

SERVANT LEADERSHIP: ITS INFLUENCE ON COLLABORATIVE SCHOOL CULTURE AND ORGANIZATIONAL TRUST

*Christopher DC. Francisco

Paper Received: 20.04.2022 / Paper Accepted: 23.06.2022 / Paper Published: 01.07.2022

Corresponding Author: Christopher DC. Francisco; doi:10.46360/cosmos.ahe.520221003

Abstract

Various servant leadership initiatives are validated to date, and comparative distinctions were shown between servant leadership theory and other leadership theories. However, it appears that further research on servant leadership's implementation within an organization is needed. The primary roles of a servant leader have yet to be conceptualized in the literature to assist researchers and practitioners in effectively implementing servant leadership within organizations. In the context of describing the current status of school heads and teachers especially in the secondary schools in the Schools Division of City of Malolos, school heads are bombarded with managerial workloads and instructional demands. Consequently, teachers are the ones taking the responsibility specifically in preparing the Office Performance Commitment Review Form or the OPCR of school heads, conducting researches of the school heads, and in doing mountainous reports, including School-Based Management documents required for the school heads.

Keywords: Servant Leadership, School Culture, Organizational Trust.

Introduction

Servant leadership, upon reviewing the study of Osmond (2016) and Schroeder (2016), is one in all the foremost interesting topics for scholars within the academe. Consistent with Giolito, Liden, Dierendonck, and Cheung (2020) [38], it is sometimes presented as just only one among the several recent leadership theories infused with ethical and moral values group-level function towards the group's actions like transformational leadership, transactional and laissez-faire leadership of the renowned Bass & Avolio (2007).

Servant leadership is thought to have been a one-of-a-kind leadership style that presents itself in one-on-one prioritization of follower and/or student needs and passion, as well as a social reorientation of sanity toward care for others in the organization and the wider society. Servant Leaders are stewards of their teams in the sense that, "collectivistic behaviors have higher utility than individualistic, self-serving behaviors." During this view, the group-level consensus of servant leadership perceptions has been shown to be related to variety of group-level outcomes: procedural justice climate, group trust, and, in turn, group service culture.

Through a Delphi analysis, Focht & Ponton (2015) [32] specifically identified servant leadership by defining primary aspects of the problem. The authors quoted Greenleaf (1977), who noted that servant leadership "begins with a natural desire to serve, to serve first, then with a deliberate decision to strive to lead." This actively means service comes first and foremost before leadership, then strive to lead, by displaying the essential qualities of a servant leader. Prioritizing others, modesty, compassion, trusting, concern, loyalty, service,

inspiring, serving others' needs before their own, teamwork, selflessness, and learning were defined as characteristics of servant leadership.

Meanwhile, in step with Coetzer, Bussin, and Geldenhuys (2017) [18, 19], servant leadership has been studied globally, and has been associated with a variety of interesting individual, team, and employee success. Various servant leadership initiatives are validated to date, and comparative distinctions were shown between servant leadership theory and other leadership theories. However, it appears that further research on servant leadership's implementation within an organization is needed. The primary roles of a servant leader have yet to be conceptualized in the literature to assist researchers and practitioners in effectively implementing servant leadership within organizations.

In the context of describing the current status of school heads and teachers especially in the secondary schools in the Schools Division of City of Malolos, school heads are bombarded with managerial workloads and instructional demands. Consequently, teachers are the ones taking the responsibility specifically in preparing the Office Performance Commitment Review Form or the OPCR of school heads, conducting researches of the school heads, and in doing mountainous reports, including School-Based Management documents required for the school heads.

There is a need for this study since: (1) servant leadership, corroborating it with collaborative school culture and organizational trust is still a gap in the literature and no one has yet publishes or even conducted a study about such interconnected variables; (2) public school heads in the Schools Division of City of Malolos are trained about styles

in management, technicalities in governance, empowered through School-Based Management and NEAP training, and other forms of leadership and management in schools but servant leadership has not yet been introduced and included as part of their career and managerial development; (3) According to Giolito et al (2020) [38], more than functional leadership theories like transformational and transactional leadership is the ethical and moral dimensions of leaders called ‘servant leadership’.

With these gaps found in related studies embarking servant leadership and its relatedness to organizational system, the researcher purports to evaluate servant leadership of the school heads and their influence, specifically on collaborative school culture and organizational trust secondary schools in the Schools Division of City of Malolos. The results of this study may help practitioners to develop their servant leadership more fully and assist organizations to cultivate a collaborative school culture and organizational trust within an educational environment.

Theoretical/Conceptual Framework (Sec Approach)

This study is theoretically anchored on Greenleaf’s (1970) theory of servant-leadership which stated that servant leadership begins when a leader assumes the position of servant in their interactions with followers. Authentic, legitimate leadership arises not from the exercise of power or self-interested actions, but from a fundamental desire to

first help others. A servant-leader’s primary motivation and purpose is to encourage greatness in others, while organizational success is the indirect, derived outcome of servant-leadership. This means that it challenges organizations to rethink the relationships that exist between people, organizations and society as a whole. This theory promotes a view that individuals should be encouraged to be who they are, in their professional as well as personal lives. This more personal, integrated valuation of individuals, it is theorized, ultimately benefits the long-term interests and performance of the organization.

Furthermore, this questions the institution’s ability to provide human services, and argues that only community, defined as groups of individuals that are jointly liable for each other both individually and as a unit, can perform this function. Only by establishing this sense of community among followers can an organization succeed in its objectives. Hence, this theory posits that this sense of community can arise only from the actions of individual servant-leaders. In this view, it was conceived that school heads’ servant leadership would have a strong influence on the development of collaborative school culture and teachers’ trust in the organization.

Figure 1 presents the conceptual model which was used in assessing the servant leadership and its influence on collaborative school culture and organizational trust.

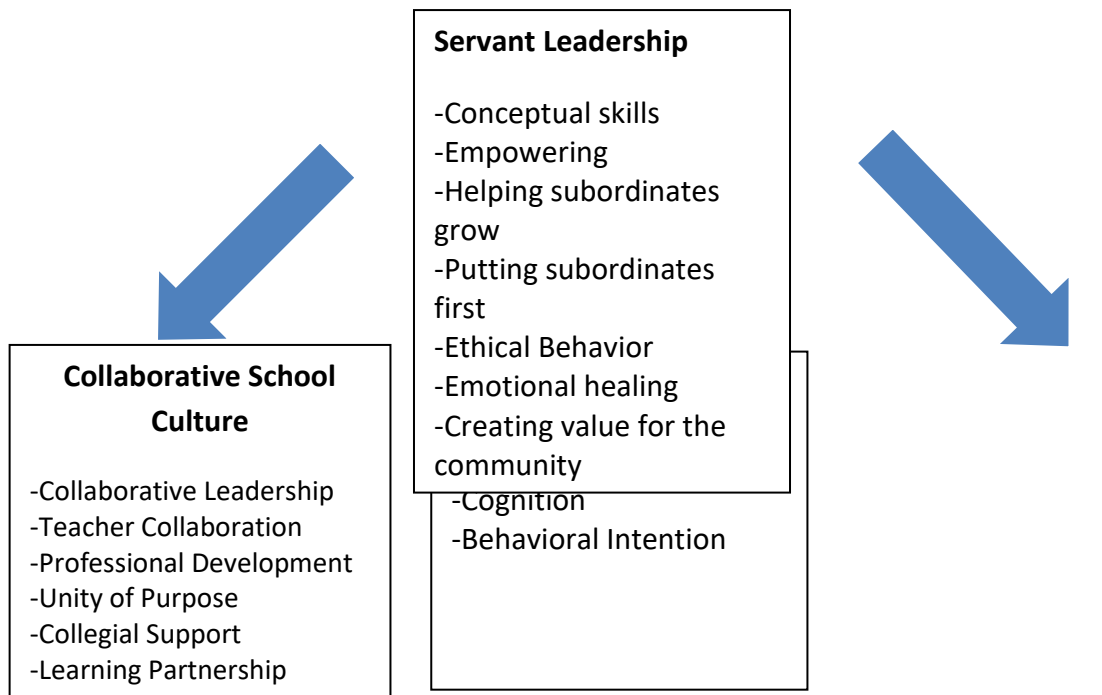


Figure 1: Conceptual Model of The Study (SL - IV)

The servant leadership was assessed in terms of conceptual skills, empowering, helping subordinates grow, putting subordinates first, ethical behavior, emotional healing, creating value for the community. Meanwhile, the collaborative school culture was assessed in terms of collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership. Lastly, the organizational trust was assessed in terms of affective state,

cognition, and behavioral intention. The solid line with the arrowhead indicates the assumed relationship between the independent and dependent variables.

Furthermore, Figure 2 presents the conceptual model which was used in assessing the mediating influence of servant leadership on the relationship between collaborative school culture and organizational trust.

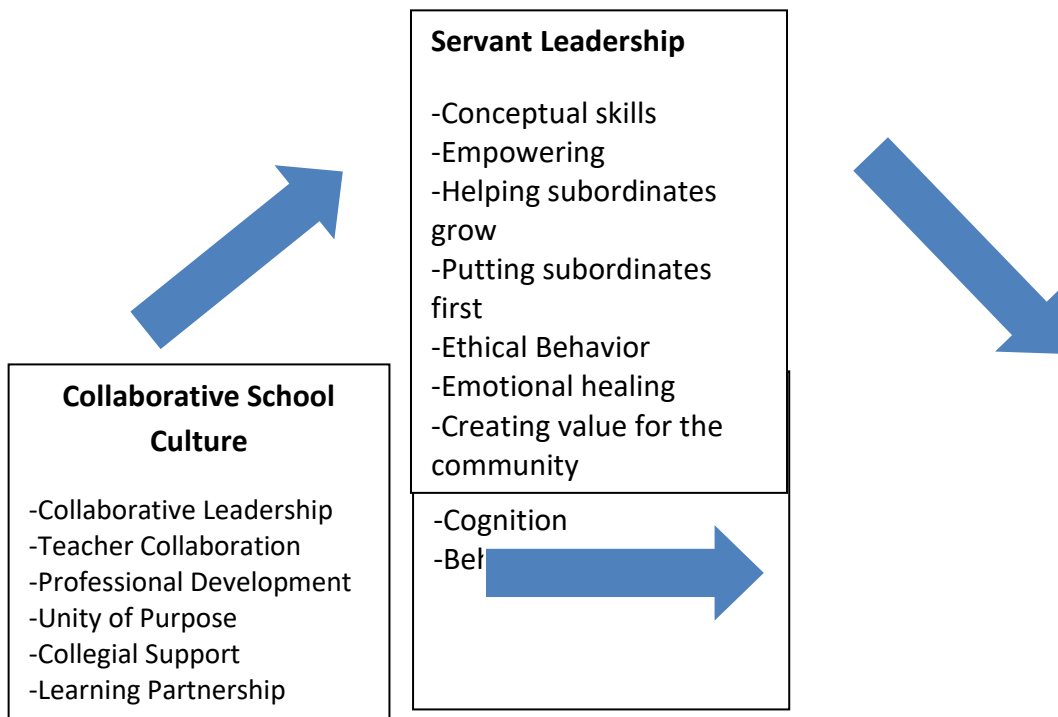


Figure 2: Conceptual Model of The Study (SL - M)

As can be gleaned in the Figure 1, servant leadership played the role of an independent variable while in Figure 2; servant leadership played the role of a mediator variable between independent and dependent variable.

To achieve this aim, the researcher used mediation analysis. In statistics, a mediation model seeks to identify and explain the mechanism or process that underlies an observed relationship between an independent variable and a dependent variable via the inclusion of a third hypothetical variable, known as a mediator variable (also a mediating variable, intermediary variable, or intervening variable). Rather than a direct causal relationship between the independent variable and the dependent variable, a mediation model proposes that the independent variable influences the (non-observable) mediator variable, which in turn influences the dependent variable. Thus, the mediator variable serves to clarify the nature of the relationship between the independent and dependent variables.

Mediation analyses are employed to understand a known relationship by exploring the underlying mechanism or process by which one variable influences another variable through a mediator variable. In particular, mediation analysis can contribute to better understanding the relationship between an independent variable and a dependent variable when these variables do not have an obvious direct connection.

Statement of the Problem

The main problem of the study was to determine the influence of servant leadership on collaborative school culture and organizational trust in secondary schools in the Schools Division of City of Malolos.

Specifically, this study sought answers the following questions:

1. How may the servant leadership be described in terms of the following indicators:
 - 1.1. conceptual skills;

- 1.2. empowering;
- 1.3. helping subordinates grow;
- 1.4. putting subordinates first;
- 1.5. ethical behavior;
- 1.6. emotional healing; and,
- 1.7. creating value for the community?
2. What is the level of collaborative school culture in terms of:
 - 2.1. collaborative leadership;
 - 2.2. teacher collaboration;
 - 2.3. professional development
 - 2.4. unity of purpose;
 - 2.5. collegial support; and,
 - 2.6. learning partnership?
3. What is the level of organizational trust in terms of:
 - 3.1. affective state;
 - 3.2. cognition; and,
 - 3.3. behavioral intention?
4. Does servant leadership significantly influence collaborative school culture?
5. Does servant leadership significantly influence organizational trust?
6. Does servant leadership mediate the relationship between the collaborative school culture and organizational trust?
7. Based on the results of the study, what management implications may be derived?

Scope and Delimitation

The range of the study was the assessment of servant leadership and its influence on collaborative school culture and organizational trust. The servant leadership was assessed in terms of conceptual skills, empowering, helping subordinates grow, putting subordinates first, ethical behavior, emotional healing, and creating value for the community.

Meanwhile, the collaborative school culture was assessed in terms of collaborative leadership, teacher collaboration, and professional development, unity of purpose, collegial support, and learning partnership. Lastly, the organizational trust was assessed in terms of affective state, cognition, and behavioral intention.

This study involved 14 school heads and 249 secondary teachers in the Schools Division Office of City of Malolos during the school year 2020-2021.

Methodology

Research Design

This study utilized the descriptive-correlational method of research since this method is concerned with the description of the independent and dependent variables. According to Asuero et al. (2006), a correlational research design comprises collecting data to determine whether, and to what extent, a relationship exists between two or more variables. Specifically, this study aimed to know if servant leadership influences collaborative school culture and organizational trust or not.

The primary data gathering tools were standardized questionnaires on servant leadership, collaborative school culture and organizational trust.

Respondents of the Study

The respondents of the study involved 14 school heads and 249 secondary teachers in the Schools Division Office of City of Malolos during the school year 2020-2021. In order to avoid bias and to identify who among school heads are servant leaders and not, the researcher was guided by the purposive sampling technique which means that the researcher selected respondents based from the criteria provided: first, the school head must have servant leadership skills wherein it will done be through the online survey; secondly, the school head must be assigned in secondary schools in the Schools Division of City of Malolos; lastly, the school head must be in the position for at least three years. This will be done for the sake of validity of the data gathered. There was a 5-point likert scale on the servant leadership questionnaire, if the school head got a mean score from 1.0 to 1.49 (Not/None at all), then he or she was excluded as one of the respondents of the study.

Meanwhile, in determining the teacher-respondents, the researcher used the raosoft calculator to compute for the sample size. A random selection through a draw lots was used. Table 1 shows the distribution of the respondents by schools.

Table 1: Respondents of The Study

Secondary Schools in the Schools Division of City of Malolos	Number of School Heads	Number of teachers	Number of teachers	Percent
	Population	Population	Sample	%
School A	1	51	17	7
School B	1	305	110	44
School C	1	13	5	2
School D	1	39	15	6

School E	1	31	9	4
School F	1	28	9	4
School G	1	47	17	7
School H	1	16	5	2
School I	1	9	5	1
School J	1	21	7	3
School K	1	14	5	2
School L	1	33	12	5
School M	1	7	3	1
School N	1	84	30	12
Total	14	698	249	100

For confidentiality purposes, the researcher chose to indicate codes instead of the names of the secondary schools in the Schools Division Office of City of Malolos.

Instruments of the Study

Standardized Questionnaires

To gather necessary information for this study, the researcher adopted the Servant Leadership Scale (SL-28) by Liden and his colleagues (2008) to describe the servant leadership while the School Culture Survey was developed by Gruenert and Valentine (1998) in the Middle Level Leadership Center at the University of Missouri, and the Organizational Trust Inventory by Bromiley and Cummings (1995).

The Servant Leadership Scale (SL-28) measures leadership on (7) factors related to servant leadership. It is composed of 28 items which required to gather responses of teacher which their school heads' servant leadership based on: (1) conceptual skills; (2) empowering; (3) helping subordinates grow; (4) putting subordinates first; (5) ethical behavior; (6) emotional healing; and (7) creating value for the community. This questionnaire is highly reliable as evidenced by the cronbach's alpha of 0.82.

The School Culture Survey, however, consists of (6) factors. It is composed of 35 items which sought to gather responses on collaborative school culture in terms of: (1) collaborative leadership; (2) teacher collaboration; (3) professional development; (4) unity of purpose; (5) collegial support; and (6) learning partnerships. This questionnaire is also highly reliable as shown by the cronbach's alpha of .81.

Lastly, the Organizational Trust Inventory measures the (3) dimensions of trust in organizations: (1) affective state; (2) cognitive; and (3) behavioral intentions. This questionnaire is composed of 62 items and considered highly reliable as evidenced by 0.71 cronbach's alpha.

Data Gathering Procedure

The mode of the gathering was questionnaire method. In gathering the data, the researcher followed the following procedures:

With a careful approval of the Review Ethics Committee of the La Consolacion University Philippines after implementing all the comments, suggestions and recommendations during the proposal defense, a letter was sent to the Schools Division Superintendent of the Schools Division Office of City of Malolos, and to the school heads to ask permission to conduct the study. With their approval, the researcher prepared the google forms link indicating the consent form on the first part of the survey and then distributes them to the respondents with the assistance of the researchers' contact persons per school.

Data Processing and Statistical Treatment

The data were tabulated and processed using Statistical Packages for Social Sciences (SPSS). To analyze and interpret the data gathered, the following statistical measures were used:

1. The servant leadership was quantified using the following scale:

Rating Scale	Range
Descriptive Evaluation	
5	4.50-
5.00	To a very great extent
4	3.50-
4.49	To a great extent
3	2.50-
3.49	To some extent
2	1.50-
2.49	To a little extent
1	1.00-
1.49	Not/None at all

2. The collaborative school culture was quantified using the following scale:

Rating Scale	Range
Descriptive Evaluation	
5	4.50-
5.00	To a very great extent
4	3.50-
4.49	To a great extent

3.49	3	To some extent	2.50-
2.49	2	To a little extent	1.50-
1.49	1	Not/None at all	1.00-

3. The organizational trust was quantified using the following scale:

Rating Scale		Range
Descriptive Evaluation		
5.00	5	4.50-
4.49	4	3.50-
3.49	3	2.50-
2.49	2	1.50-
1.49	1	1.00-
		Not/None at all

4. To determine the influence of servant leadership on collaborative school culture and organizational trust, multiple correlation and regression analysis were utilized.
5. Lastly, to identify the mediating power of servant leadership on collaborative school culture and organizational trust, the researcher used mediation analysis.

In statistics, a mediation model seeks to identify and explain the mechanism or process that underlies an observed relationship between an independent variable and a dependent variable via the inclusion of a third hypothetical variable, known as a mediator variable (also a mediating variable, intermediary variable, or intervening variable). Rather than a direct causal relationship between the independent variable and the dependent variable, a mediation model proposes that the independent variable

influences the (non-observable) mediator variable, which in turn influences the dependent variable. Thus, the mediator variable serves to clarify the nature of the relationship between the independent and dependent variables

Mediation analyses are employed to understand a known relationship by exploring the underlying mechanism or process by which one variable influences another variable through a mediator variable. In particular, mediation analysis can contribute to better understanding the relationship between an independent variable and a dependent variable when these variables do not have an obvious direct connection.

Ethical Considerations

In accordance with the Data Privacy Act of 2012, this study made sure that ethical standards set by the generic research ethics was followed. In so doing, the participants were informed about all the steps that were taken in this dissertation. The respondents are more important than the study, and therefore always respected. They were informed that the study was completely voluntary and would not affect their lives as principals and teachers and as persons, even their families, in any way. Hence, confidentiality was provided, as the respondents' personal information was not sought by anyone. Lastly, the data collection material was kept and destroyed upon completion of the study.

Results and Discussions

Problem 1

How may the level servant leadership of school heads be described?

The level of school heads' servant leadership was statistically described as follows:

Table 2: Composite Summary of the Level of Servant Leadership of School heads

Indicators	Mean	Interpretation
Conceptual Skills	4.32	To a great extent
Empowering	3.95	To a great extent
Helping subordinates grow	4.17	To a great extent
Putting subordinates first	3.98	To a great extent
Ethical behavior	4.20	To a great extent
Emotional healing	3.76	To a great extent
Creating value for the community	4.12	To a great extent
Total	4.07	To a great extent

It may be gleaned in Table 2 that the overall assessment of the servant leadership among school heads got a great extent rating as evidenced by 4.07

mean percentage score. This was specified through the following indicators: conceptual skills (4.32), empowering (3.95), helping subordinates grow

(4.17), putting subordinates first (3.98), ethical behavior (4.20), emotional healing (3.76), and creating value for the community (4.12).

Problem 2

What is the level of collaborative school culture?

Table 3: Composite Summary of the Level of Collaborative School Culture

Indicaors	Mean	Interpretation
Collaborative Leadership	4.26	To a great extent
Teacher Collaboration	4.22	To a great extent
Professional Development	4.41	To a great extent
Unity of Purpose	4.47	To a great extent
Collegial Support	4.40	To a great extent
Learning Partnership	4.31	To a great extent
Total	4.35	To a great extent

As can be noticed in the Table 3, the level of collaborative school culture got an overall great extent rating with 4.07 mean percentage score. Specifically, this was presented through the following: collaborative leadership (4.26), teacher collaboration (4.22), professional development

(4.41), unity of purpose (4.47), collegial support (4.40), and learning partnership (4.31).

Problem 3

What is the level of teachers’ organizational trust?

Table 4: Composite Summary of the Level of Organizational Trust

Indicators	Mean	Interpretation
Collaborative Leadership	4.26	To a great extent
Teacher Collaboration	4.22	To a great extent
Professional Development	4.41	To a great extent
Unity of Purpose	4.47	To a great extent
Collegial Support	4.40	To a great extent
Learning Partnership	4.31	To a great extent
Total	4.35	To a great extent

Table 4 revealed that the level of teachers’ organizational trust got a great extent rating with the general mean percentage score of 4.35. This was determined through these sub-variables: collaborative leadership (4.26), teacher collaboration (4.22), and professional development

(4.41), unity of purpose (4.47), collegial support (4.40), and learning partnership (4.31).

Problem 4

Does servant leadership significantly influence collaborative school culture?

Table 5: Regression analysis of Servant Leadership on Collaborative School Culture

Variables	Unstandardized Coefficients	Standardized Coefficients			
	B	Std. Error	Beta	t	Sig.
(Constant)	1.868	0.165		11.308	0
Conceptual skills	0.164	0.074	0.213	2.224	0.027
Empowering	0.038	0.056	0.05	0.692	0.49
Helping subordinates	0.198	0.078	0.27	2.521	0.012
Putting subordinates	0.105	0.07	0.163	1.497	0.136
Ethical behaviour	-0.052	0.071	-0.075	-0.725	0.469

Emotional healing	-0.089	0.061	-0.139	-1.457	0.146
Creating value	0.219	0.066	0.299	3.331	0.001

r-square = .538

R-value = .733

f-value = 40.095

p-value = .000

alpha = .05

Results of the regression analysis indicate that five (5) out of seven (7) variables of the servant leadership styles of school heads influence collaborative school culture in varying extent as shown by the non-zero coefficients. A closer look at the obtained B coefficients, one could deduce that three (3) variables yielded B coefficients of 0.164 (conceptual skills), 0.198 (helping subordinates), and 0.219 (creating value) with associated probability less than the significance level set at 0.05. This means that conceptual skills, helping subordinates, and creating value significantly influence collaborative school culture that for every unit improvement in variables mentioned, collaborative school culture can be expected to increase by 0.164, 0.198, and 0.219, respectively. The rest of the variables (except ethical behavior and emotional healing) also influence collaborative school culture but not to a significant extent.

Analysis of the sustained Beta coefficients would reveal that of the five (5) variables of servant leadership of school heads, conceptual skills, helping subordinates, and creating value appeared to be the best predictors of collaborative school culture.

Results of the analysis of variance of the regression of school heads' servant leadership on collaborative school culture revealed an F-value of 40.095 with a p-value of 0.000. Since the associated probability of the obtained F-value is lower than alpha (0.05), the null hypothesis is rejected. This means that the variables of servant leadership exert significant combined influence on collaborative school culture.

Furthermore, the R able to denote multiple correlation coefficient between the different variables as a predictor of the dependent variable. It could be noted that the R is .733 which indicates a level of prediction while R-square figure is a statistical measure on closeness of the data in regression line as the coefficient of determination or simply the coefficient of multiple determination for multiple regression. It can be indicated that the explanatory powers of the dependent variable of 0.538 implies that 54% of the variation in servant leadership of school heads is accounted by changes in collaborative school culture.

Problem 5

Does servant leadership significantly influence organizational trust?

Table 6: Regression analysis of Servant Leadership on Organizational Trust

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.441	0.222		6.482	0
Conceptual skills	0.001	0.099	0.001	0.009	0.993
Empowering	0.331	0.075	0.375	4.43	0
Helping subordinates	-0.044	0.105	-0.052	-0.415	0.678
Putting subordinates	-0.005	0.095	-0.007	-0.052	0.959
Ethical behaviour	0.061	0.096	0.077	0.64	0.523
Emotional healing	0.173	0.082	0.234	2.11	0.036
Creating value	0.028	0.089	0.034	0.321	0.748

r-square = .374

R-value = .611

f-value = 20.553

p-value = .000

alpha = .05

As can be gleaned from the results, the obtained Beta coefficient of 0.331 (empowering) and 0.173 (emotional healing) suggest that the indicated servant leadership school heads contribute significant influence on teachers' organizational trust. The B coefficient results indicate that in every unit increase in the servant leadership in terms of empowering and emotional healing will mean a 0.331 and 0.173 increase on organizational trust.

Further analysis of Table 6 revealed an F-value of 20.553 with the associated p-value of .000. Since the associated probability does not exceed .05 alpha, it is, therefore, safe to conclude that the combined influence of servant leadership namely conceptual skills, empowering, ethical behavior, emotional healing, and creating value (except helping subordinate grow, and putting subordinates first) a set of significant predictors on organizational trust. Hence, the decision is to reject the null hypothesis which means that servant leadership of school heads

significantly influence organizational trust of teachers.

Lastly, the R able to denote multiple correlation coefficients between the different variables as a predictor of the dependent variable. It could be noted that the R is .611 which indicates a level of prediction while R-square figure is a statistical measure on closeness of the data in regression line as the coefficient of determination or simply the coefficient of multiple determination for multiple regression. It can be indicated that the explanatory powers of the dependent variable of 0.374 implies that 34% of the variation in servant leadership of school heads is accounted by changes in organizational trust.

Problem 6

Does servant leadership mediate the relationship between the collaborative school culture and organizational trust?

Table 7: Mediation analysis of Servant Leadership on the Relationship Collaborative School Culture and Organizational Trust

Variables	Mediation		Analysis	
	B	R	R2	F
Step 1 Collaborative School Culture and Servant Leadership	1.868	.733	.538	40.095
Step 2 Servant Leadership and Organizational Trust	1.441	.611	.374	20.553
Step 3 Collaborative School Culture and Organizational Trust	1.316	.543	.457	20.003
Sobel Test Statistics = 9.387				
One-tailed probability = .000				
Two-tailed probability = .000				
alpha = .05				

Result of the data analysis in Table 7 revealed that the servant leadership (MV) significantly mediate the relationship between collaborative school culture (IV) and organizational trust (DV) as evidenced by Sobel Test Statistics of 9.387. Since the associated probability is lower than the alpha of 0.05, it is safe to conclude that the null hypothesis number 3 (Ho3) is rejected.

Problem 7

Based on the results of the study, what management implications may be derived?

Some significant management implications were pulled from the results of the study to wit:

1. School heads are challenged to exercise more of their personal side in communicating with their teachers especially in allowing them to speak freely of their sentiments, emotional reactions, and their context. Doing this would heal them and could uplift their morale to perform well and having a strong support system.
2. School heads are also challenged to tap their teachers in building their confidence, inspiring them, including them in decision-making processes, and in deepening principal-teacher relations through coaching and proper mentoring. Consequently, this would increase the level of collaboration among leaders and

teachers that also bears an impact on partnerships with the parents and students towards better learning outcomes.

3. School heads are silent workers. Teachers believe that their school heads are really doing their jobs and responsibilities as expected of them even they do not monitor their school heads. If this kind of trust between school heads and teachers is kept, then, it will result to harmonious relationships within an organization.
4. School heads as servant leaders are summoned further to practice ethical behavior and emotional healing to influence collaborative school culture. This means, to collaborate is to be honest and to be human.
5. School heads as servant leaders are dared to exert more in helping subordinates to grow in their profession and in putting them first to influence organizational trust. This means, to gain trust is to serve and to become selfless.
6. Servant leadership significantly mediate the relationship between collaborative school culture and organizational trust. The results imply that there is a strong bond between collaborative and trust since the school heads are servant leaders. It means that although collaborative school culture and organizational trust are directly linked to each other, servant leadership is a third party that does not break relationships but a witness to such bond.

Leadership effectiveness directly translates to the accomplishments of organizational goals and objectives. In this vein, to be of service can add color on the process of attaining the schools' mission. Servant leadership is a paradigm shift since it entails humility, going down from the culprit of position, turning power into service, and to smell like the sheep.

Conclusion

Based on the results of the study, the following conclusions were drawn:

1. The level servant leadership of school heads is generally a great extent. The higher level of assessment was conceptual skills, helping subordinates grow, and creating value for the community. An indication that school heads are active in terms of involving teachers to share ideas, faithful in assisting their teachers for professional development, and enthusiast in serving the community.
2. The level of collaborative school culture was manifested at the high level or great extent in terms of professional development, unity of purpose, and collegial support - indicative of the whole organization's capabilities to engage in continuous academic enhancements, united in

actualizing the schools' mission, and having a strong support with one another.

3. The level of teachers' organizational trust was also presented at a great extent which implies that the school heads were able to gain trust and confidence with the teachers which ultimately bears fruit of harmonious relationships in the organization.
4. Five (5) variables of the servant leadership of school heads influence collaborative school culture in varying extent, but two (2) variables were found to be the best predictors collaborative school culture such as helping subordinate grow and creating value for the community. The results suggest that servant leadership is, indeed, about service to other people, and maintaining friendship at the expense of being a leader.
5. Five (5) variables of the servant leadership of school heads influence teachers' organizational trust in varying extent, but two (2) variables were found to be the best predictors organizational trust such as empowering and emotional healing. The results suggest that in order to gain trust in the organization, a servant leader should realize that one's position does not only entail power but an opportunity to unite with the teachers through and in service.
6. Servant leadership significantly mediate the relationship between collaborative school culture and organizational trust. It can be concluded that collaboration and trust could break walls and bridge the gap in the organization through the unselfish leadership of school heads as the role model of unity and peace.
7. Servant leadership theory may serve as a framework for the policy makers in formulating relevant programs and policies for the school personnel as it hopes to shift their paradigm into a deeper and more meaningful sense of service for the society.

Recommendations

Based on the results and conclusions of the study, the following recommendations are offered:

1. School heads in the Schools Division of City of Malolos should continue to practice "Online Kumustahan" with the teachers and it is recommended to conduct this good practice in monthly basis. This would allow teachers to communicate with their school heads especially in voicing out either personal or instructional issues and problem that they encounter and offer solutions to way out.
2. School heads may consider promoting collaborations among teachers by providing them more avenues to serve one another and the whole organization. Giving them special tasks and assignments may help determine

clarification of roles and requirements at the expense of learning partnerships and in inculturation of service.

3. School heads may open their doors for allowing the teachers in auditing their accomplishments, timeliness, and faithfulness in actualizing the schools' mission. Doing this would increase feelings of trust in the organization and the teachers' behavioral intention for check and balance.
4. School heads may take seriously the DepEd mantra on "Honesty is the best policy" through consistent transparency and truthfulness to maintain collaborations among and between school personnel. Programs and projects may be crafted with regards to servant leadership, collaborative school culture, and organizational trust such as "Put out into the Deep: Deepening One's Experience with the Head".
5. School heads as servant leaders should serve teachers with utmost intention to help them grow professionally and see them not as a threat against their position, but collaborators of transformations at school.
6. Servant leadership mediate the relationship between collaborative school culture and organizational trust. There might be collaborations and trust in the organization without servant leaders, but through the influence of servant leaders, it will have right directions which will add on the ingredients of harmonious relationship in the organization. This will happen if learners, teachers, parents, administrators, policy makers and other stakeholders will allow school heads to lead them through service.

Significant insights can be learned from the management implications drawn from the study. It appears imperative that closer attention and consideration may be extended in the interest of further improvement and development of servant leadership among school heads, collaborative school culture, and teachers' organizational trust towards a promising school management system. Future researchers, especially graduate students, may further explore on servant leadership as an intervening factor in dealing with difficult people in the organization such as "The Nitpickers", "The Depressed and Unhappy", "The Sick, Handicapped, and Damaged", "Hypersensitive" and "The Overly Aggressive".

Conflict of Interest

There is no conflict of interest by the author in this manuscript.

References

1. Abid, H.R., Gulzar, A., Hussain, W., (2015). "The impact of servant leadership on

organizational citizenship behaviors with the mediating role of trust and moderating role of group cohesiveness, A Study of public Sector of Pakistan". *International Journal of Academic Research in Business and Social Sciences*, 5(3), 234-242.

2. Akar, H., (2018). "Meta-Analysis of Organizational Trust Studies Conducted in Educational Organizations between the Years 2008-2018". *International Journal of Educational Methodology*, 4(4), 287-302.
3. Alaarj, S., Abidin-Mohamed, Z., Binti, U., Bustamam, A., (2016). "Mediating Role of Trust on the Effects of Knowledge Management Capabilities on Organizational Performance". *Procedia - Social and Behavioral Sciences*, 729-738.
4. Ali, N., Sharma, S., Zaman, A., (2016). "School Culture and School Effectiveness: Secondary Schools in Pakistan". *Malaysian Online Journal of Educational Management*, 4(4), 50-65.
5. Allen, G.P., Moore, W.M., Moser, L.R., Neill, K.K., Sambamoorthi, U., Bell, H.S., (2016). "The Role of Servant Leadership and Transformational Leadership in Academic Pharmacy". *American Journal of Pharmaceutical Education*, 80(7).
6. Amparado, M. A. P. and Villarante, C. P., (2019). "Servant Leadership of School Administrators: Proposed Servant Leadership Training Program". *Cebu Journal of Nursing*, 2(1), 87-100.
7. Bakar, H.A. and McCann, R.M., (2018). "An Examination of Leader-Member Dyadic Politeness of Exchange and Servant Leadership on Group Member Performance". *International Journal of Business Communication*, 1-25.
8. Baker, M.J., (2015). "Collaboration in Collaborative Learning". *Interaction Studies: Social Behaviour and Communication in Biological and Artificial Systems*, 16(3), 451-473.
9. Baldonado, A.M. (2017). "Servant Leadership: Learning from Servant Leaders of the Past and Their Impact to the Future". *International Journal of Management Sciences and Business Research*, ISSN (2226-8235), 6(1).
10. Bayhan Karapinar, P., Metin Camgoz, S. & Tayfur Ekmekci, O., (2016). "The mediating effect of organizational trust on the link between the areas of work life and emotional exhaustion". *Educational Sciences: Theory & Practice*, 16, 1947-1980.
11. Baykal, E., Zehir C. & Köle, M., (2018). "Effects of Servant Leadership on Gratitude, Empowerment, Innovativeness and Performance: Turkey". *Journal of Economy Culture and Society*, 57, 29-52, DOI: 10.26650/JECS390903.

12. Bligh, M.C., (2017). "Leadership Today". Springer Texts in Business and Economics, DOI 10.1007/978-3-319-31036-7.
13. Brown, S. and Bryant, P., (2015). "Getting to Know the Elephant: A Call to Advance Servant Leadership through Construct Consensus, Empirical Evidence, and Multilevel Theoretical Development Servant Leadership". *Theory and Practice*, 2(1), 10-35.
14. Bulatova, J., (2015). "The Role of Leadership in Creation of Organisational Trust". *Journal of Business Management*, 9.
15. Carpenter, D., (2015). "School culture and leadership of professional learning communities". *Education Faculty Research*.
16. Chang, C., Tsai, H., Zhang, D. and Chen, I., (2016). "The Correlation between Elementary School heads' Servant Leadership and Teachers' Creative Teaching Behavior". *Creative Education*, 7, 1253-1260. doi:10.4236/ce.2016.79132.
17. Claar, V.V., Jackson, L.L. & TenHaken, V.R., (2018). "Are Servant Leaders Born or Made Servant Leadership: Theory & Practice". 1(1), 46-52.
18. Coetzer, M.F., Bussin, M. & Geldenhuys, M., (2017). "The Functions of a Servant Leader". *Administrative Sciences Review*, 7(5), doi:10.3390/admsci7010005.
19. Coetzer, M.F., Bussin, M. & Geldenhuys, M., (2017). "The Functions of a Servant Leader". *Administrative Sciences*, 7(1).
20. Coggins, E.D. & Bocarnea, M.C., (2015). "The Impact of Servant Leadership to Followers' Psychological Capital: A Comparative Study of Evangelical Christian Leader-Follower Relationships in the United States and Cambodia". *Journal of Leadership, Accountability and Ethics*, 12 (4).
21. Conzelmann, J.D., (2017). "Employee Perspectives: The Lack of Servant Leadership in Organizations. In: Davis C. (eds) Servant Leadership and Followership". Palgrave Studies in Leadership and Followership. Palgrave Macmillan, Cham, https://doi.org/10.1007/978-3-319-59366-1_7.
22. Dapula, Ginavee F. & Castano, Mary Caroline N., (2017). "Core Self-Evaluations, Job Satisfaction, Transformational and Servant Leadership Model in the Roman Catholic Education System". *Asian Journal of University Education*, 13(2), 1-15.
23. Demir, K., (2015). "The Effect of Organizational Trust on the Culture of Teacher Leadership in Primary Schools". *Educational Sciences: Theory & Practice*, 15(3), 621-634.
24. Dixon, D.L., (2014). "Servant Leadership and Organizational Citizenship Behavior". *Leadership and School Quality*, 47-59.
25. Dutta, S. and Khatri, P., (2017). "Servant leadership and positive organizational behaviour: the road ahead to reduce employees' turnover intentions". *On the Horizon*, 25(1), 60-82.
26. Egriboyun Dursun, (2015). "The relation between organizational trust, organizational support and organizational commitment". *African Journal of Business Management*, 9(4), 134-156.
27. Ekinci, A., (2015). "Development of the School heads' Servant Leadership Behaviors Scale and Evaluation of Servant Leadership Behaviors According to Teachers' Views". *Education and Science*, 40(179), 341-360.
28. Eliophotou-Menon, M. & Ioannou, A., (2016). "The Link Between Transformational Leadership and Teachers' Job Satisfaction, Commitment, Motivation To Learn, And Trust in The Leader". *Academy of Educational Leadership Journal*, 20(3).
29. Elsbach, K.D. & Stigliani, I., (2018). "Design Thinking and Organizational Culture: A Review and Framework for Future Research". *Journal of Management*, 44(6), 2274-2306.
30. Fard, P.G. and Karimi, F., (2015). "The Relationship between Organizational Trust and Organizational Silence with Job Satisfaction and Organizational Commitment of the Employees of University". *International Education Studies*, 8(11), 219-227.
31. Fields, J.W., Thompson, K.C. & Hawkins, J.R., (2015). "Servant Leadership: Teaching the Helping Professional". *Journal of Leadership Education*, 92-105, DOI:10.12806/V14/I4/R2.
32. Focht, A. & Ponton, M.(2015). "Identifying Primary Characteristics of Servant Leadership: Delphi Study". *The International Journal of Leadership Studies*, 9(1).
33. Ford, R.C., Piccolo, R. F., Ford, L.R. (2016). "Strategies for building effective virtual teams: Trust is key". *Business Horizons*.
34. Fraise, N.J. & Brooks, J.S., (2015). "Toward a Theory of Culturally Relevant Leadership for School-Community Culture". *International Journal of Multicultural Education*, 17(1).
35. Fuglsang, L. & Jagd, S., (2015). "Making sense of institutional trust in organizations: Bridging institutional context and trust". *Organization*, 22(1).
36. Gandolfi, F., Stone, S. & Deno, F., (2017). "Servant Leadership: An Ancient Style with 21st Century Relevance". *Review of International Comparative Management*, 18(4), 350-361.
37. Giderler, C., Güler, M. and Giderler, M.E., (2017). "The Correlation Between Organizational Trust and Loneliness at Work-Life: A Research On Employees at A Firm In

- Turkey". *International Journal of Multidisciplinary Thought*, 06(01), 141-148.
38. Giolito, V.J., Liden, R.C., Dierendonck, D. & Cheung, G.W., (2020). "Servant Leadership Influencing Store-Level Profit: The Mediating Effect of Employee Flourishing". *Journal of Business Ethics*, <https://doi.org/10.1007/s10551-020-04509-1>.
 39. Grisaffe, D.B. & VanMeter, R., (2016). "Serving first for the benefit of others: preliminary evidence for a hierarchical conceptualization of servant leadership". *Journal of Personal Selling & Sales Management*, 36(1), 40-58.
 40. Gutierrez-Wirsching, S., Mayfield, J. and Mayfield, S., (2015). "Motivating Language as A Mediator Between Servant Leadership and Employee Outcomes". *Management Research Review*, 38(12).
 41. Harju, L.K., Schaufeli, W.B. & Hakanen, J.J., (2017). "A multilevel study on servant leadership, job boredom and job crafting". *Journal of Managerial Psychology*, 33(1), 2-14.
 42. Hough, C., Green, K. and Plumlee, G., (2015). "Impact of Ethics Environment And Organizational Trust On Employee Engagement". *Journal of Legal, Ethical and Regulatory*, 18(3).
 43. İnandı, Y., Giliç, A.F. (2016). "Relationship of teachers' readiness for change with their participation in decision making and school culture". *Educational Research and Reviews*, 11(8), 823-833, DOI: 10.5897/ERR2016.2730.
 44. Isik, M., Timuroglu, K. & Aliyev, Y., (2020). "The Relationship between Teamwork and Organizational Trust: Relations Between Cognitive, Affective and Action Loyalty". *International Journal of Research in Business and Social Science*, 9(4), <https://doi.org/10.20525/ijrbs.v4i1.33>.
 45. Jiang, Y. & Wen-Ke, C., (2017). "Effects of Organizational Trust on Organizational Learning and Creativity". *Eurasia Journal of Mathematics Science and Technology Education*.
 46. Kappmeier, M., (2016). "Trusting the enemy-Towards a comprehensive understanding of trust in intergroup conflict". *Peace and Conflict: Journal of Peace Psychology*, 22(2), 134-144. <https://doi.org/10.1037/pac0000159>.
 47. Karada, E. & Öztekin, O., (2018). "The Effect of Authentic Leadership on School Culture: A Structural Equation Model". *International Journal of Educational Leadership and Management*, 6(1).
 48. Kars, M. & İnandı, Y., (2018). "Relationship between School heads' Leadership Behaviors and Teachers' Organizational Trust". *Eurasian Journal of Educational Research*, 74, 145-164.
 49. Kaya, N., Aydin, S., Ongun, G., (2016). "The Impacts of Servant Leadership and Organizational Politics on Burnout: A Research among Mid-Level Managers". *International Journal of Business Administration*, 7(2), <http://ijba.sciedupress.com>.
 50. Khan, K.E., Khan, S.E. and Chaudhry, A.G., (2015). "Impact of Servant Leadership On Workplace Spirituality: Moderating Role of Involvement Culture". *Pakistan Journal of Science*, 67(1).
 51. Kiersch, C. and Peters, J., (2017). "Leadership from the Inside Out: Student Leadership Development within Authentic Leadership and Servant Leadership Frameworks". *Journal of Leadership Education*, DOI: 10.12806/V16/I1/T4 2017.
 52. Kumar, G., Nath, R., Purushottam, B., Meena, L. and Ganguly, K., (2016). "Collaborative culture and relationship strength roles in collaborative relationships: a supply chain perspective". *Journal of Business & Industrial Marketing*, 31(5), 587-599.
 53. Lacroix, M. & Verdorfer, A.P., (2017). "Can Servant Leaders Fuel the Leadership Fire The Relationship between Servant Leadership and Followers' Leadership Avoidance". *Administrative Science*, 7(6), doi:10.3390/admsci7010006.
 54. Lee, A., Lyubovnikova, J., Tian, A.W. and Knight, C., (2020). "Servant leadership: A meta-analytic examination of incremental contribution, moderation, and Mediation". *Journal of Occupational and Organizational Psychology*, 93, 1-44.
 55. Lee, M. and Louis, K.S., (2019). "Mapping a strong school culture and linking it to sustainable school improvement". *Teaching and Teacher Education*, 81, 84-96.
 56. Lumpkin, A. and Achen, R.M., (2018). "Explicating the Synergies of Self-Determination Theory, Ethical Leadership, Servant Leadership, and Emotional Intelligence". *Journal of Leadership Studies*, 12(1), 6-20. <https://doi.org/10.1002/jls.2155>.
 57. Marmo, S. and Berkman, C., (2018). "Social Workers' Perceptions of Job Satisfaction, Interdisciplinary Collaboration, and Organizational Leadership". *Journal of Social Work in End-of-Life & Palliative Care*, 14(1). <https://doi.org/10.1080/15524256.2018.1437590>.
 58. Monsanto, C.A., (2017). "Towards the development of a Filipino servant leadership framework in public and private secondary education schools in the national capital region". Retrieved from https://animorepository.dlsu.edu.ph/etd_doctoral/513

59. Nedkovski, V., et al., (2016). "Organizational ethical climates and employee's trust in colleagues, the supervisor, and the organization". *Journal of Business Research*. <http://dx.doi.org/10.1016/j.jbusres.2016.11.0>.
60. Noland, A. & Richards, K., (2015). "Servant Teaching: An exploration of teacher servant leadership on student outcomes". *Journal of the Scholarship of Teaching and Learning*, 15(6), 16-38.
61. Ohlson, M., Swanson, A., Adams-Manning, A. and Byrd, A., (2016). "A Culture of Success-Examining School Culture and Student Outcomes via a Performance Framework". *Journal of Education and Learning*, 5(1), 114-127.
62. Olander, H., Vanhala, M., Hurmelinna-Laukkanen, P. and Blomqvist, K., (2016). "Preserving prerequisites for innovation: Employee-related knowledge protection and organizational trust". *Baltic Journal of Management*, 11(4), 493-515, DOI: 10.1108/BJM-03-2015-0080.
63. Olivier, D.F. and Huffman, J.B., (2016). "Professional Learning Community Process in the United States: Conceptualization of the Process and District Support for Schools". *Asia Pacific Journal of Education*.
64. Palumbo, R., (2016). "Challenging Servant Leadership in the Nonprofit Sector, The Side Effects of Servant Leadership". *Journal of Nonprofit Education and Leadership*, 6(2), 81-98.
65. Panaccio, A., Henderson, D.J., Liden, R.C., Wayne, S.J. and Cao, X., (2015). "Toward an Understanding of When and Why Servant Leadership Accounts for Employee Extra-Role Behaviors". *J Bus Psychology*, 30(1), 657-675.
66. Peterlin, J., Pearse, N. & Dimovski, V., (2015). "Strategic Decision Making For Organizational Sustainability: The Implications of Servant Leadership And Sustainable Leadership Approaches". *Economic and Business Review*, 17(3), 273-290.
67. Ramadass, S.D., Sambasivan, M. & Xavier, J.A. (2018). "Collaboration outcomes in a public sector: impact of governance, leadership, interdependence and relational capital". *J Manag Gov*, 22, 749-771.
68. Rayan, A., Wong, J.P. & Bañas, J.L.P., (2015). "Influence of Servant Leadership among Government Employees in the Province of Romblon, Philippines". *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 2(12), 73-81.
69. Robin, N., Sendjaya, S., Dierendonck, D. and Liden, R., (2019). "Servant Leadership: A systematic review and call for future research". *The Leadership Quarterly*.
70. Savel, R.H. and Munro, C.L., (2017). "Servant Leadership: The Primacy of Service". *American Association of Critical-Care Nurses*, doi:<https://doi.org/10.4037/ajcc2017356>.
71. Serrano-Quijano, E.J., (2020). "Servant leadership and organizational citizenship behavior of school heads". *International Journal of New Economics and Social Sciences IJONESS*, 12(2), 153-180.
72. Seto, S. and Sarros, J.C., (2016). "Servant leadership influence on trust and quality relationship in organizational settings". *International Leadership Journal*, 8(3), 23-33.
73. Shiau-Ling, G., Lumineau, F. & Lewicki, R.J., (2017). "Revisiting the Foundations of Organizational Distrust". *Foundations and Trends in Management*, 1(1), 1-88. DOI: 10.1561/34000000001.
74. Shim, D.C., Park, H.H. & Eom, T.H., (2016). "Public servant leadership: Myth or powerful reality". *International Review of Public Administration*, 21(1).
75. Singh, B. and Malhotra, M., (2015). "The Mediating Role of Trust in the relationship between Perceived Organizational Support and Silence". *International Journal of Scientific and Research Publications*, 5(9), 15-25.
76. Singh, U. and Kailash, B.L., (2016). "Organizational Trust and Organizational Citizenship Behaviour". *Global Business Review*, 17(3), 594-609.
77. Song, H.J. and Yoon, J.C., (2017). "Determinants of Turnover Intention of Social Workers: Effects of Emotional Labor and Organizational Trust". *Public Personnel Management*, 46(1), <https://doi.org/10.1177/0091026017696395>.
78. Sousa, M. & Dierendonck, D., (2017). "Servant Leadership and the Effect of the Interaction Between Humility, Action, and Hierarchical Power on Follower Engagement". *Journal of Business Ethics*, 141, 13-25.
79. Spicer, F.V., (2016). "School Culture, School Climate, and the Role of the Principal". *Dissertation, Georgia State University*, https://scholarworks.gsu.edu/eps_diss/140.
80. Stern, M.J. and Coleman, K.J., (2015). "The Multidimensionality of Trust: Applications in Collaborative Natural Resource Management". *Society & Natural Resources*, 28(2), 117-132, DOI: 10.1080/08941920.2014.945062.
81. Su-Yueh, C., Wen-Chuan, W., Ching-Sheng, C., Chia-Tzu, L., Jung-Yuan, K., Hui-Ching, W., Yu-Tz, L. and Shu-I, L., (2015). "Organizational justice, trust, and identification and their effects on organizational commitment in hospital nursing staff". *BMC Health Services Research*, 15(363), DOI 10.1186/s12913-015-1016-8.

82. Thompson Kleina, J. & Falk-Krzesinski, H.J., (2017). "Interdisciplinary and collaborative work: Framing promotion and tenure practices and policies". *Res. Policy*, <http://dx.doi.org/10.1016/j.respol.2017.03.001>.
83. Thuściak-Deliowska, A., Dernowska, U. and Gruenert, S., (2017). "How School Achievements Interplay with School Culture and Principal Behaviors: A comparative Study". *International Journal of Psycho-Educational Sciences*, 6(1).
84. Top, Mehmet, Akdere, Mesut and Tarcan, Menderes, (2015). "Examining transformational leadership, job satisfaction, organizational commitment and organizational trust in Turkish hospitals: public servants versus private sector employees". *The International Journal of Human Resource Management*, 26(9), 1259-1282.
85. Tschannen-Moran, M. & Gareis, C.R., (2015). "Faculty trust in the principal: an essential ingredient in high-performing schools". *Journal of Educational Administration*, 53(1), 66-92.
86. Van Dierendonck, D. & Patterson, K., (2015). "Compassionate Love as a Cornerstone of Servant Leadership: An Integration of Previous Theorizing and Research". *J Bus Ethics*, 128, 119-131.
87. Vanhala, M., Heilmann, P. & Salminen, H., (2016). "Organizational Trust Dimensions as Antecedents of Organizational Commitment". *Knowledge and Process Management*, 23(1), 46-61.
88. Verburg, R.M., Nienaber, A.M., Searle, R.S., Weibel, A., Den Hartog, D.N. & Rupp, D.E. (2018). "The Role of Organizational Control Systems in Employees' Organizational Trust and Performance Outcomes". *Group & Organization Management*, 43(2), 179-206.
89. Von Ahlefeld Nisser, D., (2017). "Can collaborative consultation, based on communicative theory, promote an inclusive school Culture". *Educational research*, 27(4), 874-891.
90. Whittington, J.L., (2017). "Creating a Positive Organization Through Servant Leadership. In: Davis C. (eds) *Servant Leadership and Followership*. Palgrave Studies in Leadership and Followership". Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-59366-1_3.
91. Willegems, V., Consuegra, E., Struyven, K. & Engels, N., (2017). "Teachers and pre-service teachers as partners in collaborative teacher research: A systematic literature review". *Teaching and Teacher Education*, 64, 230-245.
92. Yildiz, B. & Yildiz, H. (2015). "The Effect of Servant Leadership On Psychological Ownership: The Moderator Role of Perceived Organizational Support", *Journal of Global Strategic Management*, 9(2), 65-77.