (Cohen et al., 2014).

The three of five of Greenleaf's (2002) servant leadership factors were combined with the five servant leadership dimensions of Barbuto and Wheeler (2006) to produce sub hypotheses

two, three, and four of the study. The theoretical framework of Greenleaf (2002) focused on several characteristics of servant leadership. However, this study focused on the following three Greenleaf servant leader characteristics: (a) listening and understanding, (b) foresight, and (c) persuasion.

The study paired listening and understanding with Barbuto and Wheeler's (2006) emotional healing for SVLsub3. SVLsub3 is Barbuto and Wheeler's emotional healing, and the instrument's authors showed a reliability rating of .68 on the self-version and .91 on the rater version. For this study, Barbuto and Wheeler's (2006) altruistic calling and persuasive mapping were combined with a persuasion for SVLsub2 and for SVLsub4. Barbuto and Wheeler's (2006) wisdom and organizational stewardship were combined with foresight. Because Barbuto and Wheeler's (2006) servant leadership dimensions were combined by the researcher just for this study, reliability had to be established. Cronbach's Alpha was used to analyze SVLsub2 and SVLsub4. Interpretations of reliability for SVLsub2 were .86, which demonstrated good internal reliability (Table 1). The interpretation of reliability for SVLsub4 was .92, which demonstrates a high alpha score for internal reliability (Table 2).

Table 1*Cronbach's Alpha for Sub-Hypothesis Two*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	<i>N</i>
.863	.896	9

Table 2*Cronbach's Alpha for Sub Hypothesis Four*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	<i>N</i>
.922	.962	10

Summary

In chapter three, the researcher discussed the data, methodology, and research question. Sections of this chapter included the design, research question, hypothesis, participants, instruments, procedures, and analysis.

CHAPTER FOUR: FINDINGS

Overview

This study aimed to evaluate the effects of the officers' perceived servant leadership level of their immediate supervisor on the officers' self-reported self-efficacy level. Chapter four contains the methodology, descriptive statistics, statistical analysis, and data used to address the study's research question. The sample size for the study was 112 participants ($N = 112$), and no outliers were removed. According to Gall et al. (2007), the number of participants required for a medium effect size with a statistical power of 0.07 at the 0.05 alpha level is 100 participants. The data were analyzed using SPSS version 28.

Research Question

The research question for the study was:

RQ: Is there a relationship between the officers' perceived servant leadership level of their immediate supervisor and their self-reported self-efficacy level?

Null Hypotheses

The null hypotheses were as follows:

H₀₁: There is no statistically significant correlation between the overall servant leadership score of the officers' immediate supervisor as shown by the servant leadership questionnaire and the officers' overall self-reported self-efficacy score as shown by the general self-efficacy scale.

H₀₂: There is no statistically significant correlation between the combined scores of altruistic calling and persuasive mapping servant leadership (SVLsub1) of the officers'

immediate supervisor as shown by the servant leadership questionnaire and the officers' self-reported self-efficacy score as shown by the general self-efficacy scale.

H₀₃: There is no statistically significant correlation between the officers' immediate supervisor's emotional healing servant leadership score (SVLsub2) as shown by the servant leadership questionnaire and the officers' self-reported self-efficacy score as shown by the general self-efficacy scale.

H₀₄: There is no statistically significant correlation between the combined scores of wisdom and organizational stewardship servant leadership (SVLsub3) of the officers' immediate supervisor as shown by the servant leadership questionnaire and the officers' self-reported self-efficacy score as shown by the general self-efficacy scale.

Descriptive Statistics

Participants completed two surveys, the servant leadership questionnaire (SLQ) and the general self-efficacy scale (GSES). Descriptive statistics were obtained on each variable including (a) SLQ, (b) GSES, (c) SVLsub1, (d) SVLsub2, and (e) SVLsub3. The SLQ is a 23-question survey with a four-point Likert-type scale with a mean of 2.98, a median of 3.09, and a standard deviation of 0.62. The GSES is a 10-question survey with a four-point Likert-type scale with a mean of 3.40, a median of 3.50, and a standard deviation of 0.36. SVLsub1 was composed by combining questions 1-8 of the SLQ. SVLsub2 was created from questions numbered 9 -13 on the SLQ. SVLsub3 comes from combining questions fourteen to twenty-three of the SLQ. The descriptive statistics indicate the mean, median, and standard deviation for each variable (Table 3).

Table 3*Descriptive Statistics*

Variable	Mean	Median	SD
SLQ	2.98	3.09	0.62
GSES	3.40	3.50	0.36
SVLsub1	2.60	2.70	0.61
SVLsub2	2.80	3.00	0.95
SVLsub3	3.20	3.20	0.64

Assumption Test Results

Tests were conducted on all four null hypotheses using the Shapiro-Wilk test, and data were visually examined using Q-Q plots, box and whisker plots, and histograms. Both broadly accepted methods for assessing normality, graphical and numerical, were used for normality assessment (Cohen et al., 2014). A Shapiro-Wilk test for SLQ showed a significant departure from normality, $W(112) = .819, p < .05$. A Shapiro-Wilk test for GSES showed a significant departure from normality, $W(112) = .928, p < .05$. A Shapiro-Wilk test for SVLsub1 showed a significant departure from normality, $W(112) = .833, p < .05$. A Shapiro-Wilk test for SVLsub2 showed a significant departure from normality, $W(112) = .833, p < 0.05$. A Shapiro-Wilk test for SVLsub3 showed a significant departure from normality, $W(112) = .804, p < 0.05$. Based on the Shapiro-Wilk test results (Table 4), the assumption of normality was violated at $p < .05$ (i.e., the data conformed to a distribution other than normal).

Table 4*Tests of Normality*

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SLQ	.272	112	.000	.819	112	.000
GSES	.175	112	.000	.928	112	.000
SVLsub1	.285	112	.000	.833	112	.000
SVLsub2	.323	112	.000	.833	112	.000
SVLsub3	.252	112	.000	.804	112	.000

Note: a. Lilliefors Significance Correction

Data Screening of Hypotheses

Data screening was conducted on the variables for each hypothesis which were screened, sorted, and scanned for inconsistencies. Q-Q Plots were visually inspected to judge whether the distribution was normal (Figures A1, A3, A5, A7, and A9). The normal plot features line at 0 standard deviations (*SD*). When the data points align with or are very close to grouping around the zero line, it can be assumed that the data is normal. But, when the data are scattered above and below the line, detrended normal, they can be assumed to conform to distribution other than normal (Figures A2, A4, A6, A8, and A10). Box and whisker plots were used to show explanatory data analysis for the outliers (Figures A11, A12, A13, A14, and A15). Outliers were identified in the data; however, outliers were not removed from the analysis for two reasons.

First, the responses on both surveys were four-point Likert type scales; thus, the responses were scores between one to four, meaning no matter the score, it would not usually be outside the whiskers. Also, outliers were kept for the whole examination of the data as all scores were a naturally informative part of the data. Simple histograms show the distribution of the continuous variable scores, checking for normal distribution (Figures A16, A17, A18, A19, and A20). Normal distribution would follow a classic bell curve. However, data screening does not show the classic curve and shows that the data is not normally distributed.

Conclusions on Normality

The conclusion after a visual examination of the Q-Q plots and histograms was that the data are not normally distributed. All signs in the data analyses point away from normality. Thus, the nonparametric Spearman's rank correlation coefficient ρ was employed for the correlation tests.

Correlation Testing

The relationship or association between two ordinal variables can measure direction and strength with (ρ) . One hundred and twelve participants were recruited. Hypothesis H_0 stated there is no statistically significant correlation between the overall servant leadership score of the officers' immediate supervisor as shown by the servant leadership questionnaire (SLQ) and the officers' overall self-reported self-efficacy score as shown by the general self-efficacy scale (GSES). A Spearman's rank-order correlation was run to assess the relationship between SLQ and GSES (Table 5). Preliminary analysis showed there was no statistically significant correlation between SLQ and GSES, $r_s(110) = .129, \rho = .174$. Therefore, the researcher could reject the null hypothesis.

Hypothesis H_{02} stated there is no statistically significant correlation between the combined scores of altruistic calling and persuasive mapping servant leadership (SVLsub1) of the officers' immediate supervisor as shown by the servant leadership questionnaire (SLQ) and the officers' self-reported self-efficacy score as shown by the general self-efficacy scale (GSES). A Spearman's rank-order correlation was run to assess the relationship between SVLsub1 and GSES (Table 5). Preliminary analysis showed there was no statistically significant correlation between SVLsub1 and GSES, $r_s(110) = .062$, $\rho = .514$. Therefore, the researcher could not reject the null hypothesis.

Hypothesis H_{03} stated there is no statistically significant correlation between the emotional healing servant leadership score (SVLsub2) of the officers' immediate supervisor as shown by the servant leadership questionnaire (SLQ) and the officers' self-reported self-efficacy score as shown by the general self-efficacy scale (GSES). A Spearman's rank-order correlation was run to assess the relationship between SVLsub2 and GSES (Table 5). Preliminary analysis showed there was no statistically significant correlation between SVLsub2 and GSES, $r_s(110) = .070$, $\rho = .446$. Therefore, the researcher could not reject the null hypothesis.

Hypothesis H_{04} stated there is no statistically significant correlation between the combined scores of wisdom and organizational stewardship servant leadership (SVLsub3) of the officers' immediate supervisor as shown by the servant leadership questionnaire (SLQ) and the officers' self-reported self-efficacy score as shown by the general self-efficacy scale (GSES). A Spearman's rank-order correlation was run to assess the relationship between SVLsub3 and GSES (Table 5). Preliminary analysis showed a statistically significant, strong positive

correlation between SVLsub3 and GSES, $r_s(110) = .206$, $p = .029$. Therefore, the researcher rejected the null hypothesis.

Table 5

Spearman's Rho Results

Variable	Spearman's rho	Sig. (2-tailed)	N
SLQ	.129	.174	112
GSES	1.00	.177	112
SVLsub1	.062	.514	112
SVLsub2	.070	.466	112
SVLsub3	.206*	.029	112

Note: **correlation is significant at the .01 level (2-tailed) *correlation is significant at the .05 level (2-tailed).

However, a more strenuous review was required, with only one of the four null hypotheses, SVLsub3 and GSES, being rejected. When a study takes the dependent variable and conducts multiple analyses on the variable, the possibility of a type 1 error (false significant result) increases. The Bonferroni correction (VanderWeele & Mathur, 2019) for this study was $p < .013$, implemented on the correlation between SVLsub3 and GSES. The result of Bonferroni showed that the correlation was no longer statistically significant. Preliminary analysis showed there was no statistically significant correlation between SVLsub3 and GSES, $r_s(110) = .070$, p

> .013. Therefore, the researcher could fail to reject any of the four null hypotheses, H_{01} , H_{02} , H_{03} , and H_{04} .

Summary

Chapter four used statistical analysis to investigate the relationship between the officers' perceived servant leadership level of their immediate supervisor and the officers' self-reported self-efficacy level of law enforcement officers in western North Carolina ($N = 112$). Chapter four featured the method, descriptive statistics, statistical analysis, and data used to address the study's research question. The research question was *is there a relationship between the officers' perceived servant leadership level of their immediate supervisor and their self-reported self-efficacy level?* The Spearman's rank-order correlation with the Bonferroni correction showed no statistically significant correlation between the variables. This study did not seek to identify causality, only correlation.

CHAPTER FIVE: CONCLUSIONS

Overview

The purpose of chapter five is to provide a review and discussion of the study's results as related to the theoretical foundation, propositions, limitations, and recommendations for future research.

Discussion

The purpose of this quantitative correlational study was to address the gap in the literature as it related to the evaluation of the relationship between the officers' perceived servant leadership level of their immediate supervisor on the officers' self-reported self-efficacy level. The servant leadership level of the supervisor was the independent or predictor variable, and the officer self-efficacy level was the dependent or criterion variable. Due to the lack of research in law enforcement, this study was conducted to provide and produce additional inquiry into the topic. Only two semi-related studies could be found. A research dissertation focused on the relationship between the self-efficacy and education level of police officers (Camp, 2017). Another research dissertation was found that focused on the influence of servant leadership on the resilience level of federal law enforcement agents (Badger, 2017). However, the literature is unclear in locating a study examining self-efficacy to or with servant leadership in the field of law enforcement could not be found thus, making this study unique in the field of law enforcement.

A search finds numerous studies dealing with servant leadership and self-efficacy in the education and medical fields. The topic of teacher self-efficacy has exploded during the last half-century (Zee & Koomen, 2016). A non-exclusive review of some education-related self-efficacy

studies includes; teacher personality, teacher effectiveness, curriculum pressure, teacher stress, student achievement, student motivation, teacher work satisfaction, and teacher well-being as they relate to teacher self-efficacy (Berg & Smith, 2016; Klassen & Tze, 2014; Putwain & von der Embse, 2019; Schwab, 2019; Zee & Koomen, 2016). The topic of self-efficacy in the medical field has flourished in recent years among medical personnel and medical students (Demiroren et al., 2016; Hasanshahi et al., 2018; Kosobuski et al., 2017; Nowakowska et al., 2016). The 112 participants were emailed to complete two surveys: the SLQ and the GSEs. Descriptive statistics, a Shapiro-Wilk test, Q-Q plots, box and whisker plots, histograms, and Spearman's rank correlation coefficient ρ with the Bonferroni correction were employed to understand the data.

Research Question

RQ: Is there a relationship between the officers' perceived servant leadership level of their immediate supervisor and their self-reported self-efficacy level?

This study revealed that the mean for the SLQ was 2.98, and the median was 3.09. The questionnaire was scored on a four-point Likert-type scale with 2 = Somewhat Disagree, and 3 = Somewhat Agree. The study demonstrated an overall GSES mean of 3.40 and a median of 3.50. The scale was scored on a four-point Likert-type scale with 3 = Moderately True. The Shapiro-Wilk test was conducted for normality due to the small sample size (Laerd Statistics, 2015). The assumption of normality for servant leadership, general self-efficacy, and all three subgroups was violated for all group combinations as assessed by Shapiro-Wilk's test ($p < .05$). Since the data conformed to a distribution other than normal, Q-Q plots were visually inspected to judge the distribution. A normal distribution Q-Q plot line (Figures A1, A3, A5, A7, and A9) shows the

data points align with or are very close to grouping around the zero line. The detrended normal Q-Q plots (Figures A2, A4, A6, A8, and A10) show a distribution other than normal. Next, simple histograms were used to check the distribution of the continuous variable scores, checking for normal distribution (Figures A16, A17, A18, A19, and A20). Examination of the data does not show the classic bell curve and shows the data is not normally distributed. Simple box and whisker plots were used to detect outliers in this study. Outliers in this study were not removed for the data analysis due to two reasons. First, the responses on both surveys were four-point Likert-type scales. Thus, the responses were scores between one to four, and any outliers would not be an unusual distance outside the whiskers. Secondly, outliers were kept for the whole examination of the data due to being a naturally informative part.

Since all signs in the data analyses pointed away from normality, Spearman's rank correlation coefficient ρ was utilized for the correlation tests. Preliminary analysis of Spearman showed there was no statistically significant correlation between SLQ and GSES, SVLsub1 and GSES, SVLsub2 and GSES; therefore, H_{01} , H_{02} , and H_{03} cannot be rejected. Spearman's rank-order correlation was run to assess the relationship between SVLsub3 and GSES (H_{04}) and showed a statistically significant correlation. However, when multiple tests are run on the same dependent variable, GSES, the chance of a type I error increases. The Bonferroni correction can be used to counteract the chance of a type 1 error (VanderWeele & Mathur, 2019). The Bonferroni correction for this study was $\rho < .013$ and was used to analyze SVLsub3 and GSES. Preliminary analysis showed there was no statistically significant correlation between SVLsub2 and GSES, $r_s(110) = .070$, $\rho > .013$. Therefore, we cannot reject the null H_{04} hypothesis.

This study sought to add to the existing field of knowledge; specifically, this study looked to examine the relationship between law enforcement officers' perceived servant leadership level of their immediate supervisor and the officers' self-efficacy level. Law enforcement administrators can significantly affect how officers respond to pressure from citizens, work expectations, and local, state, and federal accountability requirements. This study focused on the theoretical frameworks of Greenleaf (2002) and the Holy Bible to define servant leadership. This study asked law enforcement officers to assess their immediate supervisor's servant leadership level. As defined by Greenleaf (2002), the term servant leadership has influenced generations of leaders and inspired numerous leadership studies. The role of a servant, united with the role of a leader, combines to form the servant leader (Greenleaf, 2002). The theoretical framework of Greenleaf (2002) focused on several characteristics of servant leadership. This study focused on three servant leader characteristics, including (a) listening and understanding, (b) foresight, and (c) persuasion.

The servant leader must listen to know what followers believe or are thinking. Too often, traditional leaders see a problem or issue, devise their action plan, and order the followers to carry out the leader's plan. Traditional leaders are expected to have high decision-making abilities. The servant-leader should be committed to actively listening to the followers (Greenleaf, 2002). The servant-leader cannot just give lip service to active listening. But must have a profound commitment to listening actively (Greenleaf, 2002). This commitment will strengthen the leader and the followers (Greenleaf, 2002). The servant leader must be able to look at the here and now to find a way to see the unforeseeable (Greenleaf, 2002). The ability to see the future is a mark of a true servant leader (Greenleaf, 2002). Law enforcement officers

often can use a “hunch” or a “gut feeling” when something does not seem right. This hunch is often based on the subconscious pulling from the training and experience of the officer. The officers may not realize it, but they use foresight to deal with the event. A servant leader would attempt to convince a follower to comply with a request and then simply give the follower a direct order to complete the task. Persuasion may be the one servant leader characteristic that sets it apart from traditional leadership. If a leader can successfully apply Greenleaf’s (2002) characteristics of listening and understanding, foresight, and persuasion, then, in turn, the follower should be positively affected.

Perhaps the most remarkable example of a servant leader came in the Lord Jesus Christ. We see in Matthew 20:28 (NIV), “just as the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many.” The concept of the servant leader has grown in popularity in secular leadership discussions (Wilkes, 1998). Many top secular business writers are looking to service-oriented leadership instead of personality-centered leadership (Wilkes, 1998). Character and relationships mold a servant leader (Wilkes, 1998). For example, a husband cannot lead his wife until he learns to serve his wife (Wilkes, 1998). Ephesians 5:25 (NIV) instructs us, “husbands, love your wives, just as Christ loved the church and gave himself up for her.” When a leader desires to be a servant leader, they must gain the trust of their followers and trust their followers. While at the same time, trust in the Lord increases their leadership ability.

The term self-efficacy is defined by Bandura (1977) as a person’s belief in the ability within a specific situation to be successful. The situation or task can be accomplished based on the person’s belief or confidence in themselves or their ability (Bandura, *Self-efficacy: Toward a unifying theory of behavioral change*, 1977). Bandura (1977) felt that positive accomplishments

and negative judgments deliver motivations for action. Self-efficacy can analyze and evaluate the ability to forecast behavioral change (Bandura, *Self-efficacy: Toward a unifying theory of behavioral change*, 1977). Bandura (1982) said self-efficacy influences performance and learning in three ways; (a) influence goals of employees choose, (c) influences learning and amount of effort, and (c) influences persistence level on a new or difficult task. Verbal persuasion of the leader on the follower can play a large role in convincing the follower they possess the ability to succeed on a particular task (Bandura, 1982). The amount of effort produced to be a follower is determined by the expectation of efficacy (Bandura, 1977). In the face of adversity and obstacles, the level of expectation efficacy will also determine how persistent of an effort the follower will display (Bandura, 1977). A follower with a high perceived level of self-efficacy will be an active worker putting forth a high level of effort (Bandura, 1977). Self-efficacy has been linked to job satisfaction and task completion as it relates to emotional capability and cognitive ability (Skaalvik & Skaalvik, 2014). The stronger the sense of self-efficacy in the follower, the more focused the follower will be on commitment, accomplishment, and involvement (Skaalvik & Skaalvik, 2014).

This study was important because a limited amount of research exists concerning the relationship between servant leadership and self-efficacy, much less as it relates to the field of law enforcement. Higher self-efficacy in the officers should, in turn, produce an officer who is the most effective and efficient in their duties. The five practices of exemplary leadership are; model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart (Kouzes & Posner, 2017). A person's self-worth is a measure the self-esteem. Self-efficacy is not the same as self-esteem. LeVan (2010) defined self-efficacy as a person's belief in

their capability to produce a preferred result. Those with high self-efficacy see the challenge of a setback to work hard and overcome the circumstance (LeVan, 2010). Workers with a high level of self-efficacy have a superior sense of persistence and motivation (LeVan, 2010).

Servant leaders who run law enforcement agencies experience the fulfillment and joy of being dedicated to service and experiencing the world's darkness and evil (Boesser-Koschmann, 2013). Servant leadership is a general management style for serving others, building a community perception, and serving the greater good (Boesser-Koschmann, 2013). Servant leadership can be a path for law enforcement professionals to form an organizational structure, allow officers to pursue opportunities in the workplace, approach community members, and search out ways to lead and serve others (Boesser-Koschmann, 2013). Law enforcement officers can use servant leadership to bridge the gap between citizens' freedom and the laws required to manage society (Boesser-Koschmann, 2013).

Recent statistics show that 144 officers were killed in the line of duty in America in 2018, a 12% increase from 2017 (Jackson & Lee, 2019). These statistics also show an officer shortage and declining recruitment (Jackson & Lee, 2019). The modern-day servant leader does not promote themselves but instead develops others in their charge (Jackson & Lee, 2019). A 2019 study polled several police chiefs in Virginia and found that servant leadership behaviors increased the quality of life for the public and lowered violent crime rates while also increasing positive interactions between officers and members of the public (Jackson & Lee, 2019). Author of *Why Leaders Eat Last* Simon Sinek summarized his book in a YouTube presentation. Sinek offered a quote concerning what a leader is and what it means to be a leader. "Leadership is not a rank. Leadership is not a position. Leadership is a decision. Leadership is a choice. It has nothing

to do with your position in the organization. If you decide to look after the person to the left of you and to look after the person to the right of you, you have become a leader” (Sinek, 2013).

Research studies on self-efficacy in law enforcement are limited. Work engagement is predicted by the individual means of self-efficacy (Wolter, Maria, & Burkard, 2019). Co-worker and supervisor support predict self-efficacy (Wolter et al., 2019). The negative aspects of police work can reduce self-efficacy; however, supervisor and co-worker support positively impact work self-efficacy (Wolter et al., 2019). A 2019 study showed that when law enforcement officers felt workplace support, the officers were more engaged at work (Wolter et al., 2019). The authors also showed high self-efficacy levels and perceived support of co-workers and supervisors increased work engagement. A study by Chu and Abdulla (2014) showed that more than 90% of female officers sampled had a high level of self-efficacy while females in other fields such as science and engineering were much lower. The 2013 study contributed that the high percentage of females who enter the field of law enforcement are strong-willed and can easily overcome hurdles at work (Chu & Abdulla, 2014). The same study found that female officers with high work values and high self-efficacy were open to engaging in the challenges of police work (Chu & Abdulla, 2014). A unique form of general self-efficacy in leadership self-efficacy is a leadership principle in which the leader is confident in their own ability to perform and coordinate to produce in the workplace (Bergman, Senden, & Berntson, 2021). Leadership self-efficacy can reduce stress and allow leaders to lead followers toward and reach work goals (Bergman et al., 2021).

This study revealed the mean below *somewhat agree* and the median just above *somewhat agree*, displaying scores just below and just above participants’ high servant

leadership score. The study demonstrated the mean and median both falling in the *moderately true*, displaying a score solidly in a high self-efficacy score of participants. Based on the results of the Shapiro-Wilk test for servant leadership, general self-efficacy and all three subgroups were violated for all group combinations as assessed by the Shapiro-Wilks test ($p < .05$). Since the data were not normally distributed, Spearman's rank-order correlation was used. The Spearman's rank correlation coefficient rho (ρ) results showed no statistically significant correlation between SLQ and GSES, SVLsub1 and GSES, SVLsub2 and GSES; therefore, we cannot reject null hypotheses. The Bonferroni correction was used to analyze SVLsub3, and at $\rho < .013$, the GSES showed no statistically significant correlation.

Implications

A correlational design determined the effects of the officers' perceived servant leadership level of their immediate supervisor on the officers' self-reported self-efficacy level. While the data analysis did not show a significant correlation, it did lean toward a relationship between the officers' perceived servant leadership level of their immediate supervisor and the officers' self-reported self-efficacy. Correlational statistics describe the relationship between two variables (Gall et al., 2007). When conducting or reviewing a correlational study, a researcher must consider the correlation between ice cream sales and homicides, a classic example of the fallacy of cum hoc ergo propter hoc (Latin: with this, therefore, because of this, or correlation does not imply causation) discussed in science and statistics courses. The example states that the rate of homicides increases in alignment with ice cream sales (Harper, 2013). Harper (2013) explained that the relationship is a statistical coincidence, and ice cream sales do not account for the increased number of homicides. Still, other studies showed that in New York and Chicago, when

the temperature rises, the crime rate spikes (Spielman, Dumper, Jenkins, Lacombe, Lovett, & Perlmutter, 2014). However, Spielman et al. (2014) stated that assuming warmer weather causes the crime rate to increase is just as simplistic as implying that increases in ice cream sales cause the crime rate to spike. Applied herein, one cannot associate a cause to the correlation analysis results; such an exercise would require post hoc analysis using regression.

This study revealed the mean for the SLQ and the median. The questionnaire was scored on a four-point Likert-type scale with 2 = Somewhat Disagree, and 3 = Somewhat Agree. Data showed the mean just below Somewhat Agree and median just above Somewhat Agree. Participants were asked to consider their immediate supervisor when answering the questions of the SLQ. All questions on the SLQ were worded positively, meaning agreement such as Somewhat Agree would be considered a good response and a moderately high servant leadership score. The study also revealed the GSES mean and median. The scale was scored on a four-point Likert-type scale with 3 = Moderately True. Participants were asked to consider how they felt about their own self-efficacy at work. All questions on the GSES were worded positively, meaning agreement such as Moderately True would be considered a good response and a comparatively high self-efficacy score. A correlational study uncovers a relationship between variables; it does not indicate a cause of the relationship only if a relationship exists (Gall et al., 2007). Based on the Shapiro-Wilk results, the data were not distributed normally; thus, Spearman's rank correlation coefficient ρ was used. Accounting for the Spearman's analysis $p > .05$ and the Bonferroni correction $p > .013$, the study failed to reject the null hypotheses and showed no significant correlations.

Servant leadership is a better way to lead a law enforcement agency than simply barking orders and dominating discussions with subordinates (Sherman, 2022). Officers are passionate about helping the community, being dedicated to the agency, and respecting the supervisor when led by a servant leader (Sherman, 2022). A law enforcement agency that embraced the concept of servant leadership could be transformed from good to great. A recent study by the FBI found that the best way to change an agency's culture and make positive changes is through a servant leadership style (Sherman, 2022). Chikeleze, Vigi, and Hale (2021) showed that officers perceived their supervisors as servant leaders and showed an overall positive job satisfaction. Police officers have power and authority, which requires them to be accountable to the community (Sherman, 2022). The agency's leader can use servant leadership to develop a culture of discipline (Sherman, 2022). Supervisors can have an irreplaceable contribution to an agency in how their actions affect the followers in their behavior and performance (Thao & Kang, 2020). Thao and Kang (2020) found that the longer a worker was assigned to a servant leader, the stronger the job self-efficacy level of the worker was. Ji and Yoon (2021) found that a servant leader can positively affect workers by serving the worker and being dedicated to the worker. A servant leader can gain workers' trust by encouraging them to accept and participate in demanding and perplexing work tasks. A servant leader should not simply provide numerical evaluation but give qualitative advisory feedback to the workers. High worker self-efficacy with innovative behavior was shown to be influenced by servant leadership (Ji & Yoon, 2021). Servant leaders' ability to counsel the worker provided a positive informal and formal interaction while at the same time improving the culture of the organization (Ji & Yoon, 2021). Servant leadership gives significance to the employee's needs, shares authority with the employee, and

assists the employee in succeeding as much as possible (Focht & Ponton, 2015). Servant leadership guarantees that customer service becomes a significant concern (Focht & Ponton, 2015). Servant leadership in law enforcement demonstrates to the officers that the interests of the public are more important than the interests of the officers (Jit, Sharma, & Kawatra, 2016).

Limitations

This study involved 112 participants (law enforcement officers) who were taking or had completed training courses from two communities in western North Carolina. The field of law enforcement is a worldwide profession and could warrant an approach that involves a broader methodology and is not limited to one small geographic location to increase the generalizability of the study. Out of the 112 participants, only 27% were female. While traditionally, the field is a male-dominated workforce, more females could impact the results. Due to the inherent differences in males and females, more balanced gender participation could change the overall perceived servant leadership workplace relationships between SLQ and GSES scores.

This study examined how followers perceive the SLQ level of their supervisor compared to their own GSES score. There could be something to be said about how supervisors scored their SLQ compared to how followers scored them and how the supervisors scored their own GSES. A better understanding of law enforcement supervisors and subordinates could allow for a better understanding of servant leadership and self-efficacy. The 112 participants completed the SLQ and GSES based on their perception of the servant leadership level of their immediate supervisor and their perception of their own general self-efficacy level. This could cause worry about the influence of the participants' personal opinions or biases toward their supervisor.

Recommendations for Future Research

The following are a natural continuation for future research of this study after a review of the study findings:

- Different statistical analyses of the current data set. The different geographical categories (gender, type of agency, age range, and total years of service range) could be used for a comparison of means.
- This study did not remove the outliers. The outliers could be removed from the current data set and statistical analysis performed.
- Conduct the same study utilizing a qualitative approach. This approach would give an in-depth understanding of how and why participants feel the way they do about their immediate supervisor and their self-efficacy.
- Replication with a different population. Different community colleges in North Carolina or any other state could be chosen to reproduce the study. A law enforcement officer who had taken criminal justice in-service continuing education classes at these different community colleges could be used as the population.

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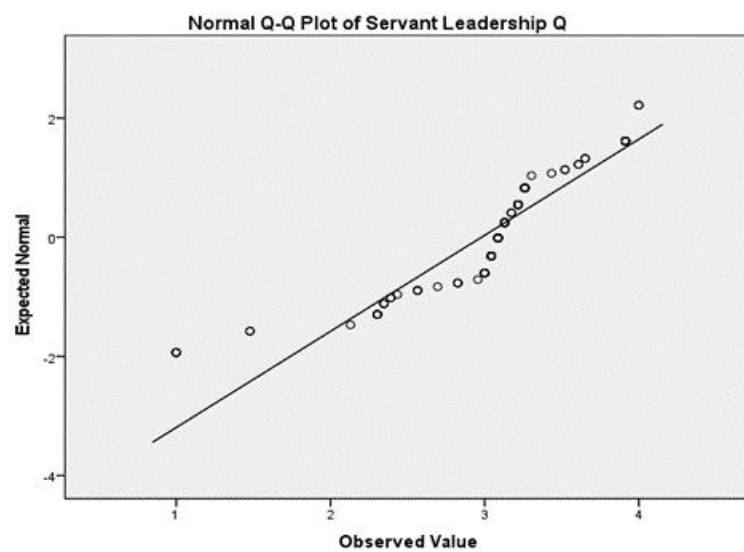
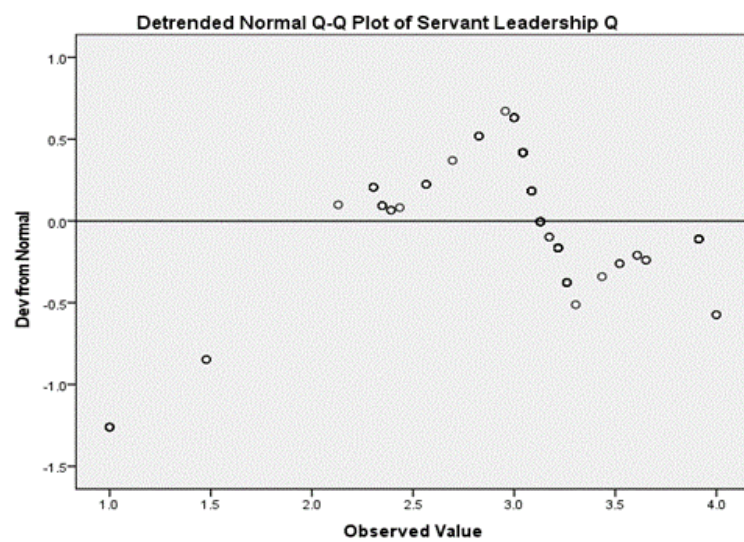
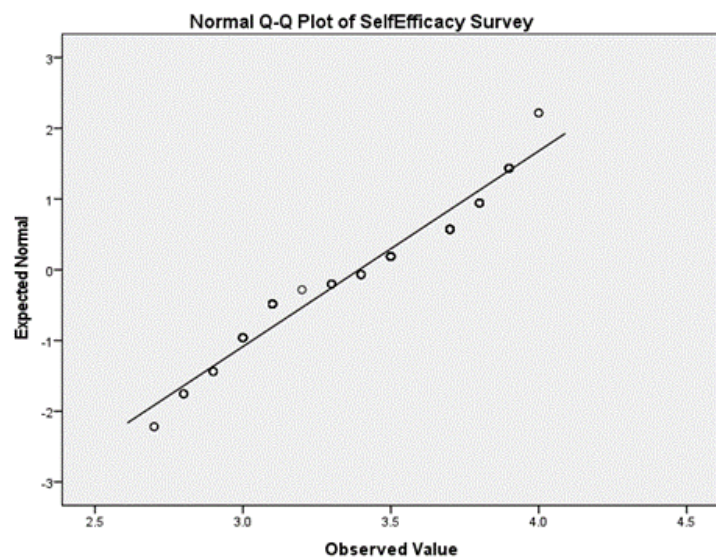
APPENDIX A: Assumptions Testing Results**Figure A1***Normal Q-Q Plot of Servant Leadership Q***Figure A2***Detrended Q-Q Plot of Servant Leadership Q*

Figure A3

Normal Q-Q Plot of Self Efficacy Survey

**Figure A4**

Detrended Q-Q Plot of Self Efficacy Survey

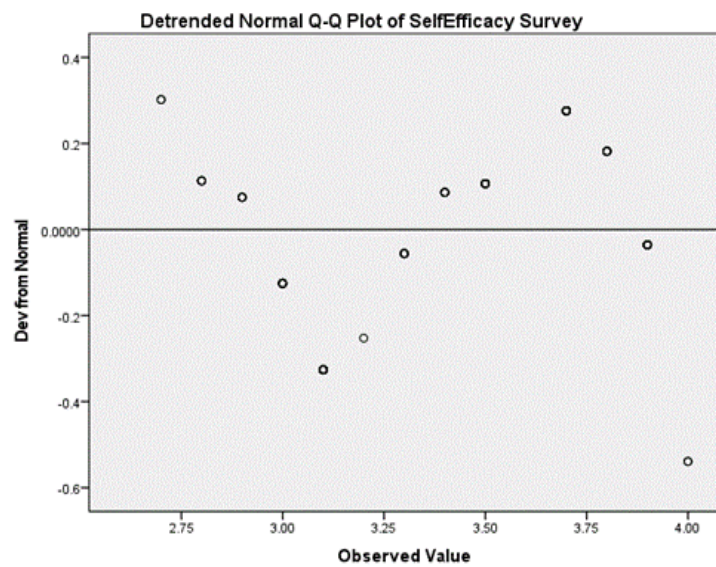


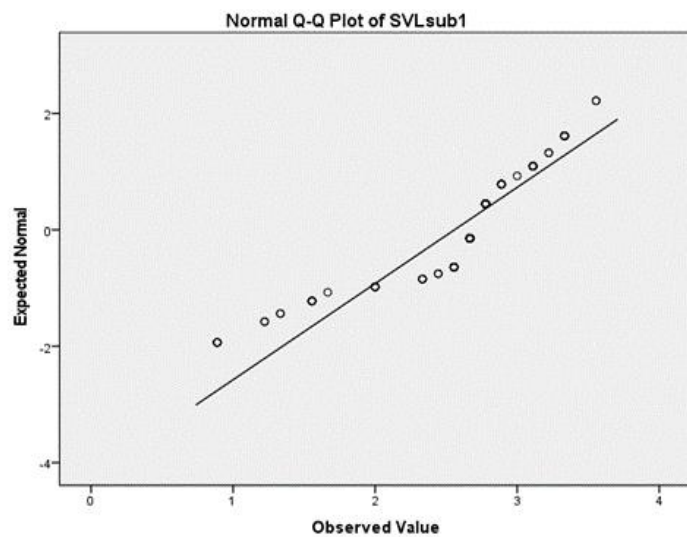
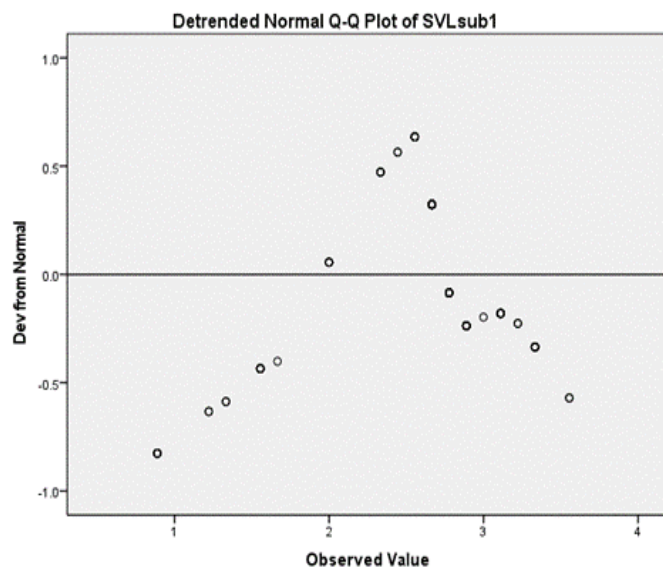
Figure A5*Normal Q-Q Plot of SVL sub1***Figure A6***Detrended Q-Q Plot of SVL sub1*

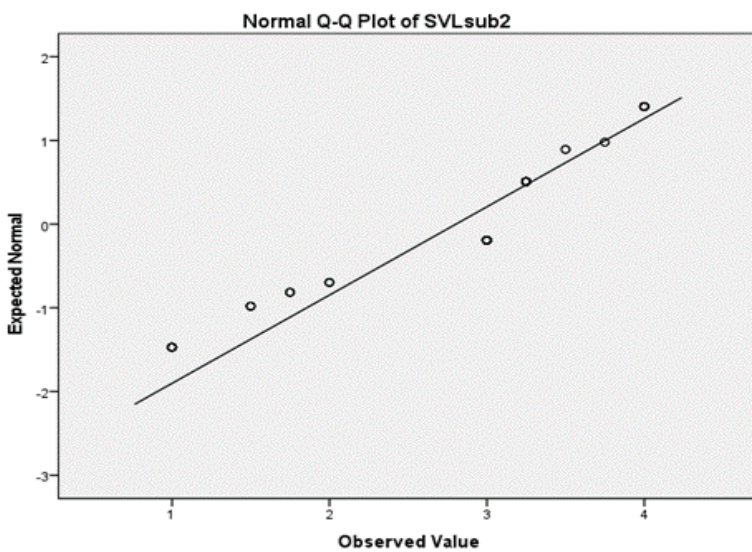
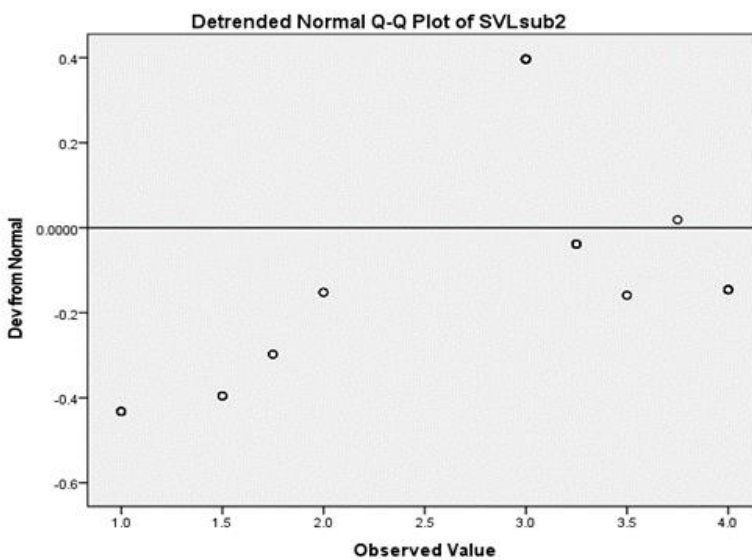
Figure A7*Normal Q-Q Plot of SVL sub2***Figure A8***Detrended Q-Q Plot of SVL sub2*

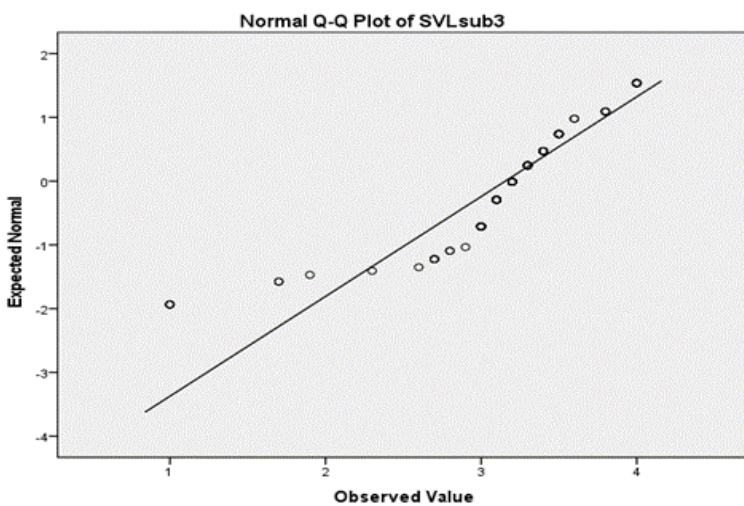
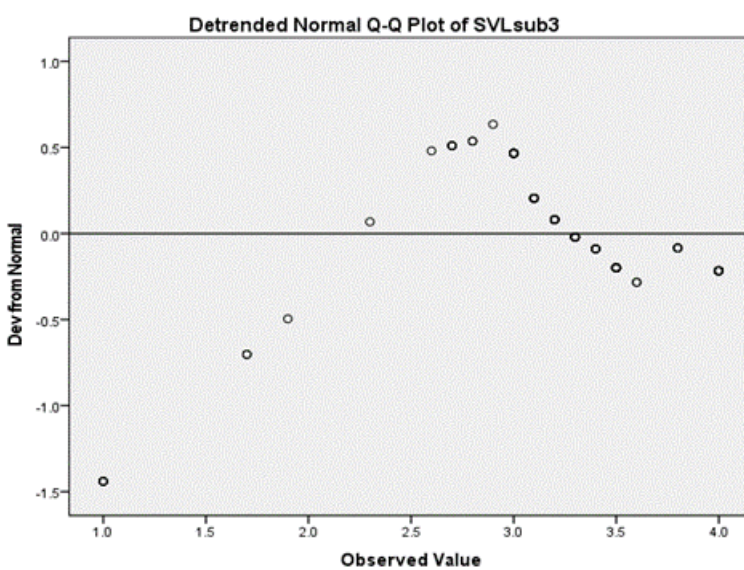
Figure A9*Normal Q-Q Plot of SVL sub3***Figure A10***Detrended Q-Q Plot of SVL sub3*

Figure A11

Box and Whisker Plot of Servant Leadership Questionnaire

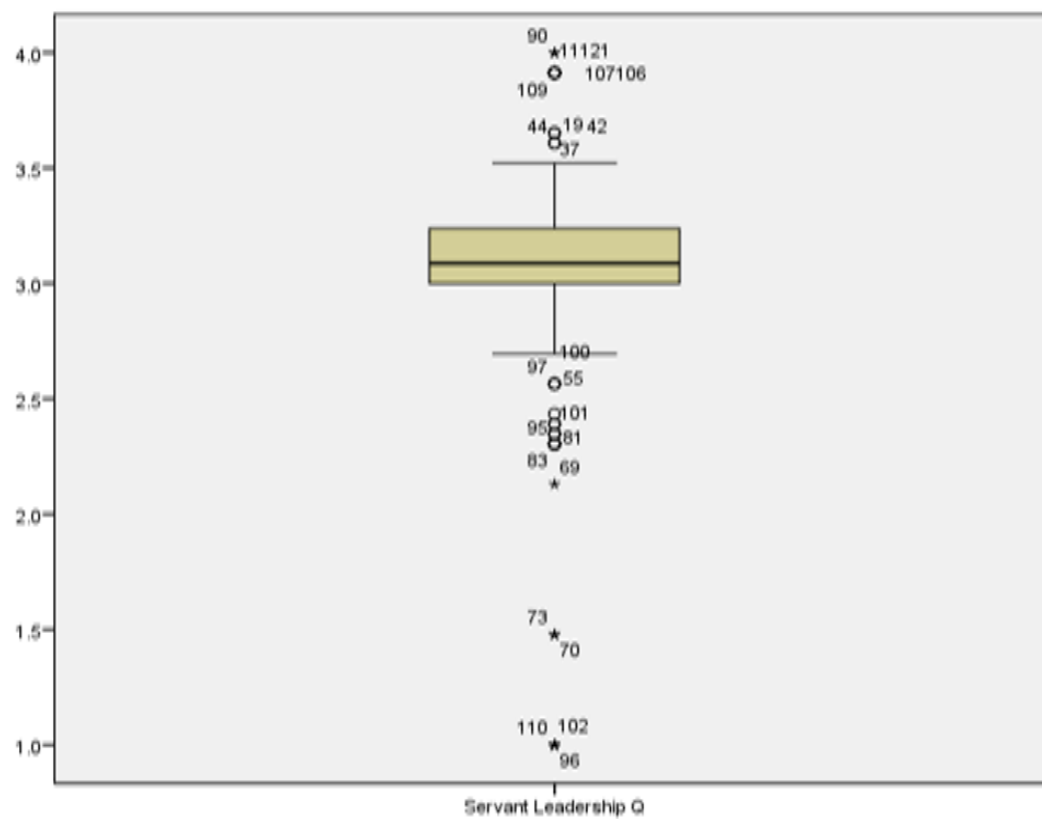


Figure A12

Box and Whisker Plot of Self-Efficacy Survey

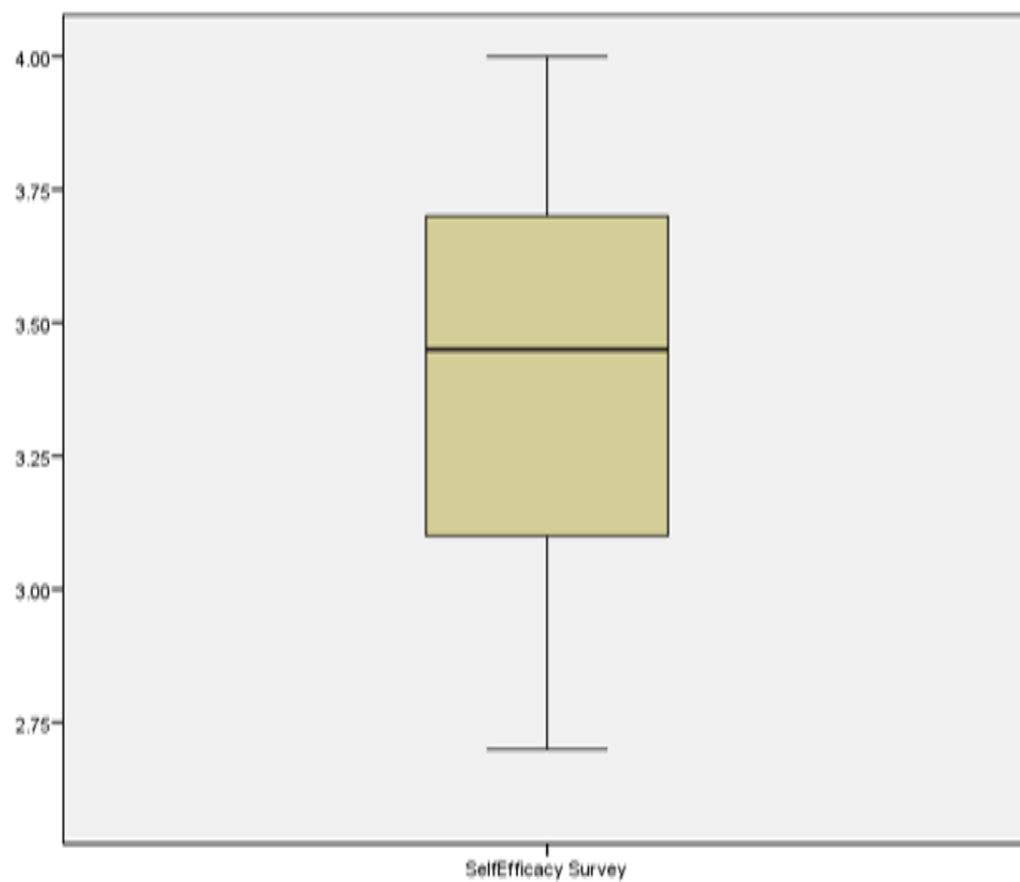


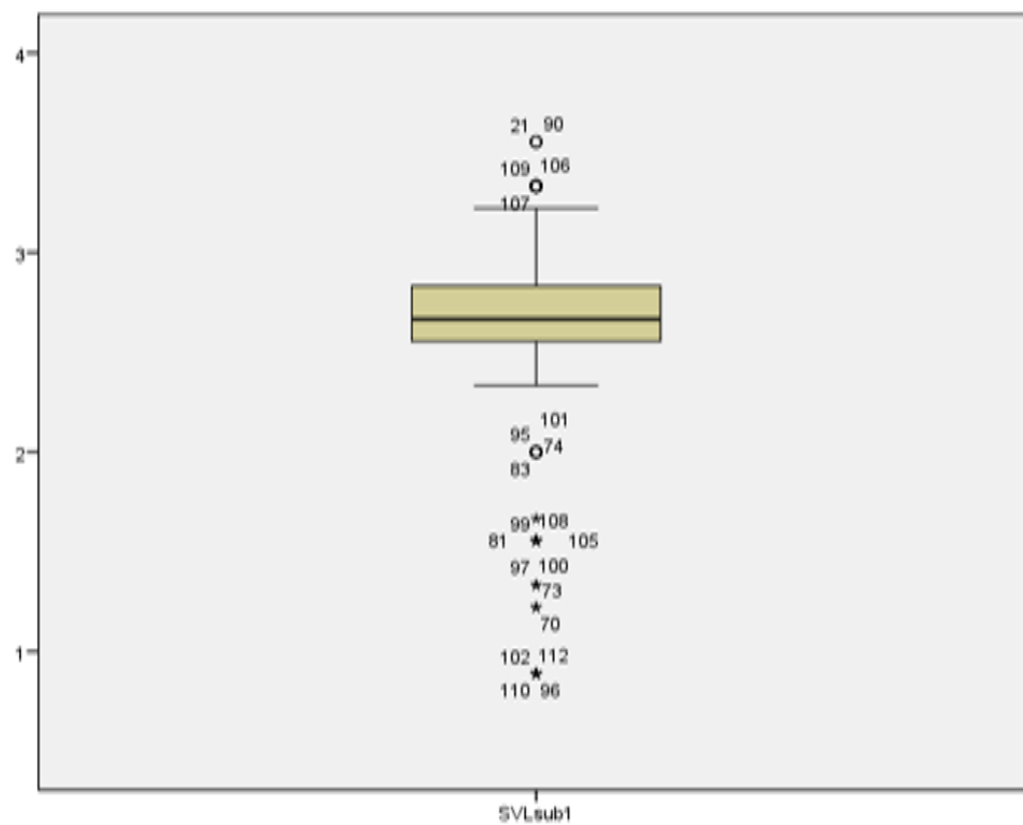
Figure A13*Box and Whisker Plot of SVLsub1*

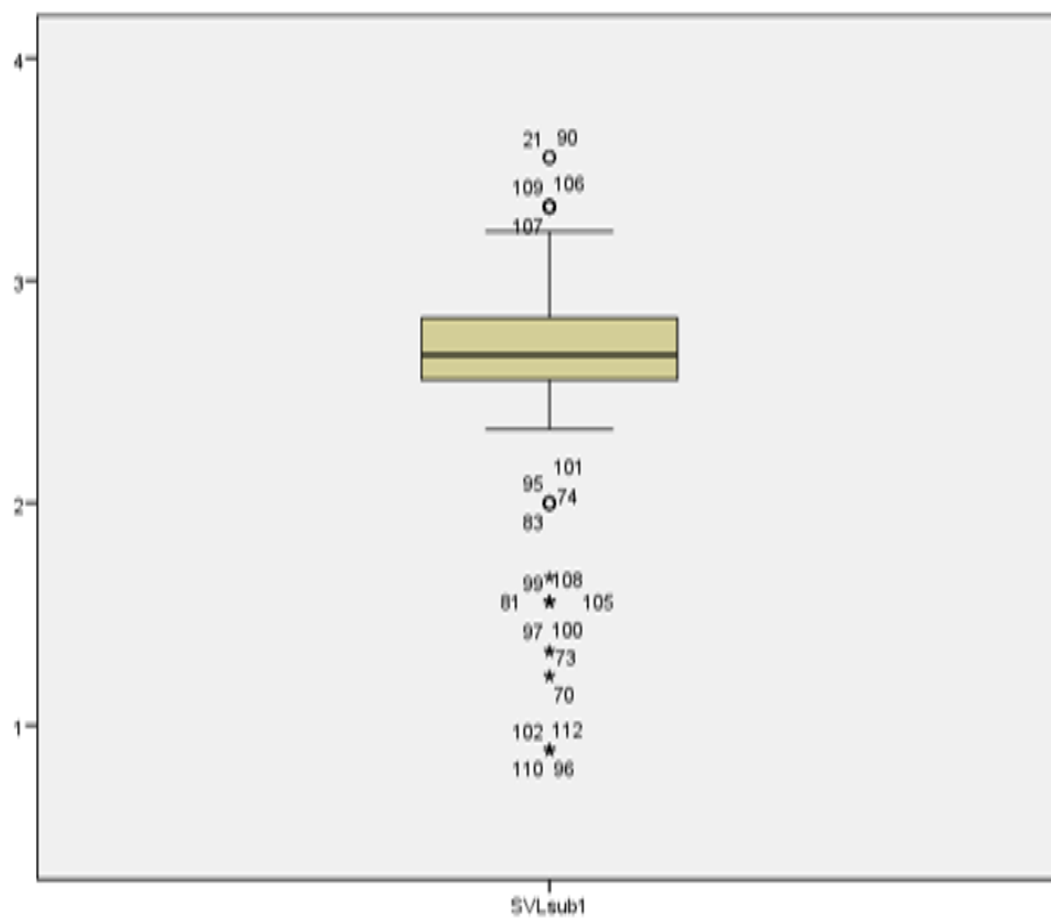
Figure A14*Box and Whisker Plot of SVLsub2*

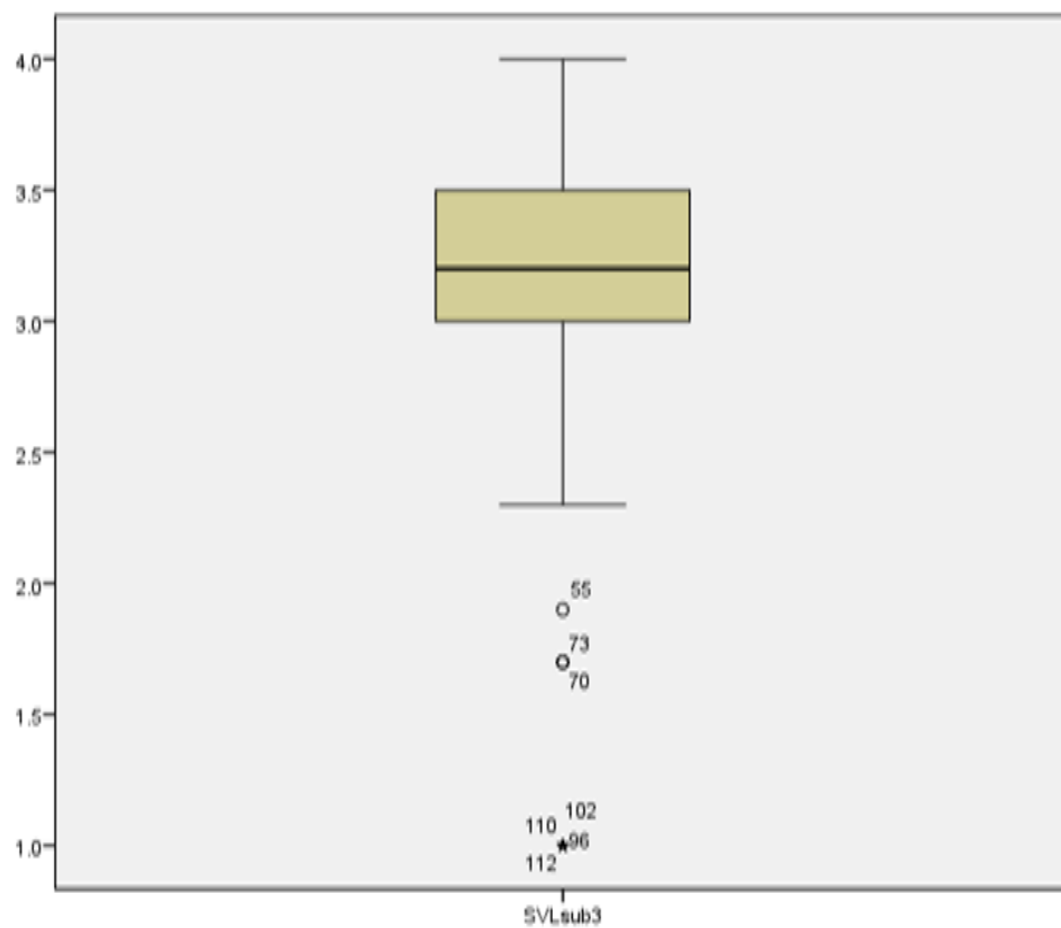
Figure A15*Box and Whisker Plot of SVLsub3*

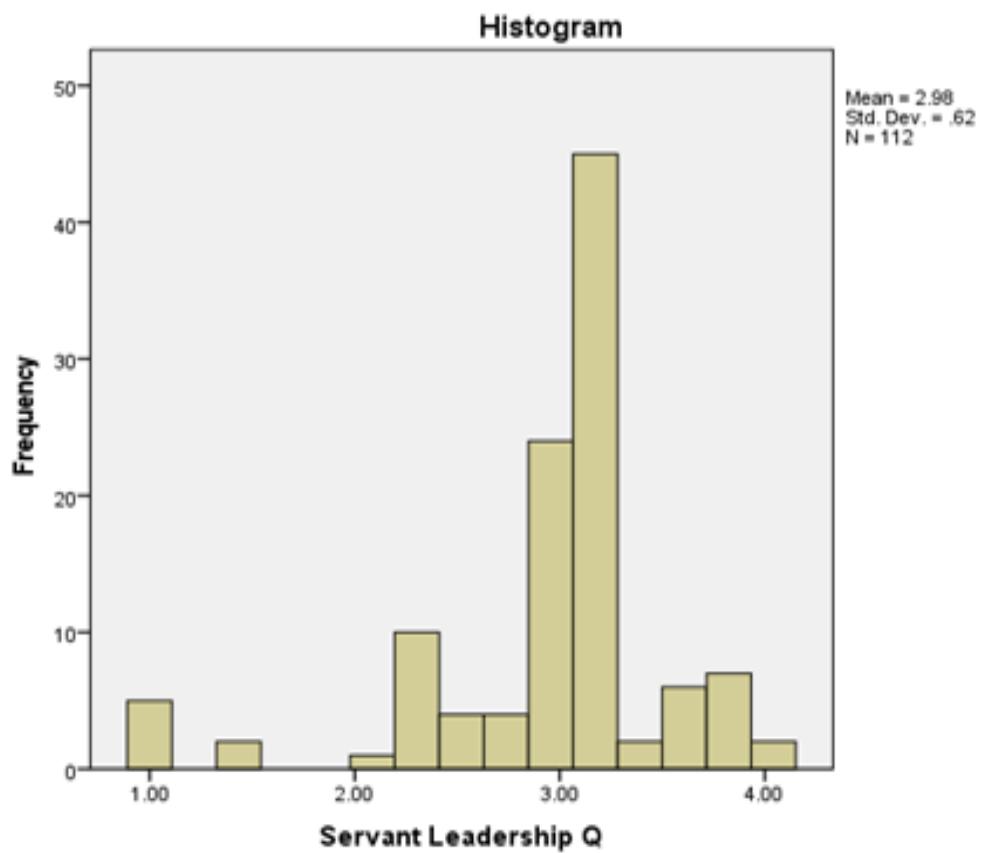
Figure A16*Histogram of Servant Leadership*

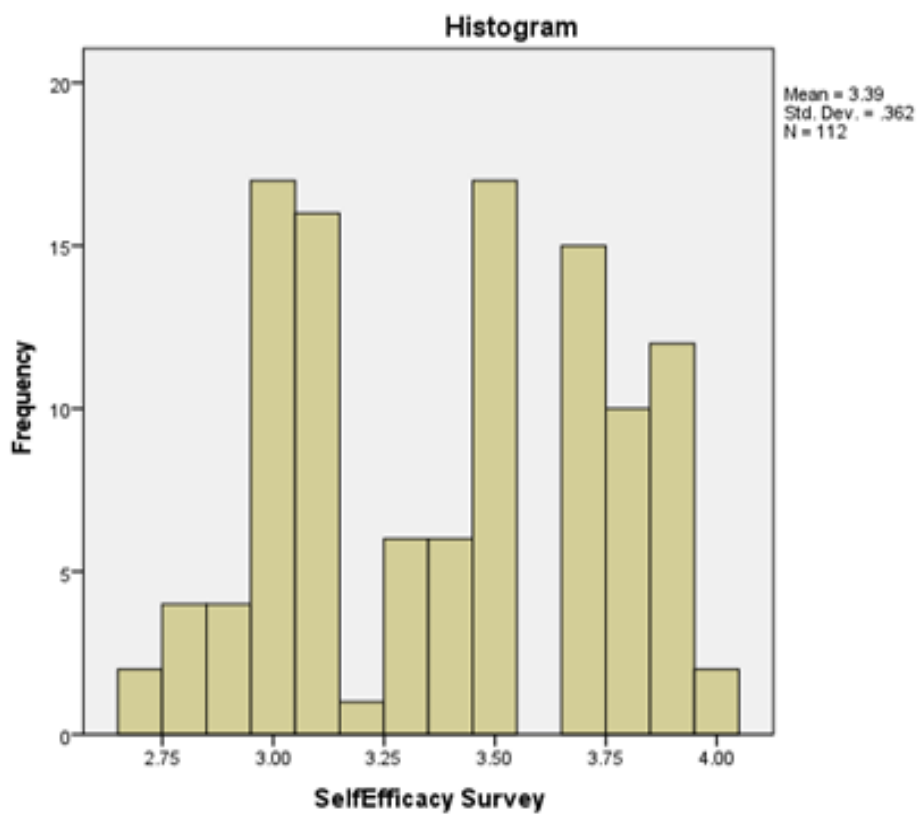
Figure A17*Histogram of Self Efficacy Survey*

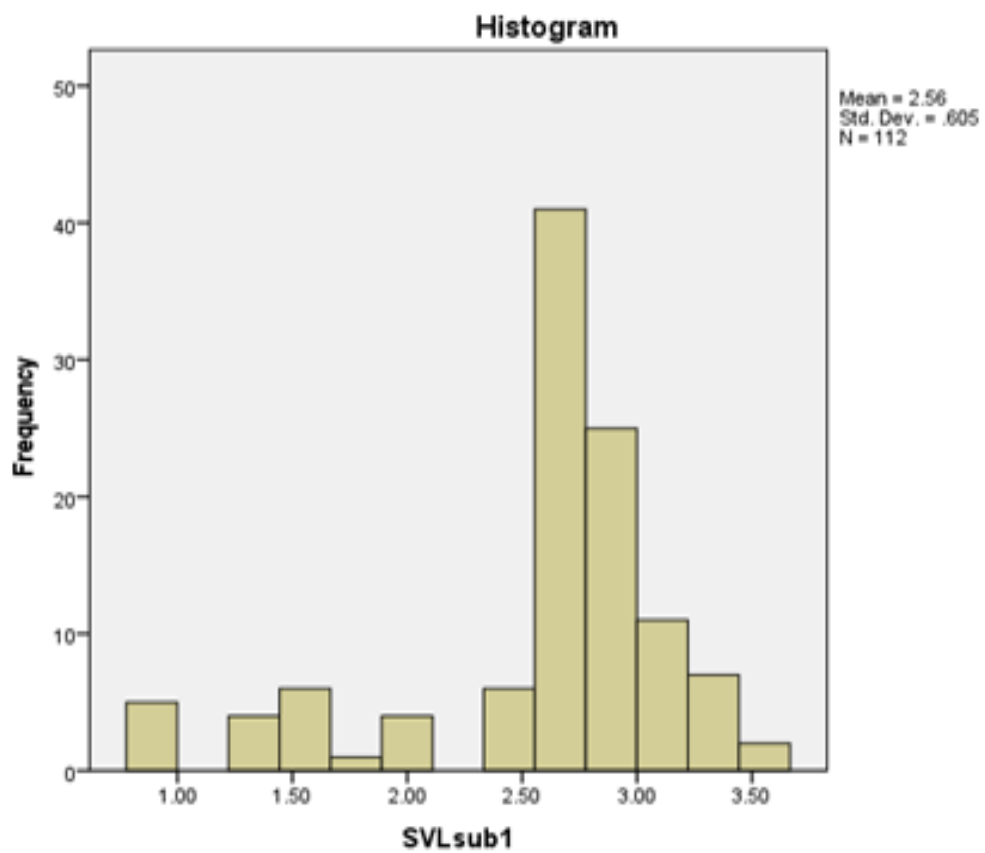
Figure A18*Histogram of SVLsub1*

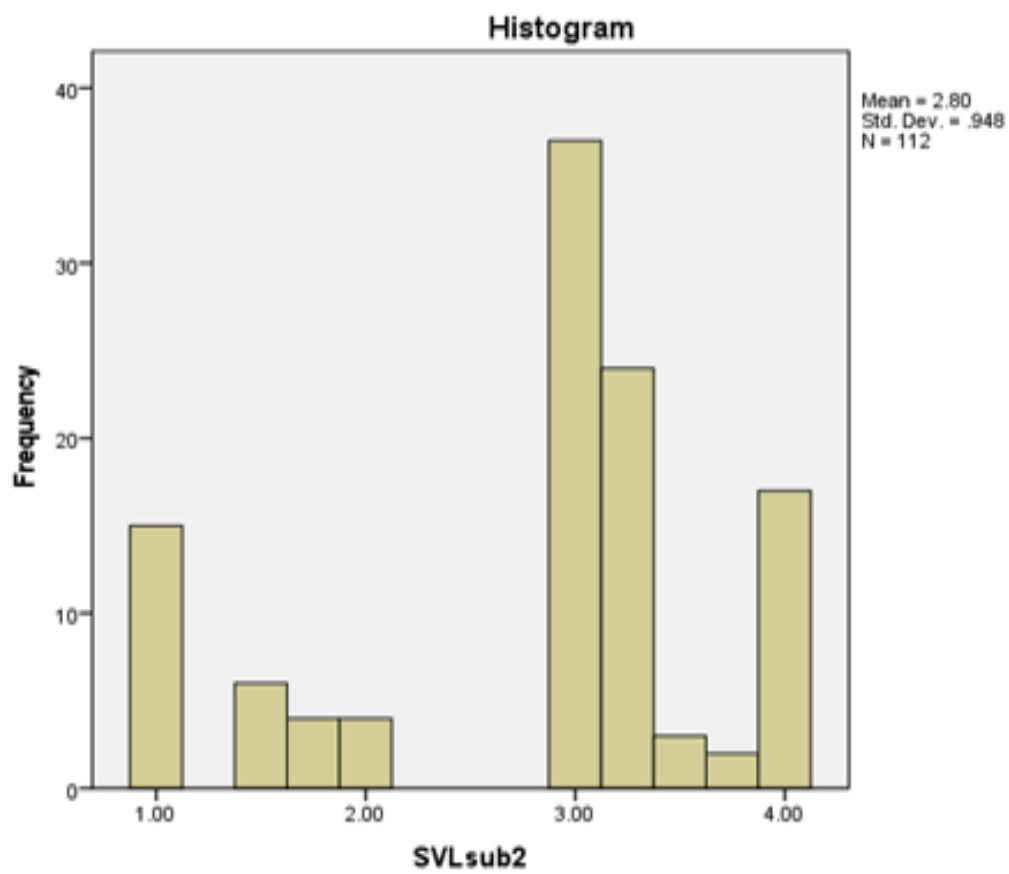
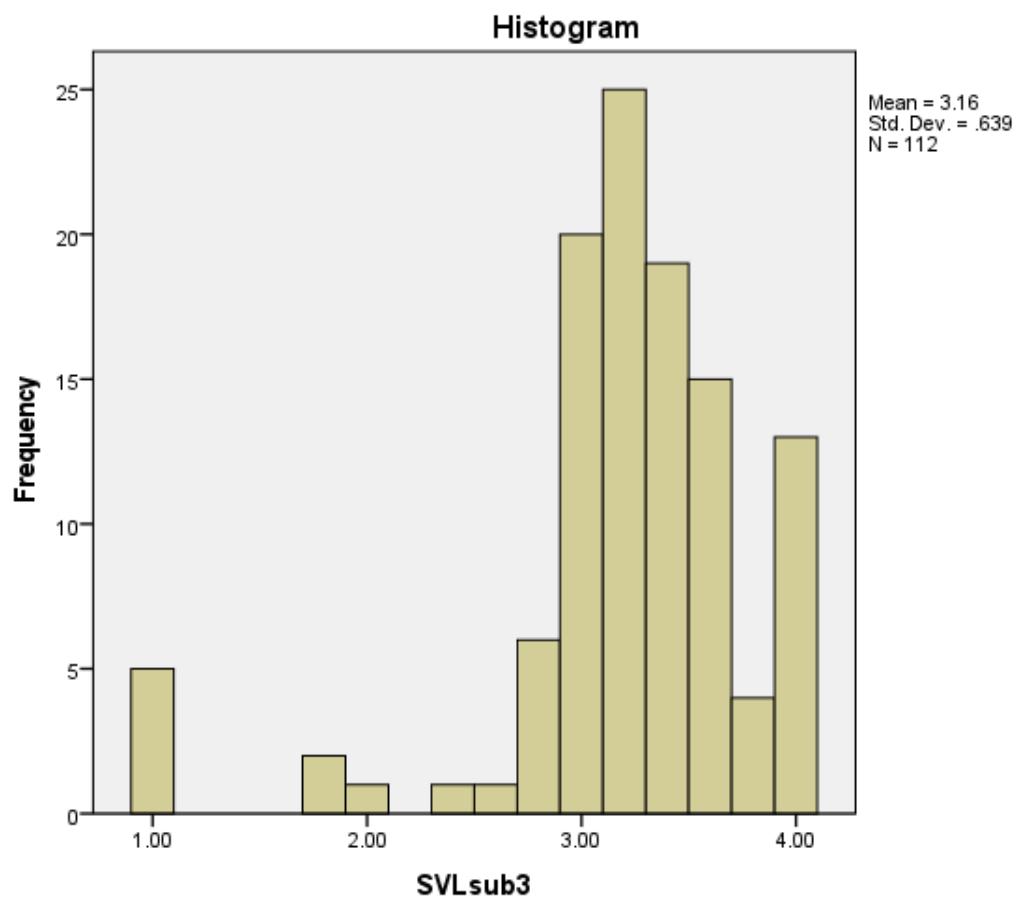
Figure A19*Histogram of SVLsub2*

Figure A20*Histogram of SVLsub3*

APPENDIX B: IRB Approval

April 6, 2020

Anthony Scott Teague

IRB Exemption 4093.040620: The Relationship between Servant Leadership and Self-Efficacy among Law Enforcement Officers in Western North Carolina

Dear Anthony Scott Teague,

The Liberty University Institutional Review Board has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under exemption category 46.101(b)(2), which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:101(b):

(2) Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

(i) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects;

Please note that this exemption only applies to your current research application, and any changes to your protocol must be reported to the Liberty IRB for verification of continued exemption status. You may report these changes by submitting a change in protocol form or a new application to the IRB and referencing the above IRB Exemption number.

If you have any questions about this exemption or need assistance in determining whether possible changes to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,



G. Michele Baker, MA, CIP

Administrative Chair of Institutional Research

APPENDIX C: Approval Letter, Institution 1

Tue 11/26/2019 3:57 PM

To:
Anthony Teague

Mr. Teague,

Thank you for your application to conduct research on the campus of [REDACTED]. As described in your IRB application, the purpose of this study is to determine the relationship between the officers' perceived servant leadership of their immediate supervisor and the officers' self-reported self-efficacy level?

Following a review of the submitted Institutional Review Board (IRB) application, your study has been approved. It has been determined that the risk involved in this research is no more than minimal. Also, the Provost and Vice President of Instructional Services, [REDACTED], has approved your request to conduct the study at [REDACTED]. **For your records, attached is the signed IRB application.**

Please note, all research must be conducted in accordance with the approved IRB application. You are required to obtain IRB approval for any changes to any aspect of this study before they can be implemented.

We wish you the best in your educational pursuits.

[REDACTED]

*“Education is all a matter of building bridges.”
-Ralph Ellison*

[REDACTED]

APPENDIX D: Approval Letter, Institution 2

Re: IRB Application

[REDACTED]

Mon, Nov 4, 2019 at 4:49 PM

To: Scott Teague [REDACTED]

Cc: [REDACTED]

Dear Scott,

Thank you for the information. You have been approved to email the two surveys to law enforcement officers who have taken training courses at [REDACTED]. When you are ready, let's choose a time to discuss what courses you want email addresses for.

Regards,

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

E-Mail correspondence to and from this address may be subject to the [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

From: Scott Teague [REDACTED]

Sent: Tuesday, October 29, 2019 11:15 AM

To: [REDACTED]

Subject: IRB Application

Director [REDACTED]

I have attached the [REDACTED] application for IRB approval and copies of two surveys.

I am a doctoral student at Liberty University and the title of my dissertation is:

THE RELATIONSHIP

BETWEEN SERVANT LEADERSHIP AND SELF-EFFICACY AMONG
LAW ENFORCEMENT OFFICERS IN WESTERN NORTH CAROLINA.

I would like to email the two surveys out to law enforcement officers who have taken training courses at [REDACTED]. I would like to see the relationship between the officers' perceived servant leadership level of their immediate supervisor and the officers' own self-efficacy level.

I look forward to partnering with [REDACTED] on this research. Please let me know what next steps I need to take.

Thanks, Scott

APPENDIX E: Servant Leadership Questionnaire

Servant Leadership Questionnaire	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
	1	2	3	4
Altruistic calling				
This person puts my best interests ahead of his/her own.				
This person does everything he/she can to serve me.				
This person sacrifices his/her own interests to meet my needs.				
This person goes above and beyond the call of duty to meet my needs.				
Emotional healing				
This person is one I would turn to if I had a personal trauma.				
This person is good at helping me with my emotional issues.				
This person is talented at helping me to heal emotionally.				
This person is one that could help me mend my hard feelings.				
Wisdom				
This person seems alert to what is happening.				
This person is good at anticipating the consequences of decisions.				
This person has great awareness of what's going on.				
This person seems in touch with what's happening.				

This person seems to know what's going to happen.				
Persuasive mapping				
This person offers compelling reasons to get me to do things.				
This person encourages me to dream "big dreams" about the organization.				
This person is very persuasive.				
This person is good at convincing me to do things.				
This person is gifted when it comes to persuading me.				
Organizational stewardship				
This person believes that the organization needs to play a moral role in society.				
This person believes that our organization needs to function as a community.				
This person sees the organization for its potential to contribute to society.				
This person encourages me to have a community spirit in the workplace.				
This person is preparing the organization to make a positive difference in the future.				

APPENDIX F: Permission to use Servant Leadership Questionnaire



Scale Development and Construct Clarification of Servant Leadership

Author: John E. Barbuto, Daniel W. Wheeler
Publication: Group & Organization Management
Publisher: SAGE Publications
Date: 06/01/2006

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APPENDIX G: General Self-Efficacy Scale

	General Self-Efficacy Scale	Not at all true	Barely true	Moderately true	Exactly true
1	I can always manage to solve difficult problems if I try hard enough.	1	2	3	4
2	If someone opposes me, I can find means and ways to get what I want.	1	2	3	4
3	It is easy for me to stick to my aims and accomplish my goals.	1	2	3	4
4	I am confident that I could deal efficiently with unexpected events.	1	2	3	4
5	Thanks to my resourcefulness, I know how to handle unforeseen situations.	1	2	3	4
6	I can solve most problems if I invest the necessary effort.	1	2	3	4
7	I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4
8	When I am confronted with a problem, I can usually find several solutions.	1	2	3	4
9	If I am in a bind, I can usually think of something to do.	1	2	3	4
10	No matter what comes my way, I am usually able to handle it.	1	2	3	4

APPENDIX H: Permission to use General Self-Efficacy Scale



Freie University Berlin

Permission granted to use the General Self-Efficacy Scale for non-commercial research and development purposes. The scale may be shortened and/or modified to meet the part requirements of the research context.

<http://userpage.fu-berlin.de/~health/selfscal.htm>

You may print an unlimited number of copies on paper for distribution to research participants. Or the scale may be used in online survey research if the user group limited to certified users who enter the website with a password.

There is no permission to publish the scale on the Internet, or to print it in publications (except as a sample item).

The source needs to be cited, the URL mentioned above as well as the book publication.

Professor Dr. Ralf Schwarzer [www.ralfschwarzer](http://www.ralfschwarzer.de)