

School Heads' Servant Leadership in Shaping Teachers' Performance

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Abstract- *This research determined the level of practice of servant leadership and its relationship to teachers' performance in selected public primary and secondary schools of Leyte and Samar Divisions during SY 2024-25. The findings of the study would serve as bases for sustainable servant leadership and performance-oriented action plan. There are two hundred twenty-eight (228) total respondents of this study. The study used a descriptive-correlational method, the quantitative-qualitative approaches. This study utilized a researcher-adapted and modified instruments. The questionnaire is divided into four (4) parts: (1) the respondents' profile, Part II-Level of Practice of Servant Leadership. (3) questionnaire deals with the teachers' classroom observation utilized by DEPED. (4) is the interview guide. As to the findings the data illustrated that there exists a statistically significant relationship between the level of practices in servant leadership and teachers' classroom observation as manifested in their teaching tasks. This correlation suggests that servant leadership attributes, love, empowerment, vision, humility, and trust, are closely connected with how teachers perform and deliver instruction within the classroom. Classroom observation manifested on content knowledge illustrates that teachers demonstrated a very good level of performance in modeling effective applications of content knowledge within and across curriculum teaching areas. It is concluded that there is a correlation between the level of practices in servant leadership in teaching learning and teachers' classroom observation manifested in their tasks. highlighted that content knowledge demonstrated significant correlations with all servant leadership dimensions. It is recommended that the servant leadership and performance-oriented instruction output of the study must be implemented to enhance the relationship and well-being and performance among the school and teachers creating a supportive, high-trust environment.*

Keywords: *Administration and Supervision, Servant Leadership, Performance, Descriptive Design, Leyte and Samar, Philippines.*

I. INTRODUCTION

Rationale of the Study

Servant leadership seeks to involve others in decision making, is strongly based in ethical and caring behavior, and enhances the growth of workers while improving the caring and quality of organizational life. Servant leaders develop followers by prioritizing followers' work needs and interests to achieve organizational sustainability (Macedo et al., 2022).

We posit that servant leaders are humane and wise leaders with a long-term outlook. They focus their efforts on promoting employee thriving to achieve long-term organizational success. Servant leadership is an altruistic leadership style, which has attracted intense attention from scholars and managers in recent years (Eva et al., 2019; Schowalter and Volmer, 2023).

Servant leaders do not appear superior to others, they are friendly and prioritize the interests of employees, ultimately achieving organizational goals by fostering followers' growth and development (Liao et al., 2021). Researchers found that all found that servant leadership is significantly positively correlated with followers' thriving at work.

Xu and Wang (2020) found that the developmental and social emotional support provided by servant leaders helps to establish high-quality team-member exchange relationships, consequently fostering thriving at work among team members. Jang et al. (2022) found that servant leadership promotes thriving at work by enhancing followers' work meaningfulness and workplace spirit.

Servant leadership, where leaders prioritize the needs and development of their team members, positively impacts performance at both individual and organizational levels. This leadership style fosters a supportive environment, boosting employee engagement, motivation, and ultimately leading to increased productivity and positive outcomes.

Effective leaders articulate a compelling mission and goals, creating a sense of purpose and direction for all stakeholders. They also possess strong communication skills, engaging with staff, students, parents, and the wider community to build relationships and foster a shared understanding of the vision (Gardner-McTaggart, 2022)

Thus, leadership style is linked to job performance. Thus, leadership style is linked to job performance. Teachers with low levels of perception of leadership styles can cause decreased productivity (Oco et al., 2022). This was also observed in the study of Catid (2022), who stated that low satisfaction could lead to low performance and outputs of teachers.

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In this scenario there's a need to implement these motivational strategies to the fullest level and get rid of behavior which is not in accordance with the established norms and standards in order to produce positive outcome in promoting the welfare of the school and contribute to sound leadership for the assistance of the students.

There's a need of servant leadership because it fosters a positive work environment, boosts self-esteem, and encourages collaboration by building trust and strong relationships. Thus, enhance teachers' performance in teaching.

Theoretical Background

This study is anchored on the servant leadership theory by Robert K. Greenleaf in 1970, which posits that a leader's primary role is to serve the needs of their followers.

Greenleaf introduced the concept in his essay "The Servant as Leader". He proposed that effective leaders prioritize the growth and well-being of their followers, fostering a positive and empowering environment.

This study is based on the assertion of Robert K. Greenleaf (2005) that the great leader is a servant first. He stressed that true leadership emerges out of a deep-seated desire to first help others. He described servant leadership as concerned with the greatest needs of the individuals served, both internal and external to the organization.

Greenleaf emphasized that servants as leaders always accepts and empathizes, never rejects. They always empathize, always accept the person but refuse to accept some of the person's effort as good enough. If they see their people not performing well on the task, they help them redirect their efforts to where they are most capable of. Leaders who empathize and who fully accept those who go with them are more likely to be trusted.

According to Greenleaf, servant leadership is based on the aspiration to serve others. This desire to serve comes from the heart and this is willingly shared without thinking something in return. Servant leaders do not impose their will on others. They gain trust because of their being trustworthy themselves and by accepting their people.

Another theory is Bacon's Theory of Performance of Teachers 2021 which state that the teaching performance of the teachers depends on the instructional competence as reflected by the performance rating after training and professional development programs.

Wallace Bacon's Theory of Performance in Education, particularly regarding teachers, is often cited as originating in 2001. This theory, which focuses on the interaction between readers and text, is considered by many to be a foundational concept in performance theory.

Bacon's work emphasizes that effective teaching performance is linked to instructional competence,

which is often reflected in evaluation results after training and professional development.

In addition, the study is further directed to the Philippine Professional Standards for Teachers (PPST). In the K to 12 Department of Education (DepEd) programs, this is the quality assurance instrument assessing the competence of teachers in line with the national educational standards.

Through this instrument, the teacher was able to cultivate his or her ability to identify students' particular learning styles, bits of intelligence, strengths and weaknesses. Performance theory suggests that every one of us puts on a performance in our society.

Whether through the clothes we wear, the conversations we hold or the food we eat, all are a performance designed as a signal-system to ourselves and to others of our place within our social group (Goffman 1969: 28).

DO 17, S. 1997 – adopting a policy of empowering all public elementary and secondary school principals in order to achieve desired higher learning outcomes. All school principals shall henceforth be vested with instructional administrative and fiscal autonomy for a more effective and efficient delivery of quality basic education.

As mandated by DepEd Order No. 2, s. 2015 titled Guidelines on the Establishment and Implementation of the Results-based Performance Management System in the Department of Education, the Department is scheduled to conduct Phase III: Performance Review and Evaluation and Phase IV: Performance Rewarding and Development Planning of the Results-based Performance Management System (RPMS) Cycle, School Year (SY) 2019–2020 for school-based personnel in April 2020. These phases include yearend review and assessment, evaluation of portfolio and computation of final rating, ways forward and development planning.

The 1987 Constitution of the Republic of the Philippines, article xiv - education, science and technology, arts, culture and sports

Section 1. The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all.

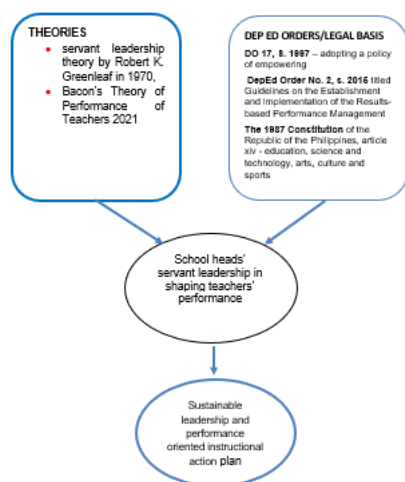
DO 42, S. 2017 – National Adoption and Implementation of the Philippine Professional Standards for Teachers. In line with the new professional standards for teachers, the Department of Education (DepEd), through the Teacher Education Council (TEC), issues this DepEd Order entitled National Adoption and Implementation of the Philippine Professional Standards for Teachers (PPST).

The DepEd recognizes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. It is committed to supporting teachers, and taking cognizance of unequivocal evidence that good teachers are vital to raising student achievement.

Quality learning is contingent upon quality teaching. Hence, enhancing teacher quality becomes of utmost importance for long term and sustainable nation building.

The changes brought about by various national and global frameworks such as the K to 12 Reform, ASEAN Integration, globalization, and the changing character of the 21st century learners necessitate the improvements and call for the rethinking of the National Competency-Based Teacher Standards (NCBTS); hence, the development of the PPST.

These theories, concepts and ideas guided the researcher to formulate the conceptual framework of the study.



Theoretical Framework Figure 1

II. THE PROBLEM

Statement of the Problem

This study determined the level of school heads of servant leadership practices and its relationship to teachers' performance in selected public primary and secondary schools of Leyte and Samar Divisions during SY 2024-25. The findings of the study would serve as bases for a sustainable leadership and performance oriented instructional action plan can be crafted.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondent groups in terms of
 - 1.1 age;
 - 1.2 gender,
 - 1.3 highest educational attainment;
 - 1.4 position /rank;
 - 1.5 length of service and
 - 1.6 relevant trainings / seminars attended?
2. As evaluated by respondent groups, what is their level of school heads servant leadership practices in teaching learning?
 - 2.1 love;
 - 2.2 empowerment;
 - 2.3 vision;
 - 2.4 humility and

2.5 trust?

3. As rated by the school heads, what is the level of performance of the teachers based on the classroom observation in terms of the following dimensions?

- 3.1 content knowledge;
- 3.2 teaching strategies for critical and creative thinking;
- 3.3 use of mother tongue;
- 3.4 strategies on for safe and secure environment;
- 3.5 practices for learning environment;
- 3.6 learner- centered culture;
- 3.7 teaching strategies for indigenous groups;
- 3.8 strategies for timely, accurate and constructive feedback?

5. Is there a correlation between the school heads servant leadership and teachers' performance in classroom observation manifested?

6. What are the issues and concerns related to school heads servant leadership practices and teachers' performance?

7. What action plan related to servant leadership and performance-oriented instruction can be crafted?

Statement of the Null Hypothesis:

Ho1. There is no correlation between the school heads servant leadership and teachers' performance in classroom observation manifested.

Significance of the Study

This study was beneficial to the following

Department of Education. The study helped them in tending to the issue on the impacts of administrators' servant leadership to the performance of teachers. DepEd Officials upgrading of educational leadership was not just ordinary convergence of educators.

This was definitely a molding of minds so as to come up with sound plans and definitive steps in the implementation of educational programs and projects for the benefit of Filipino school students.

School Heads. The administration gained clearer insights into the factors contributing to job performance among teachers. Principals gained

additional information in understanding individual's differences of the teachers were helped the organization to hire and retained highly motivated teachers.

Teachers. The school was the main focused of the study and the basis of the findings proposed for the improvement of this study and it helped improved and maintained the teaching commitment of the teachers towards their performance as an employee of an aspiring excellent school.

Community. It served and gave intuition to mentors in education relative to school principals towards school performance.

The Researchers. Benefited from the findings of this study and it used as reference to improve their knowledge and skills on the managerial servant leadership style.

Future Researchers. This study served as an added reference if they made researchers similar in nature.

III. RESEARCH METHODOLOGY

This section presented the research design, research environment, respondents of the study, instrumentation, data gathering and procedure and data analysis. This research was designed to collect data in order to provide comprehensive responses to the research questions on the level of practice of servant leadership, to school and teachers' performance in select public schools under study.

Design

The researchers employed descriptive design using the quantitative and qualitative approach in this research study. This frequency distribution research made used of quantitative and qualitative approach and interview method in qualitative approach.

Quantitative data collection methods were entered on the quantification of relationships between variables. Quantitative data gathering instruments established relationship between measured variables. When these methods were used, the researchers were usually detached from the study and the final output was context free.

Qualitative data was concerned with non-statistical methods of inquiry and analysis of social phenomena. It drawn on an inductive process in which themes and categories emerged through analysis or data were collected by such techniques such as interviews.

Samples were usually small and often purposively selected. Qualitative research used detailed descriptions from the perspective of the research participants themselves as a means of examining specific issues and problems under study.

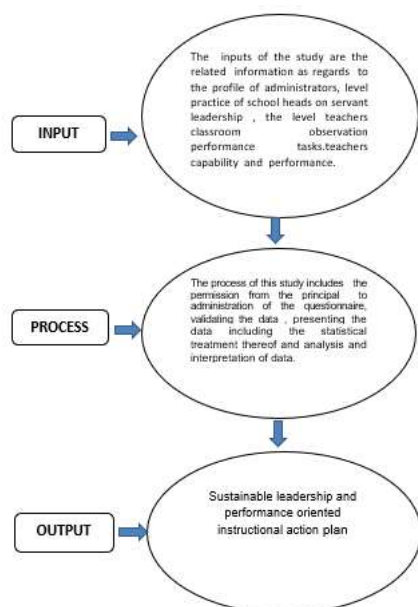
Flow of the Study

The input of the study deals the related information as regards to the profile of administrators, level practice of school heads on servant leadership, the level teachers classroom observation performance tasks.

Process. The process of the study included the permission from the schools division superintendent and the principals from each school for the administration of the questionnaire, validating the data, presenting the data including the statistical treatment thereof and analysis and interpretation of data.

The throughput of the study deals with the descriptive-correlational method of research.

Output. The results of the data served as bearing for sustainable leadership and performance oriented instructional action plan, which served as the output of the study that the researchers was proposed.



FLOW OF THE STUDY Figure 2

Environment

Sogod National High School – Senior High School began its operations in 2016 following the conversion of the Southern Leyte School of Arts and Trade (SLSAT) into a chartered state university. As part of this transition, the secondary department of SLSAT was gradually phased out. The initial organization of classes was made possible through the efforts of Mrs.

Lolita Felicilda, then Head of the SLSAT High School Department, with strong support from Mayor Gonzalo D. Yong Jr., Governor Oscar Tan, and Mr. Petronio Vargas of the Division of Southern Leyte. The school started with only three teachers, under the leadership of Mrs. Cavita A. Destrizas as Teacher-in-Charge, utilizing the vacant classrooms of the college. At this stage, it functioned as an annex school.

On April 8, 2001, the school was officially established as Sogod National High School and was granted its own budget under Republic Act No. 9097. The Effectiveness of Instructional Supervision on Teachers' Performance in Maasin Central School, Tunga-tunga, Maasin City, Southern Leyte"

Quality education is rooted in effective teaching, and one of the most essential mechanisms to ensure and enhance teaching quality is instructional supervision.

It is a systematic process that provides guidance, support, and professional development opportunities for teachers to improve their instructional practices. Effective instructional supervision is developmental in nature and focuses on helping teachers grow professionally while ensuring the proper implementation of the curriculum and the delivery of effective classroom instruction.

This study will focus on evaluating the effectiveness of instructional supervision and its impact on teachers' performance in Maasin Central School, located in Tunga-tunga, Maasin City. The school has a total of 43 teaching staff, managed by 1 School Principal and 1 Department Head, and operates with five sections per grade level, making it the largest elementary schools in the division.

With this sizeable teaching population, the need for structured, consistent, and effective instructional supervision becomes increasingly important in ensuring quality teaching and improved learner outcomes.

The focus of this research is to investigate how instructional supervision practices - such as classroom observations, post-conference feedback, mentoring, coaching, and professional development sessions – contribute to improving teacher performance in the school.

It will analyze how often these supervisory practices are conducted, the quality of their implementation, and how they are perceived by both supervisors and teachers in terms of their usefulness and impact on instructional effectiveness.

In addition, the study will explore whether instructional supervision is being conducted in a supportive and developmental manner or as a mere compliance requirement. It will also identify the challenges or constraints faced by both the teaching staff and instructional leaders which is composed of the administrators and the Master Teachers in

implementing effective supervision especially in a school with a large number of classes and learners.

Through the use of surveys, interviews, and document analysis, the research will gather data on how instructional supervision influences key aspects of teacher performance such as lesson planning, delivery, classroom management, student engagement, and assessment practices. The study aims to correlate supervisory practices with observed improvements or stagnation in teacher performance indicators.

Ultimately, the goal of this research is to provide evidence-based recommendations that will help improve the instructional supervision framework in Maasin Central School, making it more impactful and aligned with its goal of ensuring quality education.

By highlighting what works and what needs to be improved, the study aspires to support both school instructional leaders and teachers in cultivating a professional learning culture rooted in growth, feedback, and continuous improvement.

Imelda Elementary School is a Multi-Grade School with school ID 123290 located and situated at the Island Municipality of Almagro, Samar which is almost 3 hours travel by sea from Calbayog City and almost 55km away from Samar Division Office. It can be reach by a motorboat. The school caters learners from Sitio Look, and sitio Bagacay of Brgy. Imelda.

The primary level of residents is farming and fishing. It is a school with active stakeholders such as the School Governance Council, GPTA, Alumni, SSG, Barangay and municipal LGU, Private Institutions and diverse non-government organizations.

In terms of literacy level, 72% of the learners who belong to Frustration Level while in Numeracy Level, 8.67% are highly numerates and 10.34% are moderately numerates learners.

The school has 5 teachers including our school head. 1 teacher handled a kinder, 1 teacher for Grade 1 & 2, 1 teacher for Grade 3 & 4, and 1 teacher for Grade 5 & 6.

The study was conducted in Malobago Elementary School, District of Almagro, Division of Samar. The school is a combination of monograde and multigrade elementary school with only 5 classrooms. The school has a land area of 1,342 sqm which is located in the hilly side of mountain of barangay Malobago. The school caters learners from barangay Malobago and Rono where in the sources of income of most family members are from “pagsasaka” and fishing.

The school has 3 buildings. 1 of those have three classrooms which is dilapidated and the other two need minor repair. It has 6 teachers composed of 1 Master Teacher, 3 Teacher 3, 1 Teacher 2 and 1 School Head.

In terms of Access, Malobago Elementary School is currently increasing its enrolment from 76, school year 2019-2020 to 88, 2022-2023 (based on LIS), that makes it 12% gain.

In terms of Quality, the quarterly assessment MPS result in all subject area met the 75% standard MPS. The identified reading level conducted by the School Brigada Pagbasa Team shows that there were 15% non-readers, 32% frustration, 36% instructional readers 17% independent learners from Grades 1to 6.

With regards to numeracy pre-assessment result, there were 20 highly numerate, 42 moderately numerate, and 12 non-numerate learners from grades 1 to 6.

On the area of Governance, the school needs to strengthen its linkages with the community. It needs to develop programs that are both beneficial to the school and community for the learners’ growth and development.



Location Map for the Research Site Environment
(Leyte Division) Figure 3



Location Map for the Research Site Environment
(Samar Division) Figure 4

Respondents

There were two hundred twenty-eight (228) total respondents of this study headed by eight (8) school principals and one (1) assistant school principal for each school and two hundred nineteen (219) teaching staff of the five (5) selected public schools of Leyte and Samar Division.

Displayed below are the school and the number of respondents involved in this study.

Table 1

Distribution of Respondents

NAME OF OFFICE	GROUPS OF PERSONNEL						Total	Percent (%)
	Head of Office		Assistant Principal		Teaching Staff			
	Male	Female	Male	Female	Male	Female		
SOGOD National High School- Junior High School	0	0	0	1	59	47	107	46.93
SOGOD National High School- Senior High School	0	1	0	0	39	27	67	29.39
Maasin Central School	0	5	0	0	5	33	43	18.86
Imelda Elementary School	1	0	0	0	1	3	5	2.19
Malobago Elementary School	0	1	0	0	0	5	6	2.63
TOTAL	1	7	0	1	104	115	228	100.00

Instrument

This study utilized a researcher-adapted and modified instruments. The questionnaire was divided into four (4) parts: (1) the respondents' profile, The first was the profile of the respondents and the second one was the Servant Leadership Assessment Instrument of Dennis 2004.

It had two parts: Part I- the Profile of School Heads and Part II-Level of Practice of Servant Leadership. First part sought for the following data of school heads: the age, sex, years in formal education and number of years as school head. The second part measured the level of practice of servant leadership variables of love (5 items), empowerment (5 items), vision (5 items), humility (5 items) and trust (2 items). The respondents assessed each statement in the questionnaire by using the following scale: 5- Strongly agree, 4 - Agree, 3. Neither agree or disagree, 2- Slightly agree, and 1- Disagree.

In scoring the responses, numerical values were assigned to each response as follows:

Response	Scale Value
Strongly Agree	5
Agree	4
Neither Agree or Disagree	3
Disagree	2
Strongly Disagree	1

The following limits with their corresponding qualitative description were used to describe the school heads' level practice of servant leadership.

The third part of the questionnaire deals with the teachers' classroom observation utilized by DEPED. (4) The fourth part of the questionnaire is the interview guide.

Data Gathering Procedures

To gather the needed data, the researchers were asked a letter of permission from the Schools Division Superintendent to seek approval for the conduct of the study.

Permission was then secured from each principal or school heads of the respondent-schools to facilitate the identification of the teacher-respondents. Similarly, teachers were given a letter of consent to indicate that they served as respondents of the study.

The respondents were given a set of questionnaires for the needed data. They were scheduled for personal interviews depending upon the availability of their time and place where they were convenient. The researcher administered the open-ended questionnaires so that follow up questions were raised based on the responses gathered.

The researcher's personal observations were taken down to validate the answers and the narrations given by the key informants. Hence, this study made use of observations, in-depth interviews, discussions and narrative analysis of the experiences.

Likewise, the filled-out questionnaires were personally gathered by the researcher on the date's schedules by the respective school heads after consulting with the teacher-respondents and their students.

After which, the data were collated, tallied, and subjected to statistical analysis for further interpretation of data.

Statistical Treatment of Data

The gathered data are tabulated for the analysis using the following:

1. Frequency and Simple Percentage is used to determine the profile, distribution of the respondents in the public elementary schools of the select schools of Leyte and Samar Leyte Division.
2. The Weighted Mean and Standard Deviation will be used to determine the accurate performance capability of teachers.
3. Pearson r correlation coefficient using SPSS was used to determine the relationship between level of practice of servant leadership of school heads; towards teachers' performance.

SCORING PROCEDURE

In order to determine the level of school heads on servant leadership practices and the performance level of teachers' capability, the following scales and categories were used.

The interpretations of findings were based on the following parameters:

A. PARAMETER LIMITS ON THE LEVEL OF SCHOOL HEADS ON SERVANT LEADERSHIP PRACTICES

SCALE	Range	Response Category
5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Neither Agree/Disagree
2	1.81 – 2.60	Disagree
1	1.00 - 1.80	Strongly Disagree

B. PARAMETER LIMITS ON CLASSROOM OBSERVATION

Scale	Range	Category	Verbal Description
4	3.26 –	Outstanding	Excellent

	4.00		performed
3	2.51 – 3.26	Very Good	Well performed
2	1.76 – 2.50	Good	Fairly performed
1	1.00 – 1.75	Needs Improvement	Less performed

C. PARAMETER LIMITS ON PERFORMANCE LEVEL OF TEACHERS CAPABILITY

SCALE	Range	Response Category
4	3.26 – 4.00	Very High
3	2.51 – 3.25	High
2	1.76 – 2.5	Moderate
1	1.00 – 1.75	Low

IV. PRESENTATION, DATA ANALYSIS AND INTERPRETATION RESPONDENTS PROFILE

Teacher

Understanding the profile of teacher-respondents provide a crucial foundation for analyzing how school heads' servant leadership influences teachers' performance. Demographic and professional characteristics such as age, gender, educational attainment, position or rank, length of service, and participation in relevant trainings and seminars help to contextualize the findings.

These variables offer insight into the diversity, experience, and professional background of the teaching workforce, which are essential factors that can affect how leadership approaches are perceived and how they impact work performance. Teachers' personal and professional profiles often determine their motivation, adaptability to leadership styles, and engagement with institutional goals.

A detailed examination of these attributes therefore contributes to a deeper understanding of the dynamics between leadership behavior and teacher performance.

Table 2 Age

Age	<i>f</i>	%
61 – 65 years old	0	0.00
56 – 60 years old	12	6.22
51 – 55 years old	12	6.22
46 – 50 years old	26	13.47
41 – 45 years old	34	17.62
36 – 40 years old	39	20.21
31 – 35 years old	49	25.39
26 – 30 years old	21	10.88
21 – 25 years old	0	0.00
Total	193	100.00
Average		40.05
Std Dev		8.37

The data in Table 2 illustrates that most teacher-respondents fall within the 31–35 years old age range, accounting for 25.39% of the total population. This is followed by those aged 36–40 years old (20.21%) and 41–45 years old (17.62%), indicating that most teachers are in the middle-age bracket, typically regarded as the most productive and stable stage in a professional career.

The computed average age of 40.05 years implies that most teachers possess substantial teaching experience and maturity, enabling them to engage effectively in professional tasks and adapt to school leadership practices.

This age distribution reflects a balanced mix of youthful energy and seasoned experience, suggesting that servant leadership practices could be well-received, particularly in fostering collaboration,

motivation, and long-term professional growth. However, the absence of younger (21–25 years old) and senior (61–65 years old) teachers may indicate a limited influx of new educators and potential challenges in generational knowledge transfer.

Table 3

Gender

Gender	<i>f</i>	%
Male	45	23.32
Female	148	76.68
Total	193	100.00

Table 3 highlights that a significant majority of the respondents are female teachers (76.68%), while male teachers comprise only 23.32%. This distribution aligns with the general gender trend in the education sector, where teaching, particularly at the basic education level, remains female-dominated.

This demographic pattern suggests that female educators play a central role in shaping the academic and developmental outcomes of students. It also implies that leadership styles that emphasize care, empathy, and collaboration, such as servant leadership, may resonate effectively within this demographic composition.

Nonetheless, the limited number of male teachers presents a potential concern regarding gender balance and diversity in instructional perspectives and leadership succession.

Table 4

Highest Educational Attainment

Highest Educational Attainment	<i>f</i>	%
Doctorate Degree	111	57.51
Master's Degree	42	21.76
Bachelor's Degree	39	20.21
Total	192	99.48

From the data shown in Table 4, it is evident that a large proportion of the teachers (57.51%) hold doctorate degrees, while 21.76% possess a master's degree, and 20.21% have bachelor's degrees. This distribution signifies a highly qualified teaching force, with most respondents having pursued advanced graduate studies, indicative of professional

growth, academic commitment, and research orientation.

Such a strong educational foundation supports the premise that these teachers are well-prepared to respond to leadership initiatives and instructional innovations. It also demonstrates the school's investment in professional advancement, which complements servant leadership's emphasis on personal and collective development.

However, the small gap between those holding master's and bachelor's degrees suggests that further encouragement for continuing education may still be necessary to sustain academic excellence.

Table 5

Position/rank

Position/Rank	<i>f</i>	%
Master Teacher	30	15.54
Teacher III	59	30.57
Teacher II	41	21.24
Teacher I	55	28.50
Total	185	95.85

The data in Table 5 illustrates that most teacher-respondents occupy the rank of Teacher III (30.57%) and Teacher I (28.50%), followed by Teacher II (21.24%) and Master Teacher (15.54%).

This suggests that the teaching workforce consists largely of individuals in the mid-level career stages, reflecting a dynamic and actively developing professional group.

The relatively lower percentage of Master Teachers may indicate that while there is considerable professional experience, fewer teachers have yet achieved the highest competency level. This composition implies an ongoing need for leadership strategies that nurture professional advancement and performance improvement.

Servant leadership, emphasizing mentorship and empowerment, is particularly suited for guiding these teachers toward higher levels of competence and career progression.

Table 6
Length of Service

Length of Service	<i>f</i>	%
above 36 years	0	0.00
31 – 35 years	6	3.11
26 – 30 years	16	8.29
21 – 25 years	13	6.74
16 – 20 years	21	10.88
11 – 15 years	42	21.76
6 – 10 years	62	32.12
2 – 5 years	26	13.47
1 year and below	7	3.63
Total	193	100.00
Average		12.76

Table 6 highlights that most of the teacher-respondents have served between 6 to 10 years (32.12%), followed by 11 to 15 years (21.76%) and 2 to 5 years (13.47%), with an average service length of 12.76 years.

This reflects a teaching population composed primarily of experienced but still growing educators, suggesting a period of career stability and active professional engagement.

Such a profile indicates a balance between institutional familiarity and openness to innovation. Teachers within this range are typically receptive to leadership that recognizes their contributions while encouraging further growth.

Servant leadership can be particularly impactful here, as it values both individual well-being and long-term professional development. The absence of respondents with more than 36 years of service suggests a need to preserve institutional memory through mentoring programs before senior teachers retire.

Table 7
Related Trainings and Seminars Attended

Relevant Trainings/Seminar Attended	<i>f</i>	%
National	31	16.06
Regional	66	34.20
Local	134	69.43
Total	231	119.69

From the data shown in Table 7, it can be observed that most teachers have attended local trainings and seminars (69.43%), while smaller proportions participated in regional (34.20%) and national (16.06%) activities. The total percentage exceeding 100% indicates that respondents may have attended multiple levels of training, demonstrating active engagement in professional development.

This trend underscores teachers' strong commitment to continuous learning within their immediate context, which aligns well with servant leadership principles emphasizing growth, empowerment, and competence building. However, the relatively limited participation in national-level seminars reveals a potential gap in exposure to broader educational innovations and networks.

V. LEVEL OF SCHOOL HEADS SERVANT LEADERSHIP PRACTICES IN TEACHING LEARNING

Servant leadership as practiced in the teaching-learning process reflects how school heads demonstrate compassion, empower their teachers, envision a shared direction, show humility, and build mutual trust within the educational community.

The presence of servant leadership in schools can create an environment where teachers feel valued, supported, and motivated to perform at their best. When school heads embody servant-leader qualities, they inspire cooperation, enhance job satisfaction, and promote sustained professional growth.

The assessment of the level of practice of servant leadership, therefore, provides critical insights into how leadership behaviors influence instructional effectiveness, collegial relationships, and teachers' overall sense of purpose. The following tables present the teachers' responses in various dimensions of servant leadership: Love, Empowerment, Vision, Humility, and Trust, and offer an in-depth discussion of how these elements manifest in the teaching-learning environment.

Table 8 Love

I. Love	Mean	Std Dev	Description
1. is genuinely interested in me as a person.	3.52	0.9972	Agree
2. creates a culture that fosters high standards of ethics.	4.02	0.9533	Agree
3. has shown his care for me by encouraging me.	3.70	0.8688	Agree
4. has shown compassion in his actions towards me.	3.65	0.9412	Agree
5. shows concern for me.	3.73	0.9799	Agree
Average Weighted Mean	3.72		Agree

Legend: 4.21 – 5.00 Strongly Agree, 3.41 – 4.20 Agree, 2.61 – 3.40 Neither, 1.81 – 2.60 Disagree, 1.00 – 1.80 Strongly Disagree

The data in Table 8 illustrates that the dimension of Love obtained an overall mean of 3.72, interpreted as Agree. This signifies that teachers perceive their school heads as genuinely caring leaders who exhibit compassion, concern, and ethical behavior in their interactions.

The highest rating (Mean = 4.02) was attributed to the indicator “creates a culture that fosters high standards of ethics,” revealing that moral conduct and fairness are core components of leadership behavior in their institutions. This reflects a leadership climate where care and ethical integrity coexist, reinforcing trust and emotional security among teachers.

These findings demonstrate that when leaders express genuine concern and moral guidance, teachers feel valued both as professionals and as individuals. Such emotional engagement contributes to a supportive and humane work environment conditions essential for teacher motivation and commitment.

However, the slightly lower rating for personal interest (Mean = 3.52) implies that while general care is evident, opportunities exist for leaders to deepen

personal connections through regular mentorship or one-on-one professional conversations.

Table 9
Empowerment

II. Empowerment	Mean	Std Dev	Description
6. is genuinely interested in me as a person.	3.55	1.0184	Agree
7. gives me the authority I need to do my job	3.60	0.9897	Agree
8. turns over some control to me so that I may accept more responsibility.	3.65	1.0103	Agree
9. empowers me with opportunities so that I can develop skills.	3.80	0.8651	Agree
10. entrusts me to make decisions.	3.69	0.9403	Agree
Average Weighted Mean	3.66		Agree

Legend: 4.21 – 5.00 Strongly Agree, 3.41 – 4.20 Agree, 2.61 – 3.40 Neither, 1.81 – 2.60 Disagree, 1.00 – 1.80 Strongly Disagree

Table 9 highlights that the teachers Agree (AWM = 3.66) that their school heads practice Empowerment as a component of servant leadership. The indicator “empowers me with opportunities so that I can develop skills” received the highest mean of 3.80, signifying that leaders actively provide professional growth opportunities. This implies that school heads recognize the importance of autonomy and trust in fostering a sense of ownership and accountability among teachers.

Empowering leadership nurtures teachers’ self-efficacy and enhances their confidence in performing complex instructional tasks. The consistent agreement across all indicators also suggests a healthy distribution of authority and a participative decision-making culture.

However, the presence of modest standard deviations near 1.00 indicates that perceptions may vary slightly

among respondents, perhaps due to differences in leadership exposure or departmental practices.

Table 10
Vision

III. Vision	Mean	Std Dev	Description
11. has sought my vision regarding the organization's vision.	3.80	0.8529	Agree
12. I have written a clear and concise vision statement for the school	4.15	0.9127	Agree
13. has asked me what I think the future direction of our organization should be.	3.53	0.9929	Agree
14. has shown that he wants to include employees' vision into the organization's goals and objectives.	3.66	0.9726	Agree
15. seeks my commitment concerning the shared vision of our organization	3.69	0.9234	Agree
Average Weighted Mean	3.76		Agree

Legend: 4.21 – 5.00 Strongly Agree, 3.41 – 4.20 Agree, 2.61 – 3.40 Neither, 1.81 – 2.60 Disagree, 1.00 – 1.80 Strongly Disagree

From the data shown in Table 10, the dimension of Vision attained an overall mean of 3.76 (Agree), revealing that teachers acknowledge their school heads' efforts to involve them in shaping and realizing the institution's direction.

The highest mean (4.15) for the indicator on having a clear and concise vision statement indicates that the schools operate under a well-defined and communicated sense of purpose.

This reflects a leadership approach that promotes clarity, inclusivity, and shared goals—core tenets of

servant leadership. Teachers' agreement that their leaders seek their ideas and commitments suggests a collaborative culture where vision is not imposed but co-created.

The slightly lower ratings (Mean = 3.53–3.66) imply that while inclusion is present, continuous dialogue and participatory planning could still be enhanced to fully integrate teachers' insights into long-term strategies.

Table 11
Humility

IV. Humility	Mean	Std Dev	Description
16. does not overestimate his merits.	3.68	0.9420	Agree
17. is not interested in self-glorification.	3.67	0.9649	Agree
18. is humble enough to consult others in the organization when he may not have all the answers.	3.71	0.8420	Agree
19. does not center attention on his own.	3.76	0.9185	Agree
20. demeanor is one of humility	3.66	0.9903	Agree
Average Weighted Mean	3.69		Agree

Legend: 4.21 – 5.00 Strongly Agree, 3.41 – 4.20 Agree, 2.61 – 3.40 Neither, 1.81 – 2.60 Disagree, 1.00 – 1.80 Strongly Disagree

The data in Table 11 illustrates that Humility as a servant leadership dimension recorded an average weighted mean of 3.69, which corresponds to Agree. Teachers recognize their school heads as leaders who are modest, consultative, and respectful in decision-making.

The highest-rated indicator (Mean = 3.76) shows that school heads avoid centering attention on themselves, reflecting genuine humility and self-awareness.

Humility in leadership nurtures an open environment where teachers feel free to contribute ideas without

fear of hierarchy or judgment. This attribute also complements empowerment, as leaders who consult and listen demonstrate respect for their teachers' professional capacities.

The presence of humility strengthens interpersonal trust and enhances the school's collaborative culture. However, minor variations in perceptions hint that not all teachers may equally experience this behavior across departments or supervisors.

Table 12
Trust

V. Trust	Mean	Std Dev	Description
21. trusts me to keep a secret.	3.81	0.9500	Agree
22. knows I am above corruption.	3.73	1.0219	Agree
Average Weighted Mean	3.77		Agree

Legend: 4.21 – 5.00 Strongly Agree, 3.41 – 4.20 Agree, 2.61 – 3.40 Neither, 1.81 – 2.60 Disagree, 1.00 – 1.80 Strongly Disagree

Table 12 highlights that the Trust dimension garnered an average weighted mean of 3.77, interpreted as Agree, signifying that teachers perceive their school heads as leaders who value integrity, discretion, and reliability.

The highest mean (3.81) corresponds to the indicator “trusts me to keep a secret,” suggesting that mutual confidence and ethical regard characterize the leader–teacher relationship.

Trust serves as the cornerstone of servant leadership; it enables collaboration, promotes psychological safety, and encourages open communication. The results indicate that teachers feel confident in their leaders' integrity and fairness, which enhances their willingness to cooperate and align with institutional goals. However, the standard deviation exceeding 1.00 in one indicator reveals variability in perceptions, suggesting that consistent reinforcement of ethical culture remains essential.

LEVEL OF PERFORMANCE BASED ON THE CLASSROOM OBSERVATION MANIFESTED

The classroom observation results present a holistic view of the teachers demonstrated competencies across various dimensions of teaching effectiveness. These dimensions—ranging from content knowledge to learner-centered practices—reflect the educators' professional capacity to foster quality teaching and learning experiences.

The overall ratings, which fall within the “Very Good” category, signify that teachers exhibit a strong command of their pedagogical roles and responsibilities. Their practices align with institutional standards and curricular goals, suggesting that teachers are well-grounded in content delivery, the use of effective instructional strategies, and classroom management conducive to learning.

However, the results also reveal subtle opportunities for enhancement, particularly in refining innovative pedagogical techniques, contextualizing instruction, and sustaining culturally responsive and inclusive education practices.

Table 13
Content Knowledge

Content Knowledge	Mean	Std Dev	Description
1. Modeled effective applications of content knowledge within and across curriculum teaching areas.	2.73	0.4472	Very Good
Average Weighted Mean	2.73		Very Good

Legend: 3.26 – 4.00 Outstanding, 2.51 – 3.25 Very Good, 1.76 – 2.50 Good, 1.00 – 1.75 Needs Improvement

The data in Table 13 illustrates that teachers demonstrated a Very Good level of performance in modeling effective applications of content knowledge

within and across curriculum teaching areas, as reflected by a mean score of 2.73 (SD = 0.4472).

This indicates that teachers consistently integrate their subject expertise into diverse instructional contexts, enabling students to connect concepts across disciplines.

The finding reflects a stable application of disciplinary understanding and pedagogical integration. Teachers are not only familiar with their subject matter but also adept at contextualizing lessons in ways that enhance comprehension and relevance.

This ability to connect content knowledge across learning areas fosters deeper understanding among students and encourages interdisciplinary thinking—an essential aspect of 21st-century education.

Table 14

Teaching strategies for critical and creative thinking

Teaching strategies for critical and creative thinking	Mean	Std Dev	Description
2. Developed and applied effective teaching strategies to promote critical and creative thinking, as well as other higher-order thinking skills.	2.80	0.4045	Very Good
Average Weighted Mean	2.80		Very Good

Legend: 3.26 – 4.00 Outstanding, 2.51 – 3.25 Very Good, 1.76 – 2.50 Good, 1.00 – 1.75 Needs Improvement

Table 14 highlights that the development and application of teaching strategies promoting critical and creative thinking garnered a Very Good mean of 2.80 (SD = 0.4045). This suggests that teachers are skilled in employing approaches that encourage

students to analyze, evaluate, and synthesize information creatively.

Such performance reflects teachers' awareness of higher-order thinking frameworks, such as Bloom's Taxonomy, and their commitment to fostering analytical and innovative learning. Students are likely being exposed to problem-based learning and inquiry-driven approaches that build independent and reflective thinking skills.

However, the relatively modest mean implies that while teachers integrate these strategies, opportunities remain for further enhancement in designing learning experiences that challenge students intellectually.

Table 15

Use of mother tongue

Use of mother tongue	Mean	Std Dev	Description
3. Modeled and supported colleagues in the proficient use of Mother Tongue, Filipino and English to improve teaching and learning, as well as to develop the learners' pride of their language, heritage and culture. organization's vision.	2.53	0.5878	Very Good
Average Weighted Mean	2.53		Very Good

Legend: 3.26 – 4.00 Outstanding, 2.51 – 3.25 Very Good, 1.76 – 2.50 Good, 1.00 – 1.75 Needs Improvement

From the data shown in Table 15, the proficient use of the Mother Tongue, Filipino, and English to improve teaching and learning yielded a Very Good mean of 2.53 (SD = 0.5878).

This demonstrates that teachers show consistent effort in valuing linguistic diversity and promoting pride in cultural heritage and identity.

The result reflects a strong alignment with the Department of Education's Mother Tongue-Based Multilingual Education (MTB-MLE) policy.

Teachers' ability to use multiple languages appropriately in the classroom enhances comprehension, particularly for early-grade learners and those from diverse linguistic backgrounds.

However, the moderate mean suggests that some teachers might still struggle with consistent implementation, particularly in balancing the use of English and the Mother Tongue during instruction.

Table 16
Strategies on for safe and secure environment

Strategies on for safe and secure environment	Mean	Std Dev	Description
4. Exhibited effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	2.84	0.3665	Very Good
Average Weighted Mean	2.84		Very Good

Legend: 3.26 – 4.00 Outstanding, 2.51 – 3.25 Very Good, 1.76 – 2.50 Good, 1.00 – 1.75 Needs Improvement

The data in Table 16 illustrates that teachers' implementation of effective strategies for maintaining a safe and secure learning environment received a Very Good mean of 2.84 (SD = 0.3665).

This indicates a commendable level of consistency in enforcing classroom policies and procedures that ensure order, safety, and emotional security.

The result signifies that teachers exhibit a high sense of responsibility in managing their classrooms,

creating spaces conducive to focused and worry-free learning.

The presence of a clear structure and positive discipline practices likely contributes to students' comfort and engagement. Nonetheless, further enhancement could involve integrating proactive safety education and psychosocial support mechanisms.

Table 17
Practices for learning environment

Practices for learning environment	Mean	Std Dev	Description
5. Exhibited effective practices to foster learning environments that promote fairness, respect and care to encourage learning.	2.93	0.2523	Very Good
Average Weighted Mean	2.93		Very Good

Legend: 3.26 – 4.00 Outstanding, 2.51 – 3.25 Very Good, 1.76 – 2.50 Good, 1.00 – 1.75 Needs Improvement

Table 17 highlights that the effectiveness of practices in fostering fairness, respect, and care within learning environments attained a Very Good mean of 2.93 (SD = 0.2523). This indicates that teachers promote an inclusive and equitable classroom climate that encourages learners' participation and mutual respect.

The finding suggests that teachers are responsive to students' individual needs and differences, maintaining a respectful learning atmosphere. Such environments are essential in developing students' confidence and social-emotional skills, which directly contribute to academic performance. However, sustaining this positive climate requires continuous reflection and adaptation to students' evolving needs.

Table 18
Learner- centered culture

Learner- centered culture	Mean	Std Dev	Description
6. Exhibited a learner-centered culture that promotes success by using effective teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.	2.84	0.3665	Very Good
Average Weighted Mean	2.84		Very Good

Legend: 3.26 – 4.00 Outstanding, 2.51 – 3.25 Very Good, 1.76 – 2.50 Good, 1.00 – 1.75 Needs Improvement

Improvement

From the data shown in Table 18, the implementation of a learner-centered culture promoting success through effective strategies suited to diverse learner backgrounds received a Very Good mean of 2.84 (SD = 0.3665). This result affirms that teachers acknowledge and adapt to learners' linguistic, cultural, and socio-economic contexts in their teaching approaches.

Such practices indicate sensitivity and adaptability, ensuring that learning remains accessible and meaningful. The result underscores teachers' capacity to personalize learning, which aligns with inclusive education frameworks. Nevertheless, the score also reflects that more targeted differentiation strategies could be incorporated to fully maximize individual learners' strengths.

Table 19
Teaching strategies for indigenous groups

teaching strategies for indigenous groups	Mean	Std Dev	Description
7. Developed and applied teaching strategies to address effectively the needs of learners from indigenous groups.	2.84	0.3665	Very Good

Average Weighted Mean 2.84 Very Good

Legend: 3.26 – 4.00 Outstanding, 2.51 – 3.25 Very Good, 1.76 – 2.50 Good, 1.00 – 1.75 Needs Improvement

The data in Table 19 illustrates that the use of teaching strategies addressing the needs of learners from indigenous groups achieved a Very Good mean of 2.84 (SD = 0.3665). This demonstrates a notable commitment to inclusivity and cultural sensitivity within instructional practices.

Teachers' awareness of indigenous learners' cultural contexts fosters respect and equity in education.

By incorporating local knowledge and traditional learning systems, they contribute to preserving cultural identity while promoting academic growth. However, the rating suggests there is still a need for continuous capacity building to further tailor approaches and materials that reflect indigenous realities.

Table 20
Strategies for timely, accurate and constructive feedback

Strategies for timely, accurate and constructive feedback	Mean	Std Dev	Description
8. Used effective strategies for providing timely, accurate and constructive feedback to encourage learners to reflect on and improve their own learning.	2.93	0.2523	Very Good
Average Weighted Mean	2.93		Very Good

Legend: 3.26 – 4.00 Outstanding, 2.51 – 3.25 Very Good, 1.76 – 2.50 Good, 1.00 – 1.75 Needs Improvement

Improvement

Table 20 highlights that the teachers' use of strategies for providing timely, accurate, and constructive feedback to learners achieved a Very Good mean of 2.93 (SD = 0.2523). This suggests that teachers consistently engage students in reflective learning and improvement processes.

The data indicates a strong practice of formative assessment, where feedback serves as a tool for growth rather than judgment. Teachers' feedback mechanisms likely encourage learners to take responsibility for their learning progress.

However, the slightly lower standard deviation implies a uniform approach that might benefit from further personalization.

VI. CORRELATION BETWEEN THE SCHOOL HEADS SERVANT LEADERSHIP AND TEACHERS' PERFORMANCE IN CLASSROOM OBSERVATION MANIFESTED

Table 21
Test in Correlation

CLASSROOM OBSERVATION	SERVANT LEADERSHIP				
	LOVE	EMPOWERMENT	VISION	HUMILITY	TRUST
content knowledge	$\chi^2 = 20.852$ p-value = 0.0004	19.251 0.0007	19.251 0.0007	20.884 0.0003	20.884 0.0003
teaching strategies for critical and creative thinking	$\chi^2 = 24.582$ p-value = 0.0001	23.356 0.0001	23.356 0.0001	25.776 0.0000	25.776 0.0000
use of mother tongue	$\chi^2 = 14.977$ p-value = 0.0071	12.589 0.0139	13.759 0.0081	12.659 0.0131	12.659 0.0131
strategies on for safe and secure environment	$\chi^2 = 28.226$ p-value = 0.0000	27.092 0.0000	27.092 0.0000	29.997 0.0000	29.997 0.0000
practices for learning environment	$\chi^2 = 38.215$ p-value = 0.0000	37.188 0.0000	37.188 0.0000	40.919 0.0000	40.919 0.0000
learner-centered culture	$\chi^2 = 28.226$ p-value = 0.0000	27.092 0.0000	27.092 0.0000	29.997 0.0000	29.997 0.0000
teaching strategies for indigenous groups	$\chi^2 = 28.226$ p-value = 0.0000	27.092 0.0000	27.092 0.0000	29.997 0.0000	29.997 0.0000
strategies for timely, accurate and constructive feedback	$\chi^2 = 38.215$ p-value = 0.0000	37.188 0.0000	37.188 0.0000	40.919 0.0000	40.919 0.0000

NOTE: All other values are highly significant at 0.05 alpha level

The data in Table 21 illustrates that there exists a statistically significant relationship between the level of practices in servant leadership and teachers' classroom observation as manifested in their teaching tasks.

This correlation suggests that servant leadership attributes, love, empowerment, vision, humility, and trust, are closely connected with how teachers perform and deliver instruction within the classroom.

The significant chi-square values and consistently low p-values (most at 0.0000) provide compelling evidence that leadership rooted in service and empathy influences teaching quality and pedagogical effectiveness.

Teachers who embody love and trust tend to foster nurturing environments that enhance student engagement and collaboration. Empowerment and vision enable educators to guide learners toward self-directed learning, while humility allows them to remain open to feedback and continuous improvement.

The pattern of significance across variables shows that servant leadership is not just a management ideal but a pedagogical force that shapes instructional behavior, decision-making, and student relationships.

The table highlights that content knowledge demonstrated significant correlations with all servant leadership dimensions ($\chi^2 = 19.251-20.884$, $p < 0.001$).

This means that teachers who internalize servant leadership values also exhibit stronger mastery of the subjects they teach. Their love for students motivates them to ensure conceptual clarity, while empowerment and humility guide them toward continuous learning and reflective practice. Such traits translate into more confident and effective teaching performance.

Moreover, the data reveal that teaching strategies for critical and creative thinking are also highly associated with servant leadership, showing p-values at 0.0001 and below. Teachers who act as servant leaders inspire innovation, encourage questioning, and respect diverse ideas in the classroom.

By empowering learners and setting a visionary direction for learning, they nurture critical analysis and creative exploration, hallmarks of progressive education.

In the case of the use of the mother tongue, the p-values (0.0071–0.0139) were slightly higher but still statistically significant. This suggests a weaker yet meaningful correlation, indicating that while servant

leadership influences inclusivity and empathy in language use, its effect might be secondary to institutional policies or cultural norms.

Nonetheless, teachers guided by love and humility show sensitivity in facilitating understanding through the learners' native language, enhancing accessibility and connection.

From the data shown in table, the relationship between servant leadership and strategies for a safe and secure learning environment is strikingly significant ($p = 0.0000$). Teachers who practice servant leadership exhibit proactive behaviors in maintaining classroom safety and psychological comfort.

Their humility encourages active listening, while trust builds a supportive atmosphere where students feel secure. Likewise, empowerment promotes shared responsibility for discipline and order. These qualities transform the classroom into a space where students feel physically safe and emotionally valued.

Similarly, practices for learning environment yielded the strongest correlations (χ^2 up to 40.919, $p = 0.0000$), showing that servant leadership profoundly enhances the overall quality of the learning space.

Teachers guided by servant principles foster inclusivity, respect, and mutual growth, ensuring that students thrive academically and socially. This influence extends to building a learner-centered culture, where empowerment and love drive engagement and self-confidence.

Vision and trust, in turn, establish a shared purpose between teacher and learner, promoting cooperation and enthusiasm for lifelong learning.

It also highlights that teaching strategies for indigenous groups significantly relate to servant leadership ($p = 0.0000$), reflecting the teacher's cultural sensitivity and inclusivity. A servant leader's humility and love naturally align with the respect and responsiveness required when teaching diverse learners.

Empowering indigenous students validates their experiences, and a visionary approach ensures their cultural identity is celebrated within the learning process.

Finally, the strongest correlations were observed in strategies for timely, accurate, and constructive feedback ($\chi^2 = 37.188$ – 40.919 , $p = 0.0000$). This shows that feedback practices—when guided by servant leadership—become instruments of growth rather than judgment.

Teachers demonstrate compassion through positive reinforcement, humility in acknowledging shared responsibility for learning outcomes, and trust that encourages open dialogue. Feedback grounded in servant leadership promotes student confidence, motivation, and self-regulation.

Overall, the findings demonstrate that servant leadership profoundly shapes every dimension of classroom performance. Teachers who model servant-leader behavior naturally extend care, motivation, and ethical leadership into their teaching tasks.

The significant relationships across almost all variables emphasize that servant leadership contributes to effective pedagogy, learner engagement, and inclusive practices.

VII. ISSUES AND CONCERNS RELATED TO SCHOOL HEADS SERVANT LEADERSHIP PRACTICES AND TEACHERS' PERFORMANCE

The effectiveness of servant leadership among school heads can be fully understood not only through its positive outcomes but also by examining the issues and challenges that accompany its practice.

Servant leadership, grounded in humility, empathy, and service, often requires leaders to balance compassion with accountability, and encouragement with firm decision-making. In the context of schools, this balance directly affects teacher motivation, performance, and overall school climate.

The data on issues and concerns shed light on the areas where leadership and instructional practices encounter difficulties that may hinder the optimal realization of organizational goals. Factors such as communication barriers, excessive workload, lack of recognition, and resource constraints can significantly influence teachers' capacity to perform effectively.

Moreover, the results suggest that while servant leadership values are generally evident, their application in daily school operations faces practical

limitations that require continuous reflection and responsive management.

By interpreting these findings, it becomes clear that leadership practices in education should not only focus on serving others but also on sustaining the well-being of both leaders and teachers. The data serve as a mirror reflecting the realities of the teaching-learning environment, where servant leadership ideals must meet the demands of institutional efficiency, emotional resilience, and instructional innovation.

Table 22
ISSUES AND CONCERN

STATEMENTS	Mean	Std Dev	Description
1. High risk of burnout – focusing on helping others can lead to forgetting one's own limits or needs.	2.51	1.0772	Moderately Manifested
2. Well motivated teachers in teaching	2.65	1.0539	Moderately Manifested
3. Frequent lack of recognition – leaders may face a lack of support, especially in organizations	2.77	1.1695	Moderately Manifested
4.The possibility of being perceived as a “weak leader”	3.50	1.1914	Somewhat Manifested
5 Smooth flow of communication between teachers and school heads	2.79	1.2201	Moderately Manifested
6 Develop strategies in teaching for critical and creative thinking	2.30	1.1583	Moderately Manifested
7.Excessive workload but with emotional support	3.46	1.2115	Somewhat Manifested
8. Conducive classroom for learning	2.14	1.1030	Moderately Manifested
9. Sufficient classroom instructional materials	3.17	1.2308	Somewhat Manifested
10. Promote strategies in teaching for indigenous groups	3.53	1.2290	Somewhat Manifested
Average Weighted Mean	2.88		Moderately Manifested

Legend: 1 Very Manifested, 2 Manifested, 3 Moderately Manifested, 4 Somewhat Manifested, 5 Not Manifested

The data in Table __ illustrates that the overall mean of 2.88, interpreted as Moderately Manifested, signifies that the issues and concerns related to servant leadership practices and teachers'

performance are present to a moderate extent within the school setting.

This suggests that while school heads and teachers demonstrate collaborative and supportive

relationships, there are existing challenges that occasionally disrupt effective leadership and teaching performance.

Looking closely at specific indicators, the highest mean (3.53) pertains to “Promote strategies in teaching for indigenous groups,” described as Somewhat Manifested. This finding indicates that while teachers and school heads recognize the importance of inclusive education, there may be inconsistencies in its full integration into classroom practices. This concern highlights the need for continuous training and culturally responsive teaching methods to ensure that all learners, regardless of background, receive equitable learning opportunities.

The concern regarding “The possibility of being perceived as a weak leader” (Mean = 3.50) also ranked high among the issues. This implies that some school heads may struggle with balancing servant leadership’s compassionate approach with assertiveness in decision-making.

In educational environments where authority and accountability are equally valued, servant leaders’ risk being misunderstood as lenient or indecisive. Such perceptions can affect credibility and influence, which in turn can hinder effective guidance and performance supervision among teachers.

Furthermore, the statement “Excessive workload but with emotional support” (Mean = 3.46) was also Somewhat Manifested. This result reflects that although teachers receive emotional support from their school heads, the increasing demands of paperwork, instructional responsibilities, and administrative duties continue to exert pressure.

The emotional encouragement provided by leaders somewhat mitigates the strain but may not entirely offset the effects of sustained workload stress. This condition aligns with the earlier concern of “High risk of burnout” (Mean = 2.51), where teachers’ dedication and commitment may lead to exhaustion if personal well-being is overlooked.

In terms of communication and motivation, the results indicate Moderately Manifested concerns. The

statements “Smooth flow of communication between teachers and school heads” (Mean = 2.79) and “Well-motivated teachers in teaching” (Mean = 2.65) reveal that, although dialogue and motivation exist, they are not yet optimal.

Effective servant leadership thrives on transparent communication and consistent morale-building, suggesting that leadership communication channels may need strengthening to ensure that feedback, recognition, and support are perceived as genuine and timely.

Another moderate concern is the “Frequent lack of recognition” (Mean = 2.77), which highlights an essential area in sustaining teacher motivation. Teachers who feel undervalued or unrecognized may experience diminished enthusiasm and productivity. Recognition—both formal and informal—is a key element in servant leadership as it reinforces trust, belonging, and purpose.

Meanwhile, instructional support factors such as “Sufficient classroom instructional materials” (Mean = 3.17) and “Conducive classroom for learning” (Mean = 2.14) received moderate ratings.

These indicate that physical and material conditions remain areas of concern that can directly influence the quality of teaching and learning. Without adequate materials and comfortable learning environments, even the most dedicated teachers may find it challenging to implement learner-centered strategies effectively.

Finally, “Develop strategies in teaching for critical and creative thinking” (Mean = 2.30) ranked among the lower ratings, implying that although servant leadership supports teacher development, there is a need to intensify efforts in promoting instructional innovation.

Fostering critical and creative thinking among learners requires well-planned professional development programs that enhance teachers’ pedagogical flexibility and problem-solving skills.

Collectively, these results reveal a school environment where servant leadership principles are

present but sometimes challenged by practical and systemic factors. School heads' intent to serve and support is clear; however, translating servant leadership ideals into consistent, tangible practices requires addressing workload balance, communication flow, recognition systems, and learning resource adequacy.

VIII. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This part presented the summary, findings, conclusions and proposed appropriate recommendations.

SUMMARY

This study determined the level of practice of servant leadership and its relationship to teachers' performance in selected public primary and secondary schools of Leyte and Samar Divisions during SY 2024-25. The findings of the study would serve as bases for a proposed action plan.

The study surveyed the following the profile of the respondent group, level of practices in servant leadership in teaching learning, the extent of their classroom observation, the issues and concerns related to school heads servant leadership practices and teachers' performance.

The researcher made use of the qualitative of research with the use of the questionnaire as the main tool in the gathering of important data. Quantitative method of research is the method of research in which data were quantified from the response of the questionnaire which were presented, analyzed and interpreted.

FINDINGS

On the level of practices in servant leadership in teaching learning, the data illustrates that the dimension of Love obtained interpreted as agree. This signifies that teachers perceive their school heads as genuinely caring leaders who exhibit compassion, concern, and ethical behavior in their interactions.

These findings demonstrate that when leaders express genuine concern and moral guidance, teachers feel valued both as professionals and as individuals.

Empowerment highlights that the teachers agree that their school heads practice Empowerment as a component of servant leadership. Empowering leadership nurtures teachers' self-efficacy and enhances their confidence in performing complex instructional tasks.

The consistent agreement across all indicators also suggests a healthy distribution of authority and a participative decision-making culture.

Vision the dimension of Vision attained agree, revealing that teachers acknowledge their school heads' efforts to involve them in shaping and realizing the institution's direction. This reflects a leadership approach that promotes clarity, inclusivity, and shared goals—core tenets of servant leadership.

Humility illustrates that Humility as a servant leadership dimension recorded which corresponds to Agree. Teachers recognize their school heads as leaders who are modest, consultative, and respectful in decision-making.

Trust highlights that the Trust dimension garnered interpreted as agree, signifying that teachers perceive their school heads as leaders who value integrity, discretion, and reliability.

Classroom observation manifested on content knowledge illustrates that teachers demonstrated a Very Good level of performance in modeling effective applications of content knowledge within and across curriculum teaching areas, the finding reflects a stable application of disciplinary understanding and pedagogical integration.

Teaching strategies for critical and creative thinking reflects that the development and application of teaching strategies promoting critical and creative thinking garnered Very Good.

Use of mother tongue the proficient use of the Mother Tongue, Filipino, and English to improve teaching and learning yielded Very Good. This

demonstrates that teachers show consistent effort in valuing linguistic diversity and promoting pride in cultural heritage and identity.

The result reflects a strong alignment with the Department of Education's Mother Tongue-Based Multilingual Education (MTB-MLE) policy.

Strategies on for safe and secure environment teachers' implementation of effective strategies for maintaining a safe and secure learning environment received a Very Good rating. The result signifies that teachers exhibit a high sense of responsibility in managing their classrooms, creating spaces conducive to focused and worry-free learning.

Practices for learning environment highlights that the effectiveness of practices in fostering fairness, respect, and care within learning environments attained a Very Good rating. The finding suggests that teachers are responsive to students' individual needs and differences, maintaining a respectful learning atmosphere.

Learner- centered culture the implementation of a learner-centered culture promoting success through effective strategies suited to diverse learner backgrounds received a Very Good.

Teaching strategies for indigenous groups the data illustrates that the use of teaching strategies addressing the needs of learners from indigenous groups achieved a Very Good.

This demonstrates a notable commitment to inclusivity and cultural sensitivity within instructional practices.

Strategies for timely, accurate and constructive feedback. It highlights that the teachers' use of strategies for providing timely, accurate, and constructive feedback to learners achieved a Very Good.

Correlation between the level of practices in servant leadership in teaching learning and teachers' classroom observation manifested in their tasks. The data illustrates that there exists a statistically significant relationship between the level of practices

in servant leadership and teachers' classroom observation as manifested in their teaching tasks.

This correlation suggests that servant leadership attributes, love, empowerment, vision, humility, and trust, are closely connected with how teachers perform and deliver instruction within the classroom.

The table highlights that content knowledge demonstrated significant correlations with all servant leadership dimensions. Overall, the findings demonstrate that servant leadership profoundly shapes every dimension of classroom performance.

Teachers who model servant-leader behavior naturally extend care, motivation, and ethical leadership into their teaching tasks. The significant relationships across almost all variables emphasize that servant leadership contributes to effective pedagogy, learner engagement, and inclusive practices.

CONCLUSION

There is a correlation between the level of practices in servant leadership in teaching learning and teachers' classroom observation manifested in their tasks. highlights that content knowledge demonstrated significant correlations with all servant leadership dimensions.

RECOMMENDATIONS

In the light of the findings, it is recommended that the servant leadership and performance-oriented instruction output of the study must be implemented to enhance the relationship and well-being and performance among the school and teachers creating a supportive, high-trust environment.

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