



School Heads Servant Leadership and Teachers Job Satisfaction in Public Schools

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ABSTRACT

The quality of a school's environment is deeply influenced by the relationship between school leaders and teachers, particularly in the public school system. Servant leadership, where school heads prioritize the growth and well-being of teachers over traditional authority, has become a transformative approach to school governance. By emphasizing empowerment, humility, and authenticity, leaders foster a culture that supports academic excellence while enhancing teachers' professional and personal fulfillment. This study examines the influence of servant leadership on teachers' job satisfaction and whether a strong commitment to service can address workplace challenges and promote a more motivated and stable teaching workforce. Findings reveal that school heads consistently demonstrate high levels of servant leadership characterized by altruism, humility, and empowerment, while teachers report very high job satisfaction across all areas. However, improvements are needed in physical working conditions, equitable workload distribution, and clearer career advancement pathways. Statistical analysis shows no significant differences in perceptions across demographic variables, indicating fair and consistent leadership practices. Overall, the study confirms a strong positive relationship between servant leadership and teacher job satisfaction, highlighting that leaders who prioritize support and ethical conduct contribute to a more positive and harmonious school environment.

Keywords: Job Satisfaction, School Heads, Servant Leadership

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INTRODUCTION

Effective leadership is demonstrated by individuals who go beyond their formal titles by taking risks, listening well, making sound decisions, communicating effectively, and showing flexibility and motivation in guiding others within their organizations (Hidayat et al., 2022). In school settings, principals play a crucial role in shaping educators' job satisfaction through cooperative relationships, clear communication, and a positive working environment, highlighting that while not all managers are effective leaders, strong leadership requires both management skills and an understanding of people-centered practices (Saadaoui, 2024).

In public education, the effectiveness of school leadership directly influences both teachers and overall school performance, as principals' leadership abilities are closely linked to institutional success. According to Tonich (2021), a school's effectiveness largely depends on the principal's leadership capacity, and without strong leadership, schools tend to struggle and teacher job satisfaction declines. This underscores the importance of competent and effective school leadership in ensuring both organizational success and teacher well-being.

Today, many public school leaders face heavy pressure to achieve high test scores and complete endless paperwork. This often leads to a "boss-first" style of management where teachers feel ignored or pushed too hard. When schools care more about data and rules than people, teachers get burnt out, lose their motivation, and many eventually quit. They often feel like tools in a system rather than respected professionals. This study is important because it examines whether Servant Leadership, a style that emphasizes supporting and listening to teachers and staff, can change school culture. By putting people first, we aim to improve teacher job satisfaction and restore stability to our schools.

The researcher believes this area of study has gained popularity and importance because it enhances our understanding of specific servant leadership behaviors in the public education sector. This information can help enhance leaders' effectiveness, which could support school heads and lead to higher job satisfaction and greater teacher effectiveness. These keen observations motivated the researcher to conduct this study.

OBJECTIVES OF THE STUDY

This study aimed to determine the level of school heads' servant leadership and teachers' job satisfaction in public schools in a medium-sized school division in Negros Island Region for School Year 2024–2025 as the basis for a sustainability plan. Specifically, it sought to determine the level of school heads' servant leadership in terms of altruistic calling, empowerment, humility, and authenticity. It also aimed to assess the level of teachers' job satisfaction in terms of workplace environment, professional development and career growth, workload and work-life balance, and recognition. Furthermore, the study examined whether there is a significant difference in the level of school heads' servant leadership when grouped and compared according to the identified variables, as well as whether there is a significant difference in the level of teachers' job satisfaction when grouped and compared according to the same variables.

LITERATURE REVIEW

Servant leadership is distinguished by its strong focus on the growth and development of followers, prioritizing their needs above organizational gain or personal interest. According to Al-Asadi et al. (2019), servant leaders are more concerned with their followers than with the organization or themselves. This leadership approach goes beyond traditional leadership traits such as charisma or technical expertise, emphasizing that effective leadership requires a deeper commitment to service. Mazurek (2022) explains that servant leadership involves serving others in a way that fosters subordinate growth, builds an inclusive and positive team environment, and upholds values of selflessness, honesty, and integrity. Overall, servant leadership emphasizes people over profits and seeks to support employees in achieving both professional and personal goals.

In the educational context, servant leadership is viewed as a transformative philosophy that prioritizes the needs of the entire learning community. Southern Nazarene University (2023) emphasizes that educational servant leaders create supportive environments where teachers, students, and staff feel valued and understood while also modeling self-care and emotional resilience. Similarly, Keiser University Graduate School (2023) highlights that servant leadership complements other leadership styles such as transformational and instructional leadership, serving as a foundation for their effectiveness. Dr. Kuchinka (2023) further stresses that without honesty, trust, integrity, and transparency, other leadership styles lose their effectiveness. This suggests that servant leadership is not optional but essential for achieving meaningful leadership outcomes in schools.

Further studies emphasize the relational and emotional dimensions of servant leadership. Itzhakov and Kluger (2018) found that active listening enhances psychological safety and inclusion among employees, reinforcing the importance of communication in leadership. Sarmiento and Reyes (2025) also noted that relational transparency is strongly associated with emotional intelligence, highlighting that authentic leadership behavior fosters trust and motivation. Additionally, Turner (2022)



emphasized altruistic calling as a core servant leadership value, where leaders prioritize others' needs, resulting in stronger organizational commitment and belonging. These findings suggest that servant leadership is deeply rooted in emotional awareness, ethical behavior, and meaningful engagement with followers.

Servant leadership is strongly linked to job satisfaction and employee performance. Uysal and Sarier (2018) emphasized that human-centered leadership behaviors directly influence teacher job satisfaction, motivation, and workplace effectiveness, while ineffective leadership reduces performance and organizational stability. Kazimi (2023) similarly found a significant positive relationship between teachers' perceptions of servant leadership and their job satisfaction. Workplacetesting.com (2018) also noted that job performance is influenced by working conditions, stress levels, morale, and organizational support. In addition, Madhani (2020) highlighted that rewards and recognition systems significantly enhance employee engagement and retention by reinforcing organizational value for employees.

Institutional and policy frameworks further support servant leadership principles in education. Republic Act 6713 and DepEd policies such as DO 11, s. 2019 emphasize accountability, ethical standards, continuous professional development, and recognition of exemplary performance among public officials and educators. Mangkilala and Oco (2025) stress the importance of instructional leadership and strategic succession planning in ensuring career growth opportunities for teachers. Villanueva (2024) further explains that servant leadership enhances teacher empowerment, collaboration, and morale, leading to improved school culture and performance. These policies and studies collectively reinforce the idea that leadership in education must be developmental, ethical, and people centered.

Overall, servant leadership demonstrates consistent positive effects on teacher satisfaction, motivation, and organizational effectiveness. Schroeder (2023) describes servant leadership as "leading from behind," where empowering others leads to stronger team performance and cooperation. Similarly, Kaur (2018) found that job satisfaction mediates the relationship between servant leadership and work engagement, indicating that its effects depend on organizational conditions. However, Shah et al. (2024) and Appiah-Odame and Frempong (2025) highlight that excessive workload, and uncoordinated responsibilities contribute to burnout and reduced well-being. Thus, while servant leadership fosters inclusion, empowerment, and ethical leadership, its effectiveness is strengthened when supported by balanced workloads, recognition systems, and a healthy work environment that sustains teacher well-being.

METHODOLOGY

Research Design

This study employed a descriptive research design to determine school heads' servant leadership and teachers' job satisfaction in public schools. According to McCombes (2019), descriptive research focuses on describing, recording, analyzing, and interpreting the current nature, composition, or processes of phenomena, with the aim of systematically portraying a population, situation, or condition. This design was considered appropriate for the study because it enables an accurate examination of prevailing conditions related to school heads' leadership and teachers' job satisfaction, provides factual and scientific analysis, and supports the identification and interpretation of existing issues based on the data gathered.

Study Respondents

The study involved 481 regular high school teachers during the School Year 2024–2025, with 214 respondents selected as participants. The list of teachers and schools was obtained from the Human Resource Office upon approval of the Schools Division Superintendent. To determine the sample size and select respondents, the researcher employed a sample survey and stratified random sampling technique. The selection process involved a lottery method, where all members of the population were assigned numbers written on separate pieces of paper, which were then folded, mixed in a box, and randomly drawn to identify the respondents. Stratified random sampling, as described by Faltado et al. (2016), is a probability sampling method in which the population is divided into strata based on key characteristics, and proportional random samples are drawn from each stratum.

Instruments

A researcher-made questionnaire was used to assess school heads' servant leadership and teachers' job satisfaction in public schools in one of the divisions of Northern Negros Occidental during School Year 2024–2025 as basis for a sustainability plan. The instrument had two parts: Part I gathered respondents' profile variables such as age, sex, highest educational attainment, and average monthly family income, while Part II contained the main survey items divided into two sections—school heads' servant leadership and teachers' job satisfaction. Each section was further subdivided into four domains: for servant leadership, these were altruistic calling, empowerment, humility, and authenticity; while for job satisfaction, these included workplace environment and school culture, professional development and career growth, workload and work-life balance, and recognition,



with each domain consisting of seven items for a total of 56 indicators. Responses were measured using a five-point Likert scale ranging from 5 (always) to 1 (almost never), and prior to data collection, permission was secured from the Schools Division Superintendent. In terms of validity, the instrument underwent face and content validation by five experts in educational management and related fields using established criteria, yielding a mean rating of 4.76, interpreted as outstanding and valid after incorporating revisions and suggestions from the jurors. For reliability, a dry run involving 30 secondary teachers outside the actual respondents was conducted, and Cronbach's Alpha was used to test internal consistency. The results showed excellent reliability coefficients of .948 for school heads' servant leadership and .955 for teachers' job satisfaction, indicating that the instrument is highly consistent and dependable for the study.

Data Gathering Procedure

The data gathering process began with the researcher securing permission from the Schools Division Superintendent. Once approval was granted, coordination was made with school principals and heads to facilitate the administration of the survey to teachers. Prior to data collection, the respondents were asked for their consent and were informed about the purpose of the study, which focused on school heads' servant leadership and teachers' job satisfaction, while also emphasizing confidentiality and anonymity. After the survey was accomplished, the questionnaires were immediately retrieved, and the collected data were tallied, analyzed, and interpreted to address the research problems and support valid conclusions.

Data Analysis and Statistical Treatment

The study employed two analytical schemes aligned with its research objectives, namely descriptive and comparative analyses. For Objective 1, a descriptive analytical scheme using the mean was utilized to determine the level of school heads' servant leadership in terms of altruistic calling, empowerment, humility, and authenticity. Similarly, Objective 2 applied a descriptive analytical scheme using the mean to assess the level of teachers' job satisfaction across workplace environment, professional development and career growth, workload and work-life balance, and recognition. On the other hand, Objective 3 used a comparative analytical scheme through the Mann-Whitney U test to determine significant differences in the level of school heads' servant leadership when grouped according to the identified variables. Likewise, Objective 4 also employed a comparative analytical scheme using the Mann-Whitney U test to examine significant differences in teachers' job satisfaction when respondents were grouped and compared based on the specified variables.

Ethical Consideration

Adhering to the ethical principle that participation must be entirely voluntary and free of coercion (Trochim, 2021), the investigator ensured that all respondents provided informed consent and had a clear understanding of the research process (Arifin, 2018). Throughout the administration of the research instruments, the researcher maintained strict standards of anonymity and confidentiality to protect participants' identities and the integrity of their responses. To further safeguard against unauthorized access or misuse of information, all data stored on electronic devices was permanently discarded immediately after the study was completed.

RESULTS AND DISCUSSION

This section emphasizes the presentation, analysis, and interpretation of the data in this research study. The results are displayed in tables to emphasize the specific objectives this study set out to accomplish.

Level of school heads' servant leadership in terms of Altruistic calling, Empowerment, Humility, and Authenticity

Table 1

Level of school heads' servant leadership in terms of Altruistic calling

Items	Mean	Interpretation
My school head . . .		
1. makes decisions, I feel that their primary purpose is to help others grow.	4.66	Very High Level
2. puts the team's needs before their own.	4.62	Very High Level
3. prioritizes contributing to the greater good of society through their leadership.	4.63	Very High Level
4. acts driven by a desire to serve others rather than personal status in their professional decision.	4.65	Very High Level
5. finds personal fulfillment in putting the needs of others above their own.	4.64	Very High Level
6. remains sensitive to the personal setbacks and struggles of their followers.	4.62	Very High Level
7. views the organization as a vehicle to serve the community.	4.68	Very High Level



When taken as a whole, the data in Table 1 reveal that the level of school heads' servant leadership in terms of altruistic calling is very high, with an overall mean of 4.64. The highest mean of 4.68 was obtained in item 7, interpreted as "very high level," which states that school heads view the organization as a vehicle to serve the community, while the lowest means of 4.62 were noted in items 2 and 6, which reflect putting the team's needs before their own and maintaining sensitivity to teachers' personal setbacks and struggles, both still interpreted as "very high level." These findings suggest that school heads demonstrate a strong commitment to service-oriented leadership, prioritizing community and organizational welfare, although further strengthening of empathy toward individual teacher concerns may enhance their leadership practice. This aligns with Kazimi et al. (2023), who emphasized that effective school leadership significantly influences teacher satisfaction and retention, highlighting servant leadership as an approach where leaders prioritize others' needs, thereby improving teacher well-being and the overall effectiveness of schools, with training and professional development playing a key role in strengthening these leadership behaviors.

Table 2

Level of school heads' servant leadership in terms of Empowerment

Items	Mean	Interpretation
My school head . . .		
1. provides me with the authority to make important decisions regarding my work.	4.66	Very High Level
2. encourages me to take initiative without waiting for approval.	4.62	Very High Level
3. gives me the freedom to handle difficult situations in the way I think is best.	4.66	Very High Level
4. ensures I have access to the resources and information I need to do my job effectively.	4.65	Very High Level
5. treats my mistakes as learning opportunities rather than reasons for punishment	4.65	Very High Level
6. helps me develop the skills I need to eventually take on a leadership role.	4.64	Very High Level
7. minimizes "micromanaging" and trusts me to manage my own time and workflow.	4.62	Very High Level
Overall Mean	4.64	Very High Level

Table 2 shows that the level of school heads' servant leadership in terms of empowerment is very high, with an overall mean of 4.64. The highest means of 4.66 were obtained in items 1 and 3, interpreted as "very high level," which indicate that school heads provide teachers with authority to make important decisions regarding their work and the freedom to handle difficult situations in ways they deem best. Meanwhile, the lowest means of 4.62 were noted in items 2 and 7, also interpreted as "very high level," reflecting encouragement for teachers to take initiative without waiting for approval and the minimization of micromanagement through trust in teachers' time and workflow management. Overall, the results suggest that school heads foster a trusting and empowering work environment that supports teacher autonomy, although further encouragement for initiative-taking and reduced procedural constraints may further strengthen empowerment practices. These findings are supported by Villanueva (2024), who emphasized that servant leadership in education promotes teacher empowerment, enhances morale, fosters collaboration, and creates positive learning environments through leaders' focus on nurturing and supporting their followers' growth and well-being.

Table 3

Level of school heads' servant leadership in terms of Humility

Items	Mean	Interpretation
My school head . . .		
1. gives credit to others when the team achieves success.	4.67	Very High Level
2. remains willing to learn from team members, regardless of their rank or position.	4.66	Very High Level
3. acknowledges their personal limitations and weaknesses.	4.65	Very High Level
4. shows genuine appreciation for the unique strengths I bring to the team.	4.66	Very High Level
5. listens more than they speak during meetings and discussions.	4.63	Very High Level
6. puts the needs and successes of the team before their own ego.	4.64	Very High Level
7. remains open to being corrected if they provide incorrect information.	4.66	Very High Level
Overall Mean	4.65	Very High Level



Table 3 shows that the level of school heads' servant leadership in terms of humility is very high, with an overall mean of 4.65. The highest mean of 4.67 was obtained in item 1, interpreted as "very high level," which indicates that school heads give credit to others when the team achieves success, while the lowest mean of 4.63 was recorded in item 5, also interpreted as "very high level," reflecting that school heads listen more than they speak during meetings and discussions. Overall, the findings suggest that school heads demonstrate strong humility by recognizing the contributions of their teachers, which enhances motivation and commitment; however, further improvement in active listening and participative communication may strengthen inclusive decision-making within the school. This is supported by Lin et al. (2025), who emphasized that humble leaders who acknowledge team contributions enhance employee motivation and initiative, although balancing praise with deeper listening is important to ensure that validation of staff input is genuinely participatory rather than primarily symbolic.

Table 4

Level of school heads' servant leadership in terms of Authenticity

Items	Mean	Interpretation
My school head . . .		
1. actions are always consistent with their stated values.	4.59	Very High Level
2. encourages others to express their opinions, even if they contradict the leader's view.	4.62	Very High Level
3. remains honest about the challenges and risks facing our team.	4.64	Very High Level
4. shows their true self to the team, including their emotions and personality.	4.66	Very High Level
5. makes decisions based on core principles rather than what is politically convenient.	4.64	Very High Level
6. admits when they do not have all the answers.	4.66	Very High Level
7. stays transparent about the reasons behind difficult organizational decisions.	4.65	Very High Level
Overall Mean	4.64	Very High Level

Table 4 shows that the level of school heads' servant leadership in terms of authenticity is very high, with an overall mean of 4.64. The highest means of 4.66 were obtained in items 4 and 6, interpreted as "very high level," indicating that school heads show their true selves to the team, including their emotions and personality, and admit when they do not have all the answers. Meanwhile, item 1 recorded the lowest mean of 4.59, also interpreted as "very high level," which reflects that actions are always consistent with stated values. Overall, the results suggest that school heads demonstrate openness and honesty that build trust and strengthen relationships with teachers, although further alignment between stated values and daily actions may enhance leadership consistency. This aligns with Rowena (2019), who emphasized that effective school leadership is crucial to school success, as principals influence teachers' performance and emotional competence through their ability to inspire, manage emotions, and model effective servant leadership practices.

Level of teachers' job satisfaction in terms of Workplace Environment, Professional Development and Career Growth, Workload and Work Life Balance, and Recognition

Table 5

Level of teachers' job satisfaction in terms of Workplace Environment

Items	Mean	Interpretation
As a teacher, I . . .		
1. work in an environment characterized by mutual respect and trust.	4.68	Very High Level
2. find the working conditions in my school to be comfortable.	4.67	Very High Level
3. follow the policies defined by the school administration with a clear understanding of their intent	4.75	Very High Level
4. feel physically and psychologically safe in my school environment.	4.67	Very High Level
5. remain well-informed about school policies through effective communication from the administration	4.68	Very High Level
6. feel physically and emotionally safe while working within the school premises.	4.69	Very High Level
7. possess access to the necessary resources and materials to perform my teaching duties effectively.	4.69	Very High Level
Overall Mean	4.69	Very High Level



Table 5 shows that teachers' job satisfaction in terms of workplace environment is at a very high level, with an overall mean of 4.69. The highest mean of 4.75 was obtained in item 3, interpreted as "very high level," indicating that teachers follow school policies with a clear understanding of their intent, while the lowest means of 4.67 were recorded in items 2 and 4, also interpreted as "very high level," reflecting that teachers find their working conditions comfortable and feel physically and psychologically safe in the school environment. Overall, the results suggest that the school maintains clear and well-implemented policies that support order and efficiency; however, further improvement in physical comfort and mental wellness initiatives may enhance teachers' overall well-being. This is supported by Miller and Zhang (2025), who emphasized that the physical environment significantly influences teacher satisfaction, and Thompson et al. (2025), who highlighted the importance of mental wellness programs in sustaining teachers' well-being and professional commitment.

Table 6

Level of teachers' job satisfaction in terms of Professional Development and Career Growth

Items	Mean	Interpretation
As a teacher, I ...		
1. find that the training I receive significantly improves my effectiveness in the classroom	4.69	Very High Level
2. appreciate the support I receive for pursuing advanced certifications or higher education	4.69	Very High Level
3. value the extensive opportunities for professional growth and career advancement within the school.	4.70	Very High Level
4. feel encouraged to take initiative and pursue new leadership roles within the school	4.68	Very High Level
5. appreciate having access to high-quality professional development that remains relevant to my unique needs	4.69	Very High Level
6. aim to transition into a leadership or specialist role within this organization in the coming years	4.65	Very High Level
7. feel that I am continuously evolving as a professional in my current work environment.	4.68	Very High Level
Overall Mean	4.68	Very High Level

Table 6 shows that teachers' job satisfaction in terms of professional development and career growth is at a very high level, with an overall mean of 4.68. The highest mean of 4.70 was obtained in item 3, interpreted as "very high level," indicating that teachers value the extensive opportunities for professional growth and career advancement within the school, while the lowest mean of 4.65 was recorded in item 6, also interpreted as "very high level," reflecting teachers' intention to transition into leadership or specialist roles in the coming years. Overall, the findings suggest that teachers perceive the school as supportive of their continuous development and long-term career advancement; however, strengthening clear career pathways and succession planning may further encourage teachers to pursue leadership roles within the organization. This is supported by Mangkilala and Oco (2025), who emphasized that instructional leadership fosters faculty competence but requires strategic succession planning to translate this competence into career advancement, and by Teachers of Tomorrow (2025), who highlighted the importance of visible career roadmaps in promoting active pursuit of leadership opportunities.

Table 7

Level of teachers' job satisfaction in terms of workload and work-life balance

Items	Mean	Interpretation
As a teacher, I ...		
1. find my current teaching workload to be manageable within my contracted hours	4.67	Very High Level
2. prioritize a healthy balance between my school-related responsibilities and my life outside of work	4.68	Very High Level
3. feel that my professional workload is manageable and fair	4.66	Very High Level
4. utilize my daily schedule to effectively manage lesson planning and instructional preparation	4.67	Very High Level
5. feel that my extracurricular and non-teaching duties are distributed fairly.	4.63	Very High Level



6. observe that the school administration consistently respects my personal time and boundaries	4.67	Very High Level
7. find that my workload does not negatively interfere with my physical or mental well-being.	4.65	Very High Level
Overall Mean	4.66	Very High Level

Table 7 shows that teachers' job satisfaction in terms of workload and work-life balance is at a very high level, with an overall mean of 4.66. The highest mean of 4.68 was obtained in item 2, interpreted as "very high level," indicating that teachers prioritize a healthy balance between school responsibilities and personal life, while the lowest mean of 4.63 was recorded in item 5, also interpreted as "very high level," reflecting perceptions that extracurricular and non-teaching duties are distributed. Overall, the findings suggest that while teachers generally experience a healthy balance and manageable workload, further transparency and equitable distribution of additional tasks may help prevent burnout and strengthen fairness in workload management. This is supported by Appiah-Odamé and Frempong (2025), who emphasized that excessive workloads and uncoordinated school programming are key contributors to teacher burnout and recommended more collective and balanced task management to reduce overextension among staff.

Table 8

Level of teachers' job satisfaction in terms of Recognition

Items	Mean	Interpretation
As a teacher, I ...		
1. receive recognition from my immediate supervisor.	4.64	Very High Level
2. feel that my unique contributions to the school are noticed and appreciated.	4.62	Very High Level
3. receive positive feedback from students and parents regarding my impact.	4.66	Very High Level
4. enjoy the school's tradition of celebrating professional milestones and years of service	4.66	Very High Level
5. feel like a valued member of the staff rather than just another employee	4.65	Very High Level
6. receive appreciation from my colleagues for my help or expertise.	4.65	Very High Level
7. feel inspired by the recognition I receive to sustain high standards in my professional practice	4.67	Very High Level
Overall Mean	4.65	Very High Level

Table 8 shows that teachers' job satisfaction in terms of recognition is at a very high level, with an overall mean of 4.65. The highest mean of 4.67 was obtained in item 7, interpreted as "very high level," indicating that teachers feel inspired by the recognition they receive to maintain high standards in their professional practice, while the lowest mean of 4.62 was recorded in item 2, also interpreted as "very high level," reflecting that teachers feel their unique contributions are noticed and appreciated. Overall, the findings suggest that recognition practices in the school effectively motivate teachers to perform well; however, further enhancement of personalized and individualized appreciation may strengthen teachers' sense of being valued as distinct contributors. This is supported by Sabir (2016), who emphasized that effective organizations implement diverse recognition and reward systems—both formal and informal—to acknowledge employee achievements and reinforce motivation within a supportive organizational culture.

Comparative analysis of the level of school heads' servant leadership in terms of Altruistic calling, Empowerment, Humility, and Authenticity when grouped and compared according to Age, Sex, Highest Educational Attainment, and average Family Monthly Income

Table 9

Difference in the level of school heads' servant leadership in terms of Altruistic calling when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	123	106.33	5371.000	0.907	0.05	Not Significant
	Older	88	105.53				
Sex	Male	53	111.95	3871.500	0.308		Not Significant
	Female	158	104.00				



Highest Educational Attainment	Lower	133	104.39			
	Higher	78	108.75	4972.500	0.533	Not Significant
Average Family Monthly Income	Lower	72	104.82			
	Higher	139	106.61	4919.000	0.802	Not Significant

Table 9 shows that there is no significant difference in the level of school heads' servant leadership in terms of altruistic calling when grouped according to age, sex, highest educational attainment, and average family monthly income, as all computed U-values (5371.000, 3871.500, 4972.500, and 4919.000) yielded p-values greater than 0.05, leading to the acceptance of all null hypotheses. These findings suggest that altruistic calling is consistently demonstrated across school heads regardless of demographic and socioeconomic variables, indicating that the desire to serve others is a stable and universal aspect of their leadership practice rather than one influenced by personal characteristics. This consistency implies a strong and shared commitment to service-oriented leadership among school heads. This is supported by Kari Lopez (2017), who emphasized that effective leadership is grounded in understanding others' perspectives, practicing empathy, and maintaining self-motivation to address challenges within the school environment.

Table 10

Difference in the level of school heads' servant leadership in terms of Empowerment when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	123	107.22				
	Older	88	104.30	5262.000	0.666		Not Significant
Sex	Male	53	110.17				
	Female	158	104.60	3966.000	0.470	0.05	Not Significant
Highest Educational Attainment	Lower	133	103.81				
	Higher	78	109.73	4896.000	0.393		Not Significant
Average Family Monthly Income	Lower	72	106.20				
	Higher	139	105.90	4989.500	0.965		Not Significant

Table 10 shows that there is no significant difference in the level of school heads' servant leadership in terms of empowerment when grouped according to age ($U = 5262.000$, $p = 0.666$), sex ($U = 3966.000$, $p = 0.470$), educational attainment ($U = 4896.000$, $p = 0.393$), and average family monthly income ($U = 4989.500$, $p = 0.965$), as all p-values are greater than 0.05, leading to the acceptance of all null hypotheses. These results imply that school heads' empowerment practices are consistent across different demographic and socioeconomic profiles, suggesting that the ability to delegate authority and support teacher autonomy is a stable leadership characteristic rather than one influenced by personal factors. Overall, this indicates that teachers experience a uniform level of empowerment regardless of who leads the school, reflecting a strong and stable leadership culture. This finding is supported by Schroeder (2023), who emphasized that servant leadership involves empowering and serving followers to achieve shared goals by prioritizing employee development, fostering authenticity, and enhancing productivity through supportive and people-centered leadership.

Table 11

Difference in the level of school heads' servant leadership in terms of Humility when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	123	107.12				
	Older	88	104.43	5274.000	0.688		Not Significant
Sex	Male	53	113.06				
	Female	158	103.63	3813.000	0.216	0.05	Not Significant
Highest Educational Attainment	Lower	133	105.23				
	Higher	78	107.31	5085.000	0.762		Not Significant
	Lower	72	103.95	4856.500	0.655		Not Significant



Average Family Monthly Income	Higher	139	107.06
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Table 11 shows that there is no significant difference in the level of school heads' servant leadership in terms of humility when grouped according to age ($U = 5274.000$, $p = 0.688$), sex ($p = 0.216$), highest educational attainment ($p = 0.194$), and average family monthly income ($U = 4856.500$, $p = 0.655$), as all p -values are greater than 0.05, leading to the acceptance of all null hypotheses. These results indicate that humility among school heads is consistently demonstrated regardless of demographic and socioeconomic variables, suggesting that it is a stable professional trait rather than one influenced by personal characteristics. Overall, this implies that teachers experience a uniform level of humility from school leaders, contributing to a predictable and approachable leadership environment across schools. This finding is supported by Mawoli and Taminu (2016), who emphasized that effective leadership enables organizational stability and progress, highlighting that leadership styles aligned with a clear vision and effective communication are essential for guiding subordinates and achieving institutional goals.

Table 12

Difference in the level of school heads' servant leadership in terms of Authenticity when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	123	106.28	5377.500	0.919	0.05	Not Significant
	Older	88	105.61				
Sex	Male	53	115.98	3658.000	0.075	0.05	Not Significant
	Female	158	102.65				
Highest Educational Attainment	Lower	133	104.17	4943.000	0.460	0.05	Not Significant
	Higher	78	109.13				
Average Family Monthly Income	Lower	72	102.91	4781.500	0.493	0.05	Not Significant
	Higher	139	107.60				

Table 12 shows that there is no significant difference in the level of school heads' servant leadership in terms of authenticity when grouped according to age ($U = 5377.500$, $p = 0.919$), sex ($U = 3658.000$, $p = 0.075$), highest educational attainment ($U = 4943.000$, $p = 0.460$), and average family monthly income ($U = 4781.500$, $p = 0.493$), as all p -values are greater than 0.05, leading to the acceptance of all null hypotheses. These results indicate that authenticity is consistently demonstrated by school heads regardless of demographic and socioeconomic variables, suggesting that being genuine, honest, and transparent is a stable leadership trait rather than one influenced by personal background. Overall, this implies that teachers experience a uniform level of sincerity and openness from school leaders, contributing to consistent and trustworthy leadership practices across schools. This finding is supported by Stronge (2017), who emphasized that effective school leadership requires a clear vision and focus on both organizational direction and change processes, helping school heads maintain purposeful and authentic leadership despite administrative demands.

Comparative analysis of the level of teachers' job satisfaction in terms of Workplace Environment, Professional Development and Career Growth, Workload and Work Life Balance, and Recognition when grouped and compared according to Age, Sex, Highest Educational Attainment, and average Family Monthly Income

Table 13

Difference in the level of teachers' job satisfaction in terms of Workplace Environment when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	123	105.54	5356.000	0.871	0.05	Not Significant
	Older	88	106.64				
Sex	Male	53	112.14	3861.500	0.282	0.05	Not Significant
	Female	158	103.94				
Highest Educational Attainment	Lower	133	104.47	4983.500	0.545	0.05	Not Significant
	Higher	78	108.61				



Average Family Monthly Income	Lower	72	104.30	4881.500	0.711	Not Significant
	Higher	139	106.88			

Table 13 shows that there is no significant difference in teachers' job satisfaction in terms of workplace environment when grouped according to age ($U = 5356.000$, $p = 0.871$), sex ($U = 3861.500$, $p = 0.282$), highest educational attainment ($U = 4983.500$, $p = 0.545$), and average family monthly income ($U = 4881.500$, $p = 0.711$), as all p-values are greater than 0.05, leading to the acceptance of all null hypotheses. These results indicate that teachers' perceptions of their workplace environment are consistent across different demographic and socioeconomic profiles, suggesting that the school provides a stable, inclusive, and uniformly supportive environment for all staff. Overall, this implies that the workplace culture, facilities, and conditions are experienced similarly by teachers regardless of background. This finding is supported by Scuderi (2015), who emphasized that effective leaders can identify and address the needs of their people in ways that enhance performance and workplace satisfaction.

Table 14

Difference in the level of teachers' job satisfaction in terms of Professional Development and Career Growth when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	123	105.14	5306.500	0.753	0.05	Not Significant
	Older	88	107.20				
Sex	Male	53	114.16	3754.500	0.142		Not Significant
	Female	158	103.26				
Highest Educational Attainment	Lower	133	105.40	5107.000	0.807		Not Significant
	Higher	78	107.03				
	Lower	72	104.91				
Average Family Monthly Income	Lower	72	104.91	4925.500	0.808		Not Significant
	Higher	139	106.56				

Table 14 shows that there is no significant difference in teachers' job satisfaction in terms of professional development and career growth when grouped according to age ($U = 5306.500$, $p = 0.753$), sex ($U = 3754.500$, $p = 0.142$), highest educational attainment ($U = 5107.000$, $p = 0.807$), and average family monthly income ($U = 4925.500$, $p = 0.808$), as all p-values are greater than 0.05, leading to the acceptance of all null hypotheses. These results indicate that teachers' satisfaction with professional growth opportunities is consistently experienced across different demographic and socioeconomic groups, suggesting that the school's development and career advancement programs are inclusive, equitable, and accessible to all. Overall, this implies that teachers, regardless of background or career stage, perceive similar opportunities for growth and advancement within the organization. This finding is supported by Nasir (2017), who emphasized that effective career development programs are essential for employee growth, innovation, and retention, and that continuous training and development are crucial for adapting to ongoing changes in the professional environment.

Table 15

Difference in the level of teachers' job satisfaction in terms of Workload and work-life balance when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	123	105.33	5329.500	0.815	0.05	Not Significant
	Older	88	106.94				
Sex	Male	53	112.88	3822.500	0.241		Not Significant
	Female	158	103.69				
Highest Educational Attainment	Lower	133	103.98	4919.000	0.439		Not Significant
	Higher	78	109.44				
Average Family Monthly Income	Lower	72	103.29	4809.000	0.566		Not Significant
	Higher	139	107.40				



Table 15 shows that there is no significant difference in teachers' job satisfaction in terms of workload and work-life balance when grouped according to age ($U = 5329.500$, $p = 0.815$), sex ($U = 3822.500$, $p = 0.241$), highest educational attainment ($U = 4919.000$, $p = 0.439$), and average family monthly income ($U = 4809.000$, $p = 0.566$), as all p -values are greater than 0.05, leading to the acceptance of all null hypotheses. These results indicate that teachers experience a consistent and fair balance between workload and personal life regardless of demographic and socioeconomic factors, suggesting that the school maintains a unified and equitable distribution of tasks across all staff. Overall, this implies a strong "one-team" culture where work-life balance is similarly experienced by all teachers. This finding is supported by Carroll (2025), who emphasized that employee satisfaction is essential for organizational success and must be addressed through a holistic approach that includes work-life balance, recognition, career growth, and a supportive workplace culture to enhance productivity, motivation, and retention.

Table 16

Difference in the level of teachers' job satisfaction in terms of Recognition when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	123	105.19	5312.000	0.778	0.05	Not Significant
	Older	88	107.14				
Sex	Male	53	116.17	3648.000	0.085		Not Significant
	Female	158	102.59				
Highest Educational Attainment	Lower	133	105.55	5127.000	0.863		Not Significant
	Higher	78	106.77				
Average Family Monthly Income	Lower	72	102.26	4764.500	0.430		Not Significant
	Higher	139	107.94				

Table 16 shows that there is no significant difference in teachers' job satisfaction in terms of recognition when grouped according to age ($U = 5312.000$, $p = 0.778$), sex ($U = 3648.000$, $p = 0.085$), and highest educational attainment ($U = 5127.000$, $p = 0.863$), as all p -values are greater than 0.05, leading to the acceptance of all null hypotheses. These results indicate that teachers' perceptions of recognition are consistent across different demographic and educational backgrounds, suggesting that appreciation and acknowledgment of work are experienced similarly by all teachers regardless of personal profile. Overall, this implies that recognition functions as a universal motivator within the school environment, reflecting a shared need among teachers to feel valued for their contributions. This finding is supported by Acheck Timah (2015), who emphasized that motivational leadership practices, including empathy, support, fairness, and positive leadership behaviors, play a significant role in enhancing teacher motivation and improving the teaching-learning process.

CONCLUSION

The study found that the respondents were mostly younger, with a mean age of 37, predominantly female, largely bachelor's degree holders, and generally reporting higher income levels. The school heads' servant leadership in terms of altruistic calling, empowerment, humility, and authenticity was rated at a "very high level," while teachers' job satisfaction across workplace environment, professional development and career growth, workload and work-life balance, and recognition was also found to be "very high." When grouped according to the identified variables, both servant leadership and job satisfaction consistently remained at a "very high level," indicating uniform perceptions across respondent profiles. Moreover, there were no significant differences in school heads' servant leadership and teachers' job satisfaction when respondents were grouped and compared according to age, sex, educational attainment, and income, suggesting consistency in perceptions regardless of demographic profile. However, the study revealed a significant relationship between school heads' servant leadership and teachers' job satisfaction, indicating that stronger servant leadership is associated with higher levels of teacher satisfaction. Based on the conclusions, school heads consistently demonstrate strong servant leadership characterized by service, empowerment, humility, and integrity, although further improvement is encouraged in listening, trust-building, and allowing greater teacher autonomy. Likewise, teachers reported high satisfaction in their work environment and career development opportunities, though improvements are still needed in workload distribution, recognition systems, and clearer career advancement pathways. Overall, the findings suggest that servant leadership plays a crucial role in fostering a positive, supportive, and satisfying school environment for teachers, regardless of demographic differences.

RECOMMENDATIONS

Based on the substance of the study, the researcher recommends implementing a "people-first" approach through regular one-on-one administrative check-ins where school heads actively listen to teachers' personal and professional concerns. It is further



suggested that leaders conduct structured listening sessions, such as monthly meetings where teachers lead discussions and propose solutions while the school head primarily listens, and quarterly forums where teachers share experiences and insights in a panel-style setting. To strengthen empowerment, teachers should be given clearly defined areas of full autonomy in instructional and classroom decisions, while also establishing systems such as digital or physical “shout-out boards” to recognize leadership actions aligned with core values. The study also recommends creating a dedicated collaborative space for teachers to engage in informal brainstorming and peer support, alongside transparent dissemination of INSET and training schedules to ensure equal access to professional development. In addition, workload fairness can be improved through a transparent point-based system for non-teaching tasks to prevent overloading, while recognition and motivation may be strengthened through merit-based award systems and regular appreciation programs such as “Employees Appreciation Night” to acknowledge and reward exemplary performance.

Conflict of Interest

The author confirms that there are no known conflicts of interest associated with this publication and there has been no significant financial support for this work that could have influenced its outcome.

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