

Servant Leadership Practices, School Heads' Decision-Making Skills, and Teachers' Job Satisfaction

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Abstract. This study investigated the servant leadership practices, school heads' decision-making skills, and job satisfaction of teachers in the schools' division of Zambales. The use of survey questionnaire was used to gather data, observing anonymity and informed consent. The study findings revealed that servant leadership was a highly evident practice of School Heads. The school heads and teachers strongly agreed that school heads possess decision-making skills and were very satisfied with their job. There was a significant difference in the servant leadership practices of school heads as to persuasive mapping as perceived by teachers when they are grouped according to the length of service; a significant difference in the assessment of the decision-making of school heads as to dimensions when they were grouped according to profile variables; the significant difference in the assessment of teachers on the decision-making skills of school heads as to self-efficacy when they are grouped according to highest educational attainment; significant difference in the job satisfaction of teachers in terms of belief in organizations' values and goals as to civil status; and, significant in terms of desire to maintain membership with the organization as to age. Moreover, there was a significant relationship between servant leadership practices and the decision-making skills of school heads. There was a significant relationship between the servant leadership practices of school heads as perceived by teachers and the job satisfaction of teachers. Based on the findings and the conclusions obtained, the researcher recommended that school heads imbibe more servant leadership practices and encourage them to use a decision-making style in their leadership to improve the job satisfaction of their teachers by becoming more collaborative and democratic.

Keywords: Servant leadership practices; Decision-making skills; Job satisfaction; Persuasive mapping; Self-efficacy; Philippines.

1.0 Introduction

In our evolving educational landscape, where the demand for talented individuals surges, the imperative to discern methods to augment fulfilling employees' needs emerges as pivotal for organizations' enduring success and efficacy (Nisar, 2018). The correlation between the leadership style adopted by school administrators and its influence on teachers' job satisfaction is vital for school performance. Research by Eyal and Roth (2019) emphasized the significance of an effective leadership approach employed by school heads in motivating and inspiring teachers to contribute effectively towards attaining school goals. The choice of leadership style directly impacts teacher job satisfaction, thereby influencing educational outcomes. This assertion is supported by Ibrahim

and Wahab (2020), who underscored the critical role played by school head leadership style in conjunction with teachers' job satisfaction as determining factors for educational success.

Acknowledging the role of principals' organizational and leadership competencies is crucial in assessing the effectiveness of school management (Davis et al., 2018). Nordin and Adnan (2017) emphasized the significance of diverse leadership philosophies adopted by principals, particularly servant leadership, in shaping teacher job satisfaction. This suggests that school leaders play a central role in cultivating an environment conducive to teacher satisfaction and overall school success. Effective leadership techniques, characterized by adept decision-making, fostering positive work environments, promoting teamwork, instilling a shared sense of purpose, and enhancing teacher job satisfaction, are significant for achieving optimal educational outcomes (Leithwood & Sun, 2020). Thus, it is imperative for school leaders to not only recognize but also actively implement such leadership strategies to foster an environment conducive to teacher well-being and collective achievement within the school community.

Moreover, Davis (2018) underscored the significance of intentional decision-making within the workplace. Servant leadership, characterized by its emphasis on employee development and recognition of the value of others, offers a distinctive perspective for leaders. However, it is noteworthy that servant leadership can also carry a negative connotation when applied in the context of school leadership. Bates' (2022) study presented contrasting findings regarding servant leadership, highlighting its demand for profound authenticity and alignment with personal values. This aspect emphasizes the complexity of servant leadership and underscores the importance of genuine alignment with personal values for effective implementation within educational contexts.

Furthermore, Baldanza's (2021) research conducted in the division of Cabuyao highlights the significant influence of decision-making training on enhancing individuals' proactivity in decision-making processes. Similarly, Villafranca (2022) concluded the advantages of consistent constituent involvement in decision-making for school administrators. Moreover, Capalay (2021) emphasized that participatory decision-making can yield profound effects on the moral compass, knowledge base, and attitudes, all of which play critical roles in determining leadership effectiveness. Hence, the study assessed the servant leadership practices, school heads' decision-making skills, and the teacher's job satisfaction in the public elementary schools in the division of Zambales.

2.0 Methodology

2.1 Research Design

This research utilized a researcher-made descriptive survey method with the questionnaire as the main source of gathering the data. In this study, a descriptive technique was used, in which the facts were given in a descriptive manner that focused on servant leadership practices indicators (altruistic calling, emotional healing, wisdom, persuasive mapping, and organizational stewardship), school heads' decision-making skills indicators (self-efficacy, administration knowledge, management information system, emotional quotient, and personality) and teachers' job satisfaction factors (work environment, job scope, compensation/awards/rewards, working condition, leadership and human relations, belief to organization's values and goals, desire to maintain membership with the organization, and willingness to exert effort on behalf of the organization) in public elementary schools in the division of Zambales.

2.2 Research Locale

This study was conducted in the thirteen (13) different districts in the whole division of Zambales, including Subic, Castillejos, San Marcelino, San Antonio, San Felipe, Cabangan, Botolan North, Botolan South, Iba, Paluig, Masinloc, Candelaria, Sta. Cruz North, and Sta. Cruz South.

2.3 Research Participants

According to Muchaendepi et al. (2019), a sampling frame is a list of cases from which a sample can be chosen and, as indicated by a representative sample, is one which is at least a 4% margin of error from the population, in this way, the decision of total population of one hundred fifty (150) school heads and sample size population of four hundred eight-nine (489) teachers was considered as a representative which was determined by utilization of Slovin's formula.

2.4 Research Instrument

The first part deals with the profile of the school head-respondents who responded (sex, age, civil status, designation, years in service, highest educational attainment, and number of teachers handled). The second part deals with the profile of the teacher-respondents who responded (sex, age, civil status, designation, years in service, and highest educational attainment). The third part includes servant leadership practices. The indicators are made up of five different components. Respondents were asked to rate on a scale ranging from 4 (Highly Evident) to 1 (Fairly Evident). The fourth includes the school heads' decision-making skills. The indicators are made up of five different components. Respondents were asked to rate on a scale ranging from 4 (Strongly Agree) to 1 (Disagree). The fifth is the assessment of the Job Satisfaction Factors. Teachers answered on a scale of 4 (Very Satisfied) to 1 (Very Dissatisfied). Moreover, the research instrument in its first draft was presented to the panel of oral examiners for validity. Their ideas, suggestions, and corrections were sought regarding the extent of clarity, consistency, and suitability of the indicators. The amendments and revisions were carried out in finalizing the research instrument.

2.5 Data Gathering Procedure

After finalizing the data gathering, the researchers sought permission and approval from the Schools Division Superintendent and Public Schools District Supervisors of the various districts within the Division of Zambales. This was accomplished through formal letters bearing the signatures of the Researcher, Research Adviser, and Dean of Graduate School. The survey questionnaire was administered using both online and in-person methods. The researcher employed Google Forms for the online distribution, providing a secure link to the questionnaire. This link was exclusively shared with potential respondents via email or messenger after receiving signed consent letters from the respective school heads. Notably, stringent measures were implemented to uphold the confidentiality of respondents' submissions, with data being automatically stored within the researcher's secure data system upon completing the online survey. Furthermore, in-person data collection utilized a paper-pencil questionnaire approach. Upon securing consent through signed letters from school authorities, the researcher personally distributed the questionnaires to the designated respondents.

2.6 Ethical Considerations

The participants were given an informed consent message through the written document and were asked to volunteer for the study, understanding all the rights of withdrawal and refusal. There will be no data to be sought that could exhibit participants' direct identity, such as names, telephone numbers, addresses, areas, or national identification numbers. The researcher undertook the principles of privacy, anonymity, and confidentiality to ensure the non-disclosure of the identity and the data gathered to those participating in the study.

3.0 Results and Discussion

3.1 Profile of Respondents

It can be noted in Table 1 that most of the school head respondents, eighty-one (81) or 54.00%, are female, while sixty-nine (69), or 46.00%, are male. Female school heads outnumbered male school heads, as observed in this study. This finding is similar to the study of Molino (2018), in which the school administrators were female. The result was consistent with the National Center for Education Statistics (2011) data that about 50% of public and 53% of private school administrators were female. However, this finding challenged Seed's (2016) study, which found that most principals at all three levels of public schooling (elementary, secondary, and tertiary) are males.

Table 1. Frequency and percentage distribution of the school head respondents in terms of sex

Profile Variables		Frequency (f)	Percentage (%)
Sex	Male	69	46
	Female	81	54
Total		150	100

It can be noted in Table 2 that the majority of the school head respondents fifty-two (52) or 34.70% belong to the age group of 56-60 years old. This is followed by respondents who belong to the age group of 51-55 years old, with forty-two (42), or 28.00%; forty-one (41), or 27.30% belonging to the age group of 46-50 years old; nine (9) or 6.00% belong to the age group of 61-65 years old; five (5) or 3.30% belong to the age group of 41-45 years old; while one (1) or 0.70% belongs to the age group of 36-40 years old, had the lowest recorded number of response. The computed mean age of school head respondents was 53.53 or 54 years old. This can be supported by the study of

Jonge (2017) on the demographic perspective of public elementary schools (PES) in the province of Sorsogon, which revealed that school heads in the public elementary schools were beyond their middle age. The data depicted a generation of school heads who were either in their middle age or approaching the optional to mandatory retirement age, which implies an aging school management workforce in the PES in Sorsogon. Moreover, the result was also aligned with Marks (2017), who stated that most school heads were to be old in their position.

Table 2. Frequency and percentage distribution of the school head respondents in terms of age

Profile Variables		Frequency (f)	Percentage (%)
Age (Years)	61 – 65	9	6.00
	56 – 60	52	34.7
	51 – 55	42	28.0
	46 – 50	41	27.3
	41 – 45	5	3.30
	36 – 40	1	0.70
	31 – 35	0	0.00
	26 – 30	0	0.00
	21 – 25	0	0.00
Total		150	100

Table 3 notes that in terms of civil status, the majority of the school head respondents are married, with eighty-one (81) or 54.00% married; sixty-six (66) or 44.00% single, while only three (3) or 2.00% are widows/er. The results coincided with the findings of Faraclas (2018), who noted that most of the school head respondents were also married.

Table 3. Frequency and percentage distribution of the school head respondents in terms of civil status

Profile Variables		Frequency (f)	Percentage (%)
Civil Status	Single	66	44.0
	Married	81	54.0
	Widow/er	3	2.00
	Separated	0	0.00
Total		150	100

In Table 4, the majority of the school head respondents with thirty (30), or 20.00% School Principal III; twenty-four (24) or 16.00% are Head Teacher III and Head Teacher II, respectively; twenty-two (22) or 14.70% are School Principal IV; twenty (20) or 13.30% are School Principal I; nineteen (19) or 12.70% are School Principal II; while eleven (11) or 7.30% are Head Teacher I. Likewise, the study parallels the study of Manullang (2014) in the Division of Palawan, Philippines, wherein most of the school heads were Principal III, with 112 out of 320 or 31%.

Table 4. Frequency and percentage distribution of the school head respondents in terms of position

Profile Variables		Frequency (f)	Percentage (%)
Position	School Principal IV	22	14.7
	School Principal III	30	20.0
	School Principal II	19	12.7
	School Principal I	20	13.3
	Head Teacher III	24	16.0
	Head Teacher II	24	16.0
	Head Teacher I	11	7.3
Total		150	100

In Table 5, the majority of the school head respondents fifty-four (54), or 36.00% are 16-20 years of service as administrators; fifty-one (51), or 34.00% 6-10 years of service as administrators; fourteen (14) or 9.30% are 11-15 years of service as administrators; twelve (12) or 8.00% are 26-30 years of service as administrators; ten (10) or 6.70% are 1-5 years of service as administrators; six (6) or 4.00% are 21-25 years of service as administrators; two (2) or 1.30% are 31-35 years of service as administrators; while one (1) or 0.70% are 36-40 years of service as an administrator. The computed length of service as administrators of the school head respondents was 14.47 or 14 years. This implies that the respondents rendered enough years in service coupled with experience. This finding contradicts the study of Magtabog (2016) who revealed that more school heads are still at the novice level in their experience as school heads.

Table 5. Frequency and percentage distribution of the school head respondents in terms of length in service

Profile Variables		Frequency (f)	Percentage (%)
Length of Service as Administrator (Years)	36 – 40	1	0.70
	31 – 35	2	1.30
	26 – 30	12	8.00
	21 – 25	6	4.00
	16 – 20	54	36.0
	11 – 15	14	9.30
	6 – 10	51	34.0
	1 – 5	10	6.70
Total		150	100

In terms of highest educational attainment, it is revealed in Table 6 that the majority of the school head-respondents forty-three (43), or 28.70% are Master's degree holders; thirty-nine (39) or 26.00% earned their doctoral units; thirty-four (34) or 22.70% are Master's degree unit earners; thirty-three (33) or 22.00% are holders of Doctorate degrees; while only one (1) or 0.70% is a college degree holder. This finding is similar to the study of Morillos (2020), in which the school administrator respondents pursued a higher academic degree and understood the role and functions of being school administrators in the success and development of the school.

Table 6. Frequency and percentage distribution of the school head respondents in terms of length of service

Profile Variables		Frequency (f)	Percentage (%)
Highest Educational Attainment	Doctorate Degree (EdD/PhD)	33	22.0
	With Doctorate Units	39	26.0
	Master's Degree	43	28.7
	With master's degree Units	34	22.7
	College Graduate	1	0.70
Total		150	100

It can be noted in Table 7 that the majority of the school head respondents are handling 21-30 teachers, with fifty (50) or 33.30% of the responses. This is followed by responses of school heads who are handling 1-10 teachers, with twenty-seven (27) or 18.00%; twenty-four (24) or 16.00% are handling 11-20 teachers; twenty-three (23) or 15.30% are handling 31-40 teachers; twenty-two (22) or 14.70% are handling 41-50 teachers; while only four (4) or 2.70% are handling 51-60 teachers. The computed mean no. of teachers handled by school head-respondents was 25.57 or 26 teachers. This result was aligned with the study of Panganiban (2018) in Region IVA (CALABARZON), where most of their school heads are handling medium schools with 20 to 30 teachers.

Table 7. Frequency and percentage distribution of the school head respondents in terms of the number of teachers handled

Profile Variables		Frequency (f)	Percentage (%)
No. of Teachers Handled	51 – 60	4	2.70
	41 – 50	22	14.7
	31 – 40	23	15.3
	21 – 30	50	33.3
	11 – 20	24	16.0
	1 – 10	27	18.0
	Total	150	100

3.2 Servant Leadership Practices of School Heads

It can be noted in Table 8 that the school head-respondents assessed all indicators of servant leadership practices to be highly evident in terms of wisdom, as manifested with the highest overall weighted mean value of 3.97 (rank 1) and emotional healing, had the lowest overall weighted mean value of 3.45 (rank 5). Overall, both the school heads and teacher-respondents assessed that the school heads highly demonstrate servant leadership practices, manifested in the computed grand mean values of .3.74 and 3.53, respectively. Similarly, the study of Herndon (2017) explained the influence of principal servant leadership on school culture and student achievement, the influence of school culture on student achievement, and the influence of the combination of servant leadership and school culture on student achievement. Moreover, wisdom helps leaders plan amidst change and make sound judgments. It fosters critical reflection, truth discernment, and empathy, making us resilient. Educators must impart wisdom, grounded priorities, integrity, and stability, all rooted in empathy. Wise leaders lead with both their heads and hearts, becoming more understanding of human struggles over time (Ali et al., 2021).

Table 8. Summary of servant leadership practices of school heads as assessed by the two (2) groups of respondents

Dimensions		School Head-respondents			Teacher-respondents		
		OWM	DE	Rank	OWM	DE	Rank
1	Altruistic Calling	3.62	HE	5	3.53	HE	4
2	Emotional Healing	3.69	HE	4	3.45	HE	5
3	Wisdom	3.97	HE	1	3.55	HE	2
4	Persuasive Mapping	3.72	HE	2	3.54	HE	3
5	Organizational Stewardship	3.70	HE	3	3.60	HE	1
Grand Mean		3.74	HE		3.53	HE	

3.3 Decision-Making Skills of School Heads

It can be noted in Table 9 that the school head-respondents strongly agreed in all indicators of their decision-making skills in terms of their personality, as manifested with the highest overall weighted mean value of 3.76 (rank 1) and management information system, had the lowest overall weighted mean value of 3.50 (rank 5). Overall, the school head respondents strongly agreed that they possess decision-making skills, manifested in the computed grand mean value of 3.68. Improved decision-making skills will increase the efficiency and effectiveness of administration by the heads of institutions. For an effective decision-making process, the head of an institution must be in a stable mind to weigh both positive and negative options. He should determine which option will/would suit that situation (Johnson et al., 2016).

Table 9. Summary of the decision-making skills of school heads as assessed by school heads themselves

Dimensions	Overall Weighted Mean	Descriptive Equivalent	Rank
1 Self-efficacy	3.73	Strongly Agree	2
2 Administration Knowledge	3.71	Strongly Agree	3.5
3 Management Information System	3.50	Strongly Agree	5
4 Emotional Quotient	3.71	Strongly Agree	3.5
5 Personality	3.76	Strongly Agree	1
Grand Mean	3.68	Strongly Agree	

It can be noted in Table 10 that the teacher-respondents strongly agreed that their school heads possess all indicators of decision-making skills in terms of their administrative knowledge and personality, as manifested with the highest overall weighted mean value of 3.59 (tied at rank 1.5) and emotional quotient, had the lowest overall weighted mean value of 3.50 (rank 5). Overall, the teacher-respondents strongly agreed that their school head respondents demonstrate decision-making skills, manifested in the computed grand mean value of 3.55. Shrinberg & Shrinberg (2018) explained that school heads make decisions by identifying and gathering information, considering solutions, selecting the best option, implementing it, and evaluating the outcome. Likewise, Okumbe (2018) emphasized that decision-making is a complex process that involves identifying a stimulus, gathering data, creating alternatives, making a choice, implementing it, and evaluating the results.

Table 10. Summary of the decision-making skills of school heads as assessed by teachers

Dimensions	Overall Weighted Mean	Descriptive Equivalent	Rank
1 Self-efficacy	3.57	Strongly Agree	3
2 Administration Knowledge	3.59	Strongly Agree	1.5
3 Management Information System	3.52	Strongly Agree	4
4 Emotional Quotient	3.50	Strongly Agree	5
5 Personality	3.59	Strongly Agree	1.5
Grand Mean	3.55	Strongly Agree	

3.4 Job Satisfaction of Teachers

It can be noted in Table 11 that the teacher-respondents were very satisfied in all indicators of satisfaction in their job in terms of the working environment, belief in the organization's values and goals, and their willingness to exert effort on behalf of the organization, as manifested with the highest overall weighted mean value of 3.51 (tied at rank 2) and compensation/awards/rewards, had the lowest overall weighted mean value of 3.26 (rank 8). Overall, the teacher-respondents were very satisfied with their job, manifested in the computed grand mean value of 3.44. In the modern school system, the level of job satisfaction is the one thing that helps teachers decide whether they want to look for another job or stick around. Some factors affecting job satisfaction are relations at the

workplace, career growth opportunities, and autonomy, among others (Davis, 2021). Mehta (2022) coined that work plays a prominent role in life. It occupies more time than any other activity, providing the economic basis for our lifestyle.

Table 11. Summary of the perceived job satisfaction of teachers

Dimensions		Overall Weighted Mean	Descriptive Equivalent	Rank
1	Work Environment	3.51	Very Satisfied	2
2	Job Scope	3.36	Very Satisfied	7
3	Compensation/ Awards/Rewards	3.26	Very Satisfied	8
4	Working Condition	3.37	Very Satisfied	6
5	Leadership and Human Relations	3.48	Very Satisfied	5
6	Belief in Organizations' Values and Goals	3.51	Very Satisfied	2
7	Desire to Maintain Membership with the Organization	3.49	Very Satisfied	4
8	Willingness to Exert Effort on Behalf of the Organization	3.51	Very Satisfied	2
Grand Mean		3.44	Very Satisfied	

3.5 Difference in the Servant Leadership Practices of School Heads as to Persuasive Mapping

Based on Table 12, the computed P-value for sex (0.865), age (0.344), civil status (0.369), position (0.144), and highest educational attainment (0.095) were greater than ($>$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is accepted. Hence, there is no significant difference in the servant leadership practices of school heads as to persuasive mapping as perceived by teachers when they are grouped according to sex, age, civil status, position, and highest educational attainment. On the other hand, the P-value for the length of service (0.046) was less than ($<$) 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is rejected, and there is a significant difference in the servant leadership practices of school heads as to persuasive mapping as perceived by teachers when grouped according to the length of service. Based on the study of Russel (2017) on the values of servant leadership, longer-serving teachers have established stronger communication channels with their principals, allowing for a more accurate understanding of their school heads' persuasive mapping. In contrast, newer teachers were still forming these connections.

Table 12. ANOVA results for the differences in the servant leadership practices of school heads

Sources of Variations		SS	Df	MS	F	Sig.	Decision/ Interpretation
Sex	Between Groups	0.007	1	0.007	0.029	0.865	Do Not Reject Ho (Not Significant)
	Within Groups	125.3	487	0.257			
	Total	125.3	488				
Age	Between Groups	2.309	8	0.289	1.126	0.344	Do Not Reject Ho (Not Significant)
	Within Groups	123.0	480	0.256			
	Total	125.3	488				
Civil Status	Between Groups	0.811	3	0.270	1.052	0.369	Do Not Reject Ho (Not Significant)
	Within Groups	124.5	485	0.257			
	Total	125.3	488				
Position	Between Groups	1.760	4	0.440	1.723	0.144	Do Not Reject Ho (Not Significant)
	Within Groups	123.6	484	0.255			
	Total	125.3	488				
Length of Service	Between Groups	3.653	7	0.522	2.063	0.046	Ho is Rejected (Significant)
	Within Groups	121.7	481	0.253			
	Total	125.3	488				
Highest Educational Attainment	Between Groups	2.029	4	0.507	1.991	0.095	Do Not Reject Ho (Not Significant)
	Within Groups	123.3	484	0.255			
	Total	125.3	488				

3.6 Difference in the Decision-Making Skills of School Heads as Assessed by Teachers

Based on Table 13, the computed P-value for sex (0.645), age (0.622), civil status (0.460), position (0.283), and length of service (0.081) were greater than ($>$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is accepted. Hence, there is no significant difference in the assessment of teachers on the decision-making skills of school heads as to self-efficacy when they are grouped according to sex, age, civil status, position, and length of service. On the other hand, the P-value for the highest educational attainment (0.047) was less than ($<$) 0.05 Alpha Level of

Significance. Therefore, the Null Hypothesis is rejected, and there is a significant difference in the assessment of teachers on the decision-making skills of school heads as to self-efficacy when they are grouped according to highest educational attainment.

Table 13. ANOVA results for the differences in the assessment of teachers on decision-making skills of school heads

Sources of Variations		SS	Df	MS	F	Sig.	Decision/ Interpretation
Sex	Between Groups	0.052	1	0.052	0.212	0.645	Do Not Reject Ho (Not Significant)
	Within Groups	118.9	487	0.244			
	Total	119.0	488				
Age	Between Groups	1.524	8	0.191	0.778	0.622	Do Not Reject Ho (Not Significant)
	Within Groups	117.5	480	0.245			
	Total	119.0	488				
Civil Status	Between Groups	0.633	3	0.211	0.864	0.460	Do Not Reject Ho (Not Significant)
	Within Groups	118.4	485	0.244			
	Total	119.0	488				
Position	Between Groups	1.231	4	0.308	1.264	0.283	Do Not Reject Ho (Not Significant)
	Within Groups	117.8	484	0.243			
	Total	119.0	488				
Length of Service	Between Groups	3.072	7	0.439	1.82	0.081	Do Not Reject Ho (Not Significant)
	Within Groups	115.9	481	0.241			
	Total	119.0	488				
Highest Educational Attainment	Between Groups	2.343	4	0.586	2.429	0.047	Ho is Rejected (Significant)
	Within Groups	116.7	484	0.241			
	Total	119.0	488				

Based on the study of Dayagbil et al. (2021), teachers with higher educational attainment have undergone additional training and professional development, which influenced their perceptions of the effective leadership qualities of their principals and department heads. Furthermore, teachers with similar educational backgrounds as their principals found it easier to communicate and relate to them, which influenced their perceptions of self-efficacy (Ampofo et al., 2019). Parallel to the findings, the study of Amani, Myeya, and Mhewa (2022) affirmed that quality of supervision is mentioned to be fundamental for quality postgraduate studies. This is why supervisors enroll in post-graduate studies to grow their supervision skills.

3.7 Job Satisfaction of Teachers

Based on Table 14, the computed P-values for sex (0.430), age (0.297), position (0.460), length of service (0.470), and highest educational attainment (0.582) were greater than ($>$) 0.05 Alpha Level of Significance; therefore, the Null Hypothesis is accepted. Hence, there is no significant difference in teachers' job satisfaction in terms of belief in organizations' values and goals when grouped according to sex, age, position, length of service, and highest educational attainment.

Table 14. ANOVA results for the differences in the job satisfaction of teachers in terms of belief in organizations' values and goals

Sources of Variations		SS	Df	MS	F	Sig.	Decision/ Interpretation
Sex	Between Groups	0.146	1	0.146	0.624	0.430	Do Not Reject Ho (Not Significant)
	Within Groups	113.9	487	0.234			
	Total	114.0	488				
Age	Between Groups	2.237	8	0.28	1.2	0.297	Do Not Reject Ho (Not Significant)
	Within Groups	111.8	480	0.233			
	Total	114.0	488				
Civil Status	Between Groups	2.142	3	0.714	3.094	0.027	Ho is Rejected (Significant)
	Within Groups	111.9	485	0.231			
	Total	114.0	488				
Position	Between Groups	0.848	4	0.212	0.906	0.460	Do Not Reject Ho (Not Significant)
	Within Groups	113.2	484	0.234			
	Total	114.0	488				
Length of Service	Between Groups	1.550	7	0.221	0.947	0.470	Do Not Reject Ho (Not Significant)
	Within Groups	112.5	481	0.234			
	Total	114.0	488				
Highest Educational Attainment	Between Groups	0.670	4	0.167	0.714	0.582	Do Not Reject Ho (Not Significant)
	Within Groups	113.3	484	0.234			
	Total	114.0	488				

On the other hand, the P-value for civil status (0.027) was less than ($<$) 0.05 Alpha Level of Significance; therefore, the Null Hypothesis is rejected and that there is a significant difference in the job satisfaction of teachers in terms of belief in organizations' values and goals when they are grouped according to civil status. Married teachers have different priorities and responsibilities compared to single or divorced teachers. Their commitment to family obligations and personal life affected how they perceived the alignment of organizational values and goals with their priorities (Lawrence et al., 2019). In addition, Krog and Govender (2015) posited that married teachers prioritized organizations that offer policies and practices conducive to maintaining a healthy balance between work and personal life. On the other hand, one of the findings of Gungor (2016) in his study on the Ethical Leadership Behaviors on Teachers Satisfaction that separated teachers felt a sense of isolation if they were part of a dual-income household and relied heavily on their partner for support and their heads sometimes unsupported, misunderstood, and unaware of their struggles.

Based on Table 15, the computed P-value for sex (0.197), civil status (0.106), position (0.156), length of service (0.504), and highest educational attainment (0.110) were greater than ($>$) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is accepted. Hence, there is no significant difference in teachers' job satisfaction regarding their desire to maintain membership with the organization when grouped according to sex, civil status, position, length of service, and highest educational attainment. On the other hand, the P-value for age (0.039) was less than ($<$) 0.05 Alpha Level of Significance. Therefore, the Null Hypothesis is rejected, and there is a significant difference in teachers' job satisfaction in terms of their desire to maintain membership with the organization when they are grouped according to age.

Table 15. ANOVA results for the differences in the job satisfaction of teachers in terms of desire to maintain membership with the organization

Sources of Variations		SS	Df	MS	F	Sig.	Decision/ Interpretation
Sex	Between Groups	0.365	1	0.365	1.667	0.197	Do Not Reject Ho (Not Significant)
	Within Groups	106.7	487	0.219			
	Total	107.0	488				
Age	Between Groups	3.546	8	0.443	2.055	0.039	Ho is Rejected (Significant)
	Within Groups	103.5	480	0.216			
	Total	107.0	488				
Civil Status	Between Groups	1.343	3	0.448	2.053	0.106	Do Not Reject Ho (Not Significant)
	Within Groups	105.7	485	0.218			
	Total	107.0	488				
Position	Between Groups	1.456	4	0.364	1.668	0.156	Do Not Reject Ho (Not Significant)
	Within Groups	105.6	484	0.218			
	Total	107.0	488				
Length of Service	Between Groups	1.388	7	0.198	0.902	0.504	Do Not Reject Ho (Not Significant)
	Within Groups	105.6	481	0.22			
	Total	107.0	488				
Highest Educational Attainment	Between Groups	1.653	4	0.413	1.898	0.110	Do Not Reject Ho (Not Significant)
	Within Groups	105.4	484	0.218			
	Total	107.0	488				

The U.S. Department of Education (2015) investigated the generational differences of teachers. It was found that older teachers have a stronger loyalty to their organization based on their longer tenure and are inclined to maintain membership out of a sense of commitment or obligation. In contrast, younger teachers were more open to exploring opportunities outside of the organization to advance their careers and pursue new challenges in an educational context

3.8 Relationship Between Servant Leadership Practices and the Decision-Making Skills of School Heads

Revealed in Table 16 that the computed Pearson r value of 0.921 denotes a very high positive correlation. The computed P-value 0.000 is less than ($<$) 0.05 Alpha level of significance; therefore, the null hypothesis was rejected. Hence, there was a significant relationship between servant leadership practices and the decision-making skills of school heads. The findings signify that as the implementation of servant leadership practices among school heads increases, there is a high tendency for their decision-making skills to increase, and vice versa.

Table 16. Correlation result for the relationship between servant leadership practices and the decision-making skills of school heads

Sources of Correlations		Servant Leadership Practices	Decision-Making Skills	Decision/ Interpretation
Servant Leadership Practices	Pearson Correlation	1	0.921**	
	Sig. (2-tailed)		0	
	N	639	639	Very High Positive Correlation
Decision-Making Skills	Pearson Correlation	0.921**	1	(Ho is Rejected)
	Sig. (2-tailed)	0		
	N	639	639	

** . Correlation is significant at the 0.01 level (2-tailed).

From a servant-leadership standpoint, the decision-making process takes on a weightier significance as servant-leadership dedicates itself to specific attitudes on how employees should be treated. Shriberg and Shriberg (2018) concluded that the strong positive correlation between servant leadership practices and the decision-making skills of the school heads stems from the emphasis on empowerment, trust, transparency, listening, adaptability, and ethical considerations. Hence, these qualities contribute to a more effective and inclusive decision-making process that ultimately benefits the school community. Consequently, Ali, Tafera, and Yayeh (2021) affirmed that servant leadership is leadership thinking characterized by democratic, transformational, and transformative features with ears to listen to fervently and deep-hearted desires to serve others first as the basis of decision-making.

3.9 Relationship Between Servant Leadership Practices of School Heads and the Job Satisfaction of Teachers

Revealed in Table 17 that the computed Pearson r value of 0.749 denotes a high positive correlation. The computed P-value 0.000 is less than ($<$) 0.05 Alpha level of significance therefore the null hypothesis was rejected. Hence, there was a significant relationship between the servant leadership practices of school heads as perceived by teachers and the job satisfaction of teachers.

Table 17. Correlation result for the relationship between servant leadership practices of school heads and job satisfaction of teachers

Sources of Correlations		Servant Leadership Practices	Job Satisfaction	Decision/ Interpretation
Servant Leadership Practices	Pearson Correlation	1	0.749**	
	Sig. (2-tailed)		0	
	N	489	489	High Positive Correlation
Job Satisfaction	Pearson Correlation	0.749**	1	(Ho is Rejected)
	Sig. (2-tailed)	0		
	N	489	489	

** . Correlation is significant at the 0.01 level (2-tailed).

The findings signify that as the implementation of servant leadership practices among school heads increases, there is a high tendency for teachers' job satisfaction also to increase, and vice versa. Servant leadership is associated with high-quality social exchange relationships, which affects subordinates' trust in the leader and increases job satisfaction. Servant leadership styles significantly influence an employee's daily satisfaction with their role, which leads to success through trust, respect, and a shared vision. The finding is parallel to the study of Olson (2020), which found that servant leadership practices and job satisfaction of teachers created a very high positive correlation. Based on his studies, principals (servant leaders) cultivated a shared vision and a sense of purpose within the school community. Servant leaders communicated the school's mission, values, and goals effectively and involved teachers in shaping and achieving these objectives. When teachers feel connected to the school's mission and aligned with its values, they experience higher job satisfaction. Kowalski (2020) asserts that school leadership has become a high-wire act that only the most skilled can perform successfully. As mentioned by researchers, performance can be formed from motivation, development, dedication, quality, efficiency, innovation, empowerment, and recognition. Performance is the result of employees' loyalty and always results in advocacy. Many Western researchers have begun work on the servant leadership model, business performance, and employees' devotion connection. Servant behavior contributes to positive association with workers, and this upgrades their dedication to institute performance (Hashim et al., 2019).

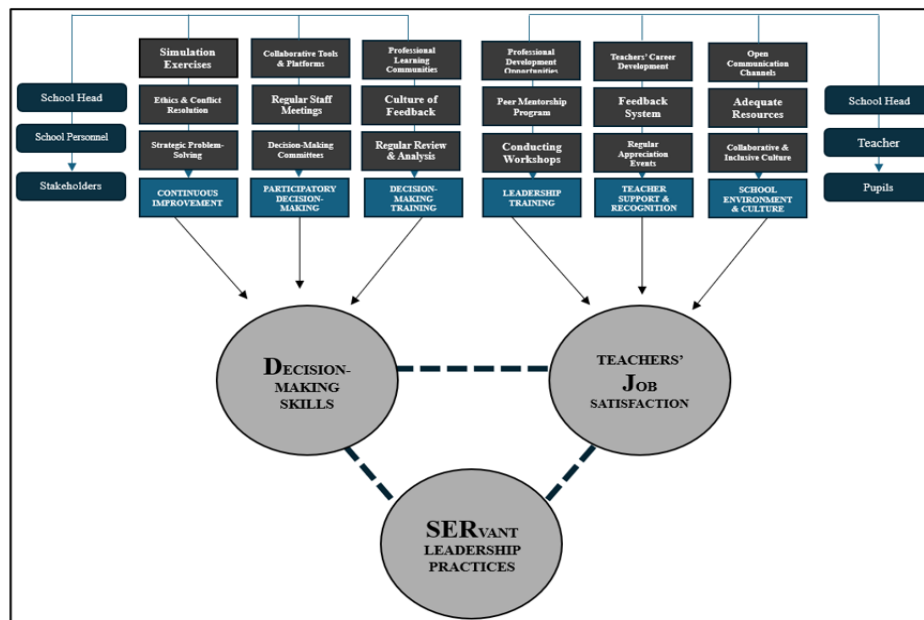


Figure 1. Developed SERDJ Conceptual Model

The developed SERDJ conceptual model showing the interrelation of servant leadership practices and decision-making skills of school heads toward the job satisfaction of teachers is illustrated in Figure 1. The model is derived mainly from the three (3) underlying variables used in this study: SERvant leadership, Decision-making, and Job satisfaction. It is anchored in the Structural Equation Modelling (SEM) presented by (Muthen & Muthen, 2016) which analyzes the paths and relationships between variables. The SERDJ model validates the findings of the previous studies (Mayer 2019; Asag-gau & Van Direndonck, 2019) which revealed that servant leadership helps to fulfill the work satisfaction needs of employees and followers in the form of empowered decision-making skills. All these studies support the basic principle of servant leadership that will raise the well-being and confidence of the employees. Furthermore, the findings of this study reveal that when teachers are encouraged to make their own decisions by showing trust in their capabilities then the ultimate result is an upsurge in their level of job satisfaction (Laub, 2015). These results provide further validation for prior research studies which confirmed that teachers' job satisfaction is associated with their involvement in the decision-making process. Moreover, the results of the study are in tandem with the studies of Sergiovanni (2018), Spears (2020), and Ma & MacMillan (2019), which investigated that teachers' job satisfaction is influenced by conducive school climate for working and administrative support provided to teachers, respect given to teachers from school heads, and open communication between teachers and school heads.

4.0 Conclusion

School heads may imbibe more servant leadership practices in their school administration to enhance job satisfaction among teachers. School heads are encouraged to use decision-making styles in their leadership that would improve the job satisfaction of their teachers by becoming more collaborative and more democratic. School heads may also consider developing strategies to deal with the needs of those teachers who were less satisfied in their jobs. Proactive attention to this demonstrates preparedness on the side of school administrators to address teachers and thereby reduce ineffective among teachers. Moreover, the Office Performance Commitment Review Form (OPCRF) which is used by school heads may be disseminated to the teachers so that they will have an awareness of how school heads are rated and to show transparency in the discussion of work requirements, KRAs, and objectives, and how these relate to the overarching departmental goals. Further, School heads may also establish school-based recognition programs that are aligned with the Division-based recognition program aimed at recognizing outstanding performance for the teachers to keep them motivated in their work.

5.0 Contributions of Authors

Both authors contributed equally to the study. The first author developed the research proposal and performed the statistical analysis, while the second author interpreted the data and formulated the conclusions and recommendations. Together, they collaboratively revised the final manuscript, incorporating the feedback from the panelists

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7.0 Conflict of Interests

The authors declare no conflicts of interest about the publication of this paper.

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