

## **RTIZ school heads' servant leadership and teachers' satisfaction**

### **Oliver E. Ortiz Jr.**

Part-time Professor, Graduate School  
Greenville College  
Teacher III, Ciudad Nuevo De Naic National High School  
Email: delacruzjohnmichael97@gmail.com

### **Joey-Vel Rosales Evangelio**

Student, Graduate School, Greenville College  
Teacher II, Baguilawa Elementary School

### **Quimberly B. Lanos**

Student, Graduate School, Greenville College  
Teacher II, Matiao National High School

### **Leylyn Teyes Damasco**

Student, Graduate School, Greenville College  
Teacher II, Angono National High School

### **Argel Joseph C. Mayo**

Student, Graduate School, Greenville College  
Teacher III, Subic National High School

**Abstract:** Public office is a public trust. This governing principle and public service standards become the ultimate metrics of public servants like school heads in the field of education. This study described and examined school heads' servant leadership forms and styles in terms of empathy, listening, commitment to the growth of subordinates and building community. Meanwhile, the study also examined teachers' satisfaction and established if there would be significant relationship between school heads' servant leadership and teachers' satisfaction. This study used descriptive correlational research. It selected the participation of 200 public secondary school heads and 150 high school teachers. The study used researcher-made survey questionnaire. Results revealed servant leadership attributes were characterized by the school heads as they were emphatic, good planners and keen in the continuous improvement of the school directly emphasizing the value and credence of effective school management and administration. Also, it found out that teachers were satisfied with their job, to the organization and to the designed and implemented professional-related activities. Hence, there was a strong positive relationship between empathy and job satisfaction and organizational satisfaction. This indicates that the more the school heads show concerns with their teachers, the more likely they are satisfy with their work and to the overall structure and operations of the organizations.

Keywords: Servant, Leadership, School heads, Teachers, Job, Satisfaction

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## INTRODUCTION

School is regarded as one of the fundamental institutions in the community where it hones knowledge and skills of learners as well as their values and beliefs that are substantial for their

development. Part and parcel of the school's primary function is to provide sound and balanced teaching and learning environment where teachers and learners are given wide range of opportunities for self-improvement and continuous development. In this line, it is impossible to create sound and efficient teaching and learning environment without the directions and good leadership of the school heads. As such, school heads are regarded as the second parents for the school as community. They are acting as the parents of all, be it the teachers, learners and non-teaching personnel because they are the top leader who are seated to run and operate the school effectively and efficiently.

Consequently, in the Philippine educational landscape, school heads are selected and appointed based on merits and performance. In this line, one of the apparent characteristics of school heads being leaders is their compassion and dedication to serve the public. In the parlance of school leadership and administration, this is commonly called as servant leadership. As shown in the study of Athanasios (2024), servant leadership attributes of school heads influence the desire of teachers and the community to develop. In view of school heads' compassion to serve, schools in the country are generally composed with teachers acting as the main implementers of the curriculum and frontline workers of the government in public education system. Further, the study of Ahmad et al. (2022) reveals that school principals adopt servant leadership in order to instill sound and highly impactful leadership and sustainable school development. On the other hand, Amparado and Villarante (2020) reveals that school leaders who exhibit servant leadership maintains trustworthiness and foster high standards in school management and leadership. In addition, in the words of Serrano-Quijano (2020) reveals that the level of servant leadership, organizational stewardship are high which positively influenced organizational culture and employees' behavior.

The researchers observed that most numbers of teachers depend their work performance and satisfaction to the attributes and shape of leadership formed by their school heads. Their ability to work efficiently and satisfaction are directly associated with the means and methods employed by their school heads in management and leadership. In this line, the researchers also observed that school heads who impose greater compassion, attracts teachers' engagement more. These conditions enable the researchers to pursue scientific investigation on the relationship of school heads' servant leadership and teachers' satisfaction in the public service.

### *Research Objectives*

This study described and examined school heads' servant leadership and its correlation to the teachers' satisfaction. Specifically, it aimed to:

1. describe school heads' servant leadership attributes in terms of empathy, conceptualization and awareness;
2. describe teachers' satisfaction in terms of job satisfaction, organizational satisfaction and professional-related satisfaction;
3. examine if there would be significant relationship between school heads' servant leadership attributes and teachers' satisfaction.

## METHODOLOGY

### *Research Design*

This study utilized descriptive research. As defined by Siedlecki (2020), descriptive research is a quantitative method that is described as the collection of numerical data for the statistical analysis of a sample data set in a population. In this current work, it described and examined school heads' servant leadership and its correlation to the teachers' satisfaction. Descriptive research is relevant as it described school heads' servant leadership attributes, teachers' satisfaction and examine if there would be significant relationship between school heads' servant leadership attributes and teachers' satisfaction.

### *Respondents and Locale of the Study*

The subject respondents of the study were the 200 randomly selected school heads and 150 high school teachers among selected public schools in the Philippines. The selection of the respondents was based on the willingness of the school heads to participate in the study. The researchers posted a call for participants in their social media account.

### *Research Instrument*

The study use two different versions of researcher-made survey questionnaire. For school heads, the survey-questionnaire contained one (1) segment which contained items representing their servant leadership attributes. On the other hand, another survey-questionnaire was formulated for teacher-respondents. It contained one (1) segment where items were related with their satisfaction.

The developed survey-questionnaire used a 4-Likert Scale. For survey-questionnaire developed for school heads, , it used 4-Likert Scale such as: 4-Highly Evident, 3-Evident, 2-Not Evident and 1-Highly Not Evident while for teachers' survey-questionnaire, it made used similar scale however with different verbal description such as: 4-Strongly Agree, 3-Agree, 2-Disagree and 1-Strongly Disagree. The researcher-made survey questionnaires underwent reliability testing through pilot testing among non-included respondents. The developed survey-questionnaires for school heads, it obtained .779 Cronbach Alpha result which was signified that the items were "Acceptable." In addition, the formulated survey-questionnaire for teachers obtained a Cronbach Alpha result of .812 which was signified that the items were "Acceptable."

### *Data Analysis*

Relevant statistical tools were used such as mean, standard deviation and general weighted mean and Pearson R. These statistical tools used so as to quantify or measure each specific research objective. Generally, the study used these statistical tools to describe and examine school heads' servant leadership and its correlation to the teachers' satisfaction.

## FINDINGS AND DISCUSSION

### *School heads' servant leadership attributes*

Servant leadership as compassion of school heads in leading and serving their teachers and other members of the school towards growth and development has been pervasively describe as an

important fiber for effective and efficient school management and administration. Based from the results, servant leadership is highly evident among school heads where they specifically profound empathy for their teachers and other members of the school organization. Empathy is found to be most dominant and highly evident servant leadership attribute of school heads where they are commonly value the presence, significance, contributions and welfare of their teachers while pursuing greater work performance. On the other hand, conceptualization and awareness found to be evident attributes of school heads in serving community. In this line, conceptualization emphasizes school heads' intelligent and critical thinking skills of planning and formulating programs and projects to better implement them so as to benefit the community. Meanwhile, in terms of awareness shows that school heads are keen in every important decisions and actions they would impose, who in their capacities as leaders, put premium emphasis all concerns and welfare of the community.

Consequently, school heads showed attributes of becoming servant leaders where they put concerns and welfare of their members rather than aggressively imposing rules with less priority on social and human resource implications. This significantly shows that school heads are true servants of the people specially on the community where the school is situated. Practically, the results evidenced Greenleaf's Servant Leadership theory where school heads are found to have posed greater concerns for the welfare of their teachers and put first their teachers and other members of the school apart from their learners. The results are supported by the study of Tasker-Mitchell and Attoh (2019) which concludes that school leaders are servant leaders as they aid and support their teachers complete their mountainous reports and documents. Similar study has shown that with the form of helping their teachers, school heads serve their teachers forming their servant leadership attributes.

#### *Teachers' satisfaction*

Teachers are the direct partners of school heads for school development and continuous improvement. Based from the results, it found out that teachers strongly agreed that they are satisfied with their job being teachers. Teachers' job satisfaction lies heavily on the values where they influence their learners and eventually, form their knowledge, skills and talents. Teachers in this line, are fulfilling their duties and responsibilities as instructional experts. They value their job as pristine element of fulfillment with their career and personal circumstances. On the other hand, teachers also agreed that they are satisfied with the organizational structure. This means that teachers are satisfied with how the school heads operates the organization. Further, teachers agreed that they are satisfied with the professional-related activities provided before them. This indicates that they value and appreciate all programs and activities designed to help them develop professionally.

Apparently, teachers are fully satisfied with their work, to the organization and to all professional-related activities designed for them. This significantly indicates that teachers are fully engaged and committed to serve the learners and the community in general. The result is supported by the study of Smith and Holloway (2020) which reveals that satisfaction of teachers posed suppressing positive affects on their overall performance and commitment to the public service.

*Relationship between school heads' servant leadership attributes and teachers' satisfaction*

Based from the results of the study, there was a strong positive relationship between empathy and job satisfaction and organizational satisfaction. This indicates that the more the school heads show concerns with their teachers, the more likely they are satisfy with their work and to the overall structure and operations of the organizations. The result also implies that school heads' empathic servant leadership form to their teachers directly touches the hearts and noble appreciation of their teachers which potentially result to a better work performance. Practically, the results evidenced Greenleaf's Servant Leadership Theory where school heads acting as servants of the members of the school including teachers, can create positive working environment. With positive working environment, consistent good relations may be effected. In this line, results are supported by the study of Kouali (2017) reveals that servant leadership creates deeper understanding of the practice of school leadership and management as well as sources of job satisfaction.

CONCLUSION

The study concluded that servant leadership attributes were characterized by the school heads as they were emphatic, good planners and keen in the continuous improvement of the school directly emphasizing the value and credence of effective school management and administration. Also, it found out that teachers were satisfied with their job, to the organization and to the designed and implemented professional-related activities. Hence, there was a strong positive relationship between empathy and job satisfaction and organizational satisfaction. This indicates that the more the school heads show concerns with their teachers, the more likely they are satisfy with their work and to the overall structure and operations of the organizations.

RECOMMENDATIONS

The study recommends further investigation practical effects of school heads' servant leadership attributes to the proper and impactful implementation of school programs and projects. Also, the study recommends the development of comprehensive intervention plan for the sustenance and continuous development of servant leadership attributes of school heads and teachers' job satisfaction.

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