

Introduction

ONLINE SURVEY

EXPLANATORY STATEMENT

You are invited to take part in the Monash University research project specified below.

Project Title

An Exploration of the Combined Effects of Servant Leadership, Social Capital, and Organisational Citizenship Behaviour within Australian Independent Christian Schools.

Project ID: 40073

Research Contacts

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Background Information

Within the context of Australian independent Christian schools, this project aims to explore:

The extent to which the principal's servant leadership, the internal social capital of the school and the organisational citizenship behaviour of staff are empirically related.

You are invited to complete this online survey based on your experiences and perceptions of organisational leadership within your school setting. The survey will take approximately 10 to 15 minutes to complete.

Participant Details

Participation is invited from principals, teaching, or non-teaching staff, full or part time, who are currently employed by the school.

Additional Information

- Your survey responses will remain confidential and anonymous.
- Your responses will be coded, results will be aggregated, and published in de-identified summarised format.
- The completed thesis, including summary details of the survey results, will be available to you on the Monash University Library repository.
- Once you have submitted your responses, it will not be possible to withdraw the data.
- For ethics concerns or complaints about the conduct of the project, please contact the Monash University Human Research Ethics Committee at muhrec@monash.edu.

For more details on this study please refer to the [Full Explanatory Statement](#) here.

Support

[Beyond Blue](#) and/or [Lifeline](#) can provide support in the event that this survey causes you any form of personal discomfort.

I consent to my participation in this online survey.

Yes

No

Background Information

Please indicate your school background information by clicking on the relevant button.

Across the combined Secondary and Primary sections of the school, how many

students attend?

- 1000 +
- 500-1000
- 200-500
- less that 200

How long have you been at the school?

- Less that a year
- 1 - 5 years
- 6 - 10 years
- More than 10 years

Which of the following best describes your role at the school?

- Teacher
- Principal
- Non-teaching student support (e.g. Learning support, teacher aide, chaplain, counsellor, etc)
- Support staff (e.g. Information technology, receptionist, grounds and maintenance, business and finance, etc)

Section 1: The Principal's Leadership

Please indicate to what extent you agree with the following statements:

| | Strongly agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| The Principal uses power in service to others, not for personal ambition. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Principal gives me the right to question their actions and decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Principal respects me for who I am, not for how I make them feel. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| The Principal enhances my capacity for moral actions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Principal helps me to generate a sense of meaning out of everyday life at work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Principal contributes to my personal and professional growth. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Principal's Leadership

Section 1: The Principal's Leadership

Please indicate to what extent you agree with the following statements:

| | Strongly agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| As the Principal, I use power in service to staff, not for personal ambition. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I give staff the right to question my actions and decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I respect staff for who they are, not for how they make me feel. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Through my leadership as the Principal, I enhance the capacity of staff to take moral action. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I help staff to generate a sense of meaning out of everyday life at work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As the Principal, I contribute to the personal and | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree |
|-----------------------------------|----------------|----------------|----------------------------|-------------------|-------------------|
| professional growth of all staff. | | | | | |

Section 2: How Staff Work Together

Please indicate to what extent you agree with the following statements:

| | Strongly agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| Staff engage in open and honest communication with one another. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff have no hidden agendas or issues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff share and accept constructive criticisms without making it personal. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff discuss personal issues if they affect job performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff willingly share information with one another. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff keep each other informed at all times. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can rely on the staff I work with. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff are usually considerate of one another's feelings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff have confidence in one another. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff show a great deal of integrity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There is no "team spirit" among staff. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, staff are trustworthy. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff share the same ambitions and vision for the school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| Staff enthusiastically pursue the collective goals and mission of the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There is a commonality of purpose among staff. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff are committed to the goals of the school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff view themselves as partners in charting the school direction. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff are in total agreement regarding the school's vision. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Section 3: Citizenship Behaviour

Please indicate to what extent you agree with the following statements:

| | Strongly Agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| Staff help others who have been absent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff willingly give up time to help others who have work-related problems. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff adjust their work schedules to accommodate other employees' requests for time off. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff go out of the way to make newer employees feel welcome. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff show genuine concern and courtesy toward coworkers, even under the most trying school or personal situations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Strongly Agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| Staff give up time to help others who have work or non-work problems. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff assist each other with their duties. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff share personal property with others to help their work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff attend functions that are not mandatory but that help promote the school's image. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff keep up with developments within the school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff defend the school when other employees criticise it. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff show pride when representing the school in public. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff offer ideas to improve the functioning of the school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff express loyalty toward the school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff take action to protect the school from potential problems. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Staff demonstrate concern about the image of the school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

