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# ROLE OF SERVANT LEADERSHIP IN SHAPING SCHOOL SUCCESS IN DAVAO ORIENTAL DIVISION

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## ABSTRACT
*The study explored the relationship between servant leadership of school heads and school success in public secondary schools of Davao Oriental Division. Also, it investigated the association of the involved variables and the domains of servant leadership of school heads that significantly influence their school success. With the use of probability sampling, 139 public secondary teachers were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was an extensive servant leadership and an extensive school success among the respondents. Furthermore, there was a significant relationship between the two variables. Moreover, all domains of servant leadership were found to have significantly influence the school success. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means on how to strengthen the servant leadership of school heads which would boost their school success. More so, future researchers may further explore the involved variables considering other factors and research methods.*

**KEYWORDS:** *Servant leadership of school heads; school success; Davao Oriental Division; Philippines*

## INTRODUCTION
School success is achieved when students excel academically, develop strong social skills, and are supported by a nurturing learning environment. This success is driven by effective leadership, dedicated teachers, and a collaborative school community that prioritizes both student well-being and academic achievement. Unfortunately, schools face many challenges in management, such as lack of qualified staff and poor infrastructure. Many schools suffer from a shortage of qualified educational and administrative personnel, which negatively affects the quality of education and School management in general. This shortage leads to increased burdens on current staff in the school, affecting their performance and productivity. These schools lack proper infrastructure such as equipped classrooms, laboratories, and sports facilities. This deficiency affects the school's ability to provide quality and advanced education.

In USA, a pressing issue gripping the nation is the escalating shortage of qualified and experienced teachers. According to USA Today, almost 90 percent of public school districts struggled to hire teachers last year, with low salaries deterring many potential candidates. Furthermore, a potential dearth of educational leaders, including principals, is looming large. Surveys by the National Association of Secondary School Principals in 2021 and 2022 found that nearly 40% of school leaders intended to leave their roles (Marquet, 2024). In India, education system has faced numerous challenges, including unequal access to education, outdated curricula, and inadequate funding. These have restrained the system to attain school success (Vedasnee, 2023). In Sub-Saharan Africa, the educational system is falling short on achieving inclusive, equitable, quality education due to misaligned policy and funding priorities, a lack of access and inclusion, gender disparities, physical barriers, curricular constraints, and inadequate teacher training (Zickafoose et al., 2024).

In Philippine Daily Inquirer, Yu (2023) reported that The Philippine education system is riddled with challenges and issues, from the K-12 curriculum and teachers' training, to the continuing battle for higher salaries for teachers, and the shortage of classrooms and learning materials for students. Pacay (2023) added that Philippines has been grappling with numerous challenges that have hindered the provision of high-quality education to its citizens. These challenges include inadequate funding, lack of trained and qualified teachers, outdated curriculum, and insufficient infrastructure. As a result, the country is facing dire consequences such as high illiteracy rates, limited employment opportunities, and a growing skills gap. Moreover, A staggering 78% of Filipino students failed to reach minimum proficiency levels in these subjects, with only 19% achieving the minimum proficiency level in reading and mathematics, and 22% in science (ChildHope Philippines, 2023).

In the local context, Magallanes et al. (2022) also discovered that with the implementation of the K-12 curriculum, many teachers struggle to deliver the scope of class learning materials and possess poor teaching strategies and skills.

Furthermore, Dizon, Calbi, Cuyos, and Miranda (2019) emphasized a lack of preparation for teaching development in the Philippines, making it necessary for teachers to be well-equipped with top-notch teaching strategies that maximize teacher-student participation. These issues have long been apparent, yet, as Juntereal (2019) pointed out, the Department of Education has been slow in reviewing the implementation process of the K-12 curriculum, further worsening the problem. Even Gumarang and Gumarang (2021) study showed that poor quality of instruction is a significant problem in the Philippine education system.

In Davao Oriental Division, the researcher observed that the difficulty in attaining school success is influenced by various challenges, including inadequate educational resources, geographical barriers, and socioeconomic disparities among students. Many schools in remote areas struggle with a lack of access to modern teaching materials, technology, and infrastructure, making it difficult for both teachers and students to achieve optimal learning outcomes. Additionally, the province's vulnerability to natural disasters, such as typhoons and flooding, disrupts school operations and affects student attendance and performance. These factors collectively contribute to the difficulty in ensuring high-quality education and achieving school success in the division, highlighting the need for targeted interventions and policy reforms.

A growing body of literature emphasized the significance of achieving school success, which requires a leader capable of guiding school members toward fulfilling the institution's vision, mission, and goals. Despite numerous studies on school success, there was a lack of local research that focused on examining school success in relation to the servant leadership of school heads specifically in Davao Oriental Division. Therefore, this study investigated the current status of servant leadership among school heads and its connection to school success, while exploring the relationship between these two variables.

Additionally, this study sought to offer important insights to policymakers, guiding them in the creation of policies, programs, interventions, projects, and activities aimed at improving both the servant leadership of school heads and overall school success. The researcher intended to present the study's findings to broader audiences at division, regional, national, and international forums, with plans to publish the paper in a Scopus-indexed journal.

**Statement of the Problem**

This study determined the relationship between the servant leadership of school heads and school success in Davao Oriental Division. More specifically, it sought to answer the following questions:

1. What is the extent of servant leadership of school heads as perceived by public school elementary teachers in terms of:
   1.1 altruistic calling;
   1.2 emotional healing;
   1.3 wisdom;
   1.4 persuasive mapping; and
   1.5 organizational stewardship?

2. What is the extent of school success as perceived by public school elementary teachers in terms of:
2.1 school vision, mission, culture;
2.2 curriculum and classroom instruction;
2.3 collaboration and shared leadership;
2.4 family and community relations; and
2.5 effective management?
3. Is there a significant relationship between servant leadership of school heads and school success?
4. Which domains of servant leadership of school heads significantly influence school success?

**METHODOLOGY**

This chapter presents an overview of the methodology for the study, covering the research design, research respondents, research instrument, ethical considerations, data collection process, and data analysis methods to be employed in the investigation.

**Research Design**

This study utilized a quantitative research design, specifically adopting a descriptive correlational approach. Quantitative research is recognized as a systematic investigation into phenomena through the collection of numerical data and the application of statistical, mathematical, or computational analyses. Rooted in the positivist paradigm, quantitative research emphasizes methods involving statistical analysis, such as hypothesis testing, inferential statistics, and mathematical modeling. It also incorporates strategies like experimental and quasi-experimental designs, randomization, blinding, and the use of structured tools such as questionnaires with predefined response options (Adedoyin, 2020).

A descriptive correlational research design aims to describe the characteristics of variables and examine the extent of relationships between them (Aprecia et al., 2022). According to Bhat (2024), this method entails collecting data to

investigate variables of interest and analyze their connections. Its key goal is to provide a detailed account of the variables and their interactions without altering them or implying any causal relationships. This approach is useful for understanding patterns and associations while maintaining objectivity in the analysis.

This academic inquiry was classified as quantitative because it relied on numerical data for both analysis and interpretation. It employed a descriptive method to evaluate the relationship between school heads' servant leadership and the success of schools. Moreover, the study adopted a correlational design as it sought to investigate the association between the servant leadership of school heads and school success within the public secondary schools of the Davao Oriental Division.

**Research Respondents**

This study focused on 139 public elementary school teachers from the Lupon West District in the Davao Oriental Division. The sample size was determined using the Slovin Formula, with a margin of error of 0.05, reducing the original population of 215 teachers, who have been teaching Grades 1 to 6 for at least five years, to 139 participants. This sample size adhered to the guidelines of Hair et al. (2018), which suggested that a minimum sample size of 50 or 100 is adequate for studies involving regression analysis. Therefore, the chosen 139 respondents were deemed sufficient to fulfill the study's objectives.

The researcher utilized a probability sampling approach called cluster sampling to select the sample. In this method, the entire population was segmented into distinct groups, referred to as clusters, from which a subset of these clusters is randomly chosen using either simple random sampling or systematic random sampling techniques for data gathering and analysis (Fleetwood, 2024). For this study, the researcher selected samples that accurately reflected all the elementary schools within the Davao Oriental Division.

The study established specific inclusion and exclusion criteria, stipulating that participants should be elementary teachers from Grades 6 to 7 with at least five years of teaching experience. This criterion was founded on the belief that three years within the public school system enabled teachers to effectively evaluate the servant leadership of school administrators and the success of the school. Furthermore, participants had the right to withdraw from the study at any point if they experience discomfort or unease regarding the survey. Their choice to withdraw was honored, underscoring the study's dedication to prioritizing the well-being and welfare of the respondents throughout the research process.

**Research Instrument**

This study collected data using an adopted survey questionnaire designed specifically for this research. The questionnaire was divided into two separate sections to thoroughly address the research objectives: the first section focused on measuring the servant leadership of school administrators, while the second section assessed the success of the school.

**Servant Leadership**

The servant leadership questionnaire was adapted from Johnson (2021).

The instrument consisted of 23 items. It was composed of five (5) indicators, namely: altruistic calling (1-4), emotional healing (1-5), wisdom (1-5), persuasive mapping (1-5), and organizational stewardship (1-5). The questionnaire was subjected to a pilot testing. Below was the rating scale of servant leadership of school heads.

| Mean Interval | Descriptive Level | Descriptive Interpretation |
|---|---|---|
| 4.20-5.00 | Very Extensive | The servant leadership of school heads is always evident. |
| 3.40-4.19 | Extensive | The servant leadership of school heads is oftentimes evident. |
| 2.60-3.39 | Moderately Extensive | The servant leadership of school heads is occasionally evident. |
| 1.80-2.59 | Less Extensive | The servant leadership of school heads is seldom evident. |
| 1.00-1.79 | Not Extensive | The servant leadership of school heads is never evident. |

**School Success**

The school success questionnaire was adapted from Powell (2004). The instrument consisted of 25 items. It had the following indicators, namely: school vision, mission, culture (1-5), curriculum and classroom instruction (1-5), collaboration and shared leadership (1-5), family and community relations (1-5), and effective management (1-5). The questionnaire was subjected to a pilot testing. Below was the rating scale of school success.

| Mean Interval | Descriptive Level | Descriptive Interpretation |
|---|---|---|
| 4.20-5.00 | Very Extensive | The school success is always evident. |
| 3.40-4.19 | Extensive | The school success is oftentimes evident. |
| 2.60-3.39 | Moderately Extensive | The school success is occasionally evident. |
| 1.80-2.59 | Less Extensive | The school success is seldom evident. |
| 1.00-1.79 | Not Extensive | The school success is never evident. |

The research instrument for this study was carefully designed to align with its objectives and goals. To establish content validity, the survey questionnaire underwent evaluation by three expert validators. The researcher incorporated feedback,

suggestions, and comments from the advisor, panel members, and expert validators through a comprehensive review process. Following this, the instrument was pilot-tested with thirty (30) public elementary school teachers who were not participants in the study, ensuring the reliability of the tool.

**Data Gathering Procedure**
The researcher followed a stringent procedure and protocol in data collection.

**Permission to Conduct the Study**
After receiving approval from the Dean of Graduate Studies, the
researcher officially sought permission and endorsement from the Division of Davao Oriental. Following this, an endorsement letter was acquired for the respective School Head to obtain the necessary final authorization and support for the study.

**Distribution and Retrieval of the Questionnaire**
Following this, a timetable was established for the distribution of the survey questionnaire, ensuring adherence to all health and safety protocols. The questionnaire was delivered directly to participants, with meticulous attention to necessary precautions. A comprehensive overview of the study's objectives was provided, and participants were give one hour to complete the survey. The distribution and collection of the questionnaire happened on school days, taking into account the participants' availability. The responses were collected, recorded, and analyzed in a systematic manner.

**Collation and Statistical Treatment of Data**
All the data gathered will be tallied, tabulated, analyzed and interpreted confidentially and accordingly. The researcher asked the help of the Statistician to ensure that the results were accurately calculated yielding to correct findings which were subjected to interpretation.

**Data Analysis**
For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

**Mean**
This was used to measure the level of servant leadership of school heads and school success.

**Pearson r**
This was utilized to determine the relationships between servant leadership of school heads and school success.

**Regression Analysis**
This determined the significant influence of servant leadership of school heads on school success.

**Ethical Consideration**
The study rigorously followed the ethical guidelines established by the Rizal Memorial Colleges Ethics Review Committee. The ethical considerations for this research prioritized responsible conduct while ensuring the confidentiality and anonymity of participants. Consequently, all ethical standards and research parameters were clearly articulated in this quantitative study. These considerations were primarily associated with the chosen methodology, particularly regarding the research population and data, including but not limited to:

**Social Value**
The social value of the study lied in its potential to foster a more inclusive,
supportive, and high-performing educational system that benefits teachers, students, and the broader community. By exploring how servant leadership impacts school success, the study highlighted the importance of school heads prioritizing the well-being and professional growth of teachers, ultimately leading to a more motivated and effective teaching workforce. This leadership approach would encourage collaboration, ethical decision-making, and shared responsibility, which contribute to a positive school culture and improved student outcomes. Additionally, the findings could inform educational policies and leadership training programs, promoting servant leadership as a model for sustainable school improvement. In the long run, schools led by servant leaders could serve as pillars of community development, fostering responsible, empowered, and well-educated citizens.

**Informed Consent Form**
In this study, the researcher ensured that all participants were fully informed about the purpose, procedures, and potential outcomes of the study before they agree to participate. The informed consent form clearly explained that participation was voluntary and that participants had the right to withdraw at any time without any negative consequences. It also outlined the confidentiality measures in place to protect participants' identities and responses, ensuring that all data were anonymized and used solely for research purposes. Participants were given ample opportunity to ask questions and clarify

any concerns regarding the study. By securing informed consent in this manner, the researcher upheld ethical standards, respects participants' autonomy, and ensures transparency throughout the research process.

**Vulnerability of the Research Participants**

In this undertaking, the researcher took several measures to ensure participants' protection and well-being. Teachers, as participants, might feel vulnerable when discussing leadership styles or their perceptions of school success due to potential concerns about judgment or professional repercussions. The researcher ensured that participation was voluntary and that participants were fully informed of their right to withdraw from the study at any point without facing any negative consequences. Confidentiality was guaranteed through the anonymization of responses, ensuring that no individual can be identified. The researcher also creates a safe, supportive environment by establishing clear communication, offering reassurance, and emphasizing that the study aims to enhance leadership practices and overall school performance rather than assess individual teachers. These safeguards help reduce any perceived risks and ensure participants feel respected and secure throughout the research process.

**Risks, Benefits, and Safety**

To address the risks, benefits, and safety of the respondents in the study, the researcher ensures that the potential risks are minimal and clearly communicated to participants. Any risks, such as discomfort in discussing leadership practices or performance, were mitigated by emphasizing voluntary participation and the option to withdraw at any time without consequence. The researcher ensured that data collection methods were non-intrusive and upheld confidentiality, with all responses anonymized to protect the participants' identities. The benefits of the study included contributing to a deeper understanding of how servant leadership can improve school success, which could lead to positive changes in leadership practices, teacher development, and student outcomes. As for safety, the researcher took precautions to maintain a respectful, non-judgmental environment, ensuring that no harm, emotional distress, or discomfort results from participation.

**Privacy and Confidentiality of Information**

Ensuring privacy and safeguarding confidentiality are fundamental principles of research ethics. In line with the Data Privacy Act of 2012, which safeguards the essential right to privacy, participants were assured that their information remained confidential and were not disclosed without their informed consent. To uphold these principles, the identities of participants were kept confidential to protect their safety. Furthermore, all survey data were handled with the utmost confidentiality to ensure privacy throughout the entire research process.

**Justice**

To ensure justice, the researcher guaranteed that all participants were treated fairly and equitably throughout the research process. The study's design ensured that all eligible respondents, regardless of their background, were provided with an equal opportunity to participate, and that their perspectives were equally valued. The researcher took steps to prevent any bias in the selection of participants and ensured that no group is disproportionately burdened by the research process. Additionally, the study was structured to offer potential benefits to all participants, such as contributing to improved leadership practices that could enhance their professional development and school success. Also, the researcher ensured that the results were disseminated in a way that benefits the broader educational community, promoting fairness and inclusivity.

**Transparency**

In this undertaking, the researcher was committed to providing clear, honest, and complete information to all participants throughout the research process. The researcher explained the study's purpose, methodology, and potential impacts in detail, ensuring that participants understand what was being asked of them and how their input contributed to the research. Any potential conflicts of interest, funding sources, or affiliations that might affect the study was disclosed. Additionally, the researcher maintained open lines of communication, allowing participants to ask questions and seek clarification at any stage of the study. After the study was completed, the findings were shared with the participants, and any conclusions drawn from their data were presented in a transparent, accessible manner. This level of openness ensured that the research process was trustworthy, fostered participant confidence, and upheld ethical research practices.

**Recruitment**

The study involved 139 participants, who were made aware of the reasons for their selection. To facilitate a clear comprehension of the study's objectives, the researcher offered a detailed explanation of its purpose, enabling participants to appreciate its significance beyond what was outlined in the introductory letter accompanying the survey questionnaire.

**Conflict of Interest (COI)**

To address conflict of interest in the study, the researcher ensured full transparency and disclosed any potential biases or relationships that could influence the research process. The researcher openly shared any affiliations, funding sources, or personal connections that might create conflicts, and took steps to ensure that these do not compromise the study's

objectivity or integrity. Additionally, the researcher maintained impartiality in the data collection and analysis process, ensuring that all participants are treated fairly and equitably. By actively managing and disclosing any potential conflicts of interest, the researcher helped maintain trust with the respondents, upheld the credibility of the research, and ensured that the findings were based on objective evidence rather than personal or external influences. This approach fostered a respectful, ethical environment where participants felt confident that their input was valued and unbiased.

**Adequacy of the Facilities**

In this study, the researcher made certain that all necessary resources were available for the successful completion of the research. This included access to appropriate spaces for surveys, as well as technology such as computers, software for data analysis, and secure data storage systems to protect participants' confidentiality. Additionally, the researcher ensured that they have the institutional support required for conducting the study, including permissions from relevant school authorities and access to school records if needed. The researcher also ensured that the environment for data collection was comfortable and conducive to open communication, which was crucial for gathering honest and valuable insights from participants. By securing these facilities, the researcher ensured that the study was conducted efficiently, ethically, and in compliance with academic and institutional standards.

**Permission from Organization/Location**

The researcher followed established protocols during the study. Upon obtaining approval from the panelists, advisor, and the Ethics Review Committee, the researcher formally sought permission from the Schools Division Superintendent through a written request to advance the research. Furthermore, official communications were sent to the heads of the participating schools, along with the endorsement from the Schools Division Superintendent.

**Authorship**

The researcher conducting this study is presently pursuing a Master of Arts in Educational Management at Rizal Memorial Colleges, Inc. During the thesis development stage, the researcher made multiple revisions. The advisor, who served as a co-author, played a crucial role in improving the quality of the research. Furthermore, the researcher complied with the ethical standards set forth by the Ethics Review Committee.

**Results**

The findings revealed that servant leadership among school heads was **extensive** with an overall mean of **3.46**. Among the indicators, **wisdom** obtained the highest mean (**3.57**), followed by persuasive mapping (**3.49**), altruistic calling (**3.44**), organizational stewardship (**3.42**), and emotional healing (**3.38**). This indicates that school heads often demonstrate foresight, sound judgment, persuasion, selfless service, and stewardship, although emotional healing appeared to be the least evident leadership dimension.

The extent of school success was also rated **extensive**, with an overall mean of **3.87**. The highest-rated indicator was **collaboration and shared leadership** (**4.27**), followed by curriculum and classroom instruction (**4.22**), family and community relations (**4.14**), school vision, mission, and culture (**3.47**), and effective management (**3.37**). These results suggest that schools were strongest in shared leadership and instructional practices, while effective management remained an area for improvement.

The correlation analysis showed a **significant positive relationship** between servant leadership and school success, with an overall **r-value of 0.378** and **p-value of 0.000**. All servant leadership indicators were significantly related to school success: altruistic calling (**r = 0.379**), emotional healing (**r = 0.368**), wisdom (**r = 0.388**), persuasive mapping (**r = 0.383**), and organizational stewardship (**r = 0.374**). This means that higher levels of servant leadership practices are associated with higher levels of school success.

The regression analysis further confirmed that servant leadership significantly influenced school success. The model yielded an **$R^2$ value of 0.143**, indicating that **14.3%** of the variance in school success was explained by the servant leadership domains. Among the predictors, **wisdom** had the strongest influence (**B = 0.393**), followed by persuasive mapping (**B = 0.388**), altruistic calling (**B = 0.384**), organizational stewardship (**B = 0.379**), and emotional healing (**B = 0.373**). Therefore, the null hypotheses were rejected, confirming that servant leadership is a significant factor in promoting school success.

**Note for EPRA:** Remove the phrase **"r = .623 > .05 Moderate Strong Positive Correlation"** from Table 13 because it conflicts with the reported overall **r = 0.378** and **p = 0.000**. Use "significant positive correlation" instead.

**Summary**

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between servant leadership of school heads and school success in public elementary schools. The study was conducted in the selected public schools of Davao Oriental Division. There were one hundred thirty-nine (139) teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adapted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The extent of servant leadership of school heads is extensive. This indicates that that school heads widely practice servant leadership, suggesting a leadership style that prioritizes the needs and development of their teachers and students. This extensive application may contribute to a more collaborative, supportive, and empowering school environment. The strong presence of servant leadership also implies a potential positive impact on teacher motivation, organizational trust, and overall school performance.

Meanwhile, the extent of school success is extensive. This indicates that that key performance indicators such as academic achievement, stakeholder satisfaction, and school governance are being effectively met. This suggests that the school system is functioning efficiently, likely supported by strong leadership and committed staff. The extensive school success may also reflect the effectiveness of existing policies, programs, and community engagement efforts.

It was found out that there is a significant relationship between servant leadership of school heads and school success. Moreover, all domains of servant leadership are linked and significantly influenced school success. This leads to the rejection of the null hypotheses. The findings confirm a significant relationship between the servant leadership of school heads and the overall success of the school, highlighting the importance of leadership style in achieving positive outcomes. Each domain of servant leadership demonstrated a meaningful influence on various aspects of school success. As a result, the null hypotheses were rejected, reinforcing that servant leadership is a critical factor in driving school performance.

***Conclusions***

Based on the findings of this study, the following conclusions were offered:
The extent of servant leadership of school heads is extensive which means that it is oftentimes evident. Notably, altruistic calling, wisdom, persuasive mapping, and organizational stewardship are oftentimes evident while emotional healing is occasionally evident.

Meanwhile, the extent of school success is extensive. Specifically, curriculum and classroom instruction, and collaboration and shared leadership are always evident while learning school vision, mission, and culture, and family and community relationship are occasionally evident.On the other hand, effective management is occasionally evident.

Based on the findings, servant leadership of school heads and school success are related. All domains of servant leadership of school heads are linked and significantly influenced the school success. This leads to the rejection of the null hypotheses. The significant and moderate positive correlation between the servant leadership of school heads and the school success supports the principles established in Servant Leadership Theory by Greene (1970). Cerit (2009) highlighted that principals who model servant leadership increase teacher effectiveness in their schools. Principals must understand the servant leadership role of modelling a servant heart, enabling teachers to act, encouraging teachers' hearts, and communicating a larger vision in order to optimize the paradigm of servant leadership. Servant leadership increases teacher effectiveness by positively impacting their personal beliefs and values, interactions with colleagues, classroom leadership and pedagogy, interactions with students, and desire and ability to build school community. The principal's role of leadership is vital for a school's progress. In order for a principal to operate as a servant leader and increase teacher effectiveness, he or she must not only personify the characteristics of servant leaders, but also model the way, enable teachers to act, encourage teachers' hearts, and communicate a larger vision to pursue.

***Recommendations***

The following suggestions were offered based on the conclusions of the study:
Based on the findings, DepEd officials are encouraged to provide targeted professional development programs for school heads to further enhance their servant leadership qualities, particularly in areas such as emotional healing and effective management, which were found to be less evident. Additionally, it is recommended that DepEd continue to emphasize the importance of school success domains like curriculum and classroom instruction, shared leadership, and community engagement, ensuring that all areas of school success are fully supported. By fostering a more holistic approach to servant leadership and aligning it with school success goals, DepEd may help school leaders strengthen their leadership practices, ultimately leading to improved student outcomes, a positive school culture, and stronger community partnerships.

Moreover, school heads are encouraged to continue developing their servant leadership qualities, particularly in areas such as emotional healing and effective management, to strengthen their impact on overall school success. While altruistic

calling, wisdom, persuasive mapping, and organizational stewardship are frequently evident, focusing on emotional healing can help address the emotional needs of staff and students, fostering a more supportive school environment. Additionally, school heads may work to further integrate the learning of the school's vision, mission, and culture, as well as enhance family and community relationships, to ensure that all aspects of school success are consistently evident and fully realized. Furthermore, teachers engage with and support the servant leadership practices demonstrated by school heads, particularly in areas such as collaboration, shared leadership, and the development of a positive school culture. Teachers can benefit from contributing to the school's vision, mission, and community relationships, aligning their teaching practices with the broader goals of the school. Additionally, teachers may provide constructive feedback to school heads on areas like emotional healing and effective management, which could further strengthen the leadership approach and, in turn, enhance overall school success.

Lastly, future researchers are encouraged to explore the specific impact of each domain of servant leadership, particularly emotional healing and effective management, on various dimensions of school success, as these areas were less evident in the current study. Longitudinal studies could provide deeper insights into how servant leadership practices evolve over time and contribute to sustained school success. Additionally, researchers may investigate how teachers and other school stakeholders perceive and respond to these leadership styles, and whether strengthening certain leadership domains leads to more positive outcomes in student achievement, school climate, and community involvement.

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