Servant Leadership To Greatness: Challenge To Lead Leaders Of Future Generation

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Abstract : This study aimed at uncovering the themes and sub-themes from the insights gathered on the understanding of the participants on the concept of leadership as well as their experiences of being a leader to identify servant leadership framework. With the use of qualitative research design and face-to-face interview, the data were gathered from two (2) participants who are public schools district supervisors in Batangas Division. Findings revealed that there were four phases of leadership concepts among the participants. They have not used servant leadership framework. Servant leadership showcase the significance of attaining the expected qualities through nourishing the various aspects that builds the right conducts a servant leader must achieve.

Keywords: Leadership framework, servant leadership, leader, supervisors

1 Introduction

The provision for the duties and responsibilities for Public Schools District Supervisors (PSDS) is indicated in Republic Act No. 9155 otherwise known as the Framework of Governance for Basic Education. The main functions of PSDS consisted that of providing professional and instructional advise and support to the school heads and teachers, facilitating schools and learning centers in the district or cluster thereof, supervising the curricula, and performing other functions as may be advised (Official Gazette, 2001). PSDS is the representative of the office of the Division which is the branch of the Department of Education (DepEd), the agency governing the public education in the country. Public schools in the country are to innovate and be empowered thru school-based management quality which the supervisors are to ensure its implementation. Ideally, a supervisor would position him/herself as "the teachers of teachers" and expected to act as the mediators between expectations of schools and requirements of policies set by local governments and offices of education (Arsyad, 2017). Primarily, the competencies of school supervisors cover that of curriculum development, provision of teaching materials, preparation of teachers, teaching and learning management, teacher supervision on student services, training material development, school and community relation development, and teaching and learning assessment (Harris, 2016). These competencies are further outlined as personality, managerial supervision, academic supervision, social, assessment, and research and development. Since the new-breed of PSDSs are those who excelled from the ranks of promoted school principals and gained experiences on school based management, the researcher deemed it appropriate to conduct this study which primarily aimed at describing their perceptions on their role as academic and instructional leaders of their district. Furthermore, this study was conducted to gather the insights on the experiences of public schools district supervisors as they perform duties, responsibilities and functions in managing schools in the district to see servant leadership. Servant leadership is an advocacy coined to fully satisfy customers who are the school heads, teachers, parents and stakeholders and it adheres to the Quality Management Service (QMS) as a measure for International Organization Standard (ISO). It is also an advocacy of the Transparency Ethical and Accountability (TEA) Governance authored by Regional Director of DepEd CALABARZON Dr. Diosdado San Antonio. With his advocacy, newly-breed of public schools district supervisors called to be servant leaders in the schools of the Division of Batangas.

2 Objectives

This study aimed at uncovering the themes and sub-themes from the insights gathered on the understanding of the participants on the concept of leadership as well as their experiences of being a leader to identify servant leadership framework.

Specifically, the following are the objectives of the study.

1. To describe the insights of the participants on the concept of leadership
2. To describe the experiences of participants as a leader
3. To identify the themes and sub-themes generated from the experiences of the participants

3 Methodology

The following are the methods applied in the conduct of the study.

Research Design

This study was qualitative in nature. Due to the expressed objectives of the study, the qualitative research design was the most appropriate design to use. Qualitative inquiry places a priority on people's lived experience and the meanings they ascribe to their experiences (Miles & Huberman, 1994). Data often are collected in the settings under study, and they aim for rich description of complex ideas or processes, all be it typically across a limited number of individuals or settings. At the same time, the data gathered in the study was through the use of face-to-face interview. Interview techniques are appropriate when researchers want to know about things that cannot be directly observed (Patton, 2002).

Subject of the Study

The participants were the Public Schools District Supervisors (PSDS) in Division of Batangas. There are 33 PSDS in the division. For the purpose of this study, two (2) PSDS were used as participants and they were personally interviewed to gather pertinent data.

Sampling Technique

Purposive sampling was used to determine the participants of the study. The two (2) subjects of the study were the right persons who can supply the pertinent data needed to complete the study.

Instrument Used

In a qualitative study, the researcher is the main instrument of data gathering. For the other instrument, the researchers made interview guides which was used in the face-to-face interview done with the participants. The interview process was recorded after the consent from the participants was given. Later on, the recorded conversation was transcribed verbatim for data processing.

Data Gathering Procedure

The first step done by the researcher was to ask the consent of the subjects of the study. After which the nature of the study was explained to them. The face-to-face interview was conducted. They were also asked for their consent to record the conversation for the sole purpose of transcription of the interview proceeding. Once the interview was done, the researcher transcribed the conversation for analysis and interpretation.

Data Analysis

The gathered data from the subjects of the study were analyzed for their similarities and differences. This was done through Data Proximity Matrix. Then, the researcher identified the themes and sub-themes that emerged from the similarities and differences.

4 Results And Discussions

The following shows the results of the data gathered as well as the analysis and interpretation of the same.

1. Insights of the Participants on the Concept of Leadership

The researcher gathered the data on the insights of the participants when it comes to their concept of leadership.

Table 1
The Concept of Leadership Based
on the Insights of the Subject of the Study

Areas of a Leader	Insights Gathered from the Subjects of the Study
1 Personality or Trait of Leadership	A leader must be a good friend, a good companion, very creative, supportive, team player, talented
2 Emulating Leaders	Must have a great leader as a role model to emulate
3 Leader's Behavior and Performance	Great thinker, skilled facilitator, eloquent speaker, great mentor
4 Transforming Culture of the Organization	Looks after the welfare of the people, influence his/her subordinates,

There are four phases of the areas of a leader (Huber and West as cited by Stewart, 2006). They are personality or trait, emulating leaders, leader's behavior and performance, and transforming culture of the organization. In the interview conducted by the researcher, certain personalities of the subjects appeared as one of their concepts of leadership. For them, a leader must be a good friend where they can be leaned on whenever their subordinates have problems. Leaders must be that someone whom can understand their people whenever they are going through something in lifeLeaders are also a good companion where their subordinates are at ease whenever they are around and with them. There is no gap between the leader and subordinated when they are together. Subordinates can casually say anything in the presence of their leaders. Moreover, for the participants, leaders are creative in all ways. Creativity is important to them especially in the public schools where resources are scarce. Leaders and their creativity fill that gap by looking for ways and means to provide quality education to the learners which is the primary goal of DepEd. Another trait of leaders is being supportive. Leaders encourage their subordinates to be professionally advanced not only for their craft but also as motivation to earning their keep. Once teachers completed their graduate studies they can be promoted to higher rank and even become a leader, too. Being a team player is another trait given by the participants. For them, being a team player requires empowering subordinates. This can be achieved by listening to their opinions and suggestions and incorporating such to arrive at a consensus of decision for the betterment of all concerned. Lastly, being a leader needs to be talented. This they said not only confined to having gifts related to arts but most importantly relational skills. Since being a leader requires good and open communication with people, having a talent to empathize with others is one of the most important trait of a leader. This implies that the insights of the participants pointed out to leaders who provide inspiration to their subordinates in terms of their personality traits. As they think and practice what good leaders are they also reflect these traits which inspire people to do what they are supposed to do and that is to deliver quality instructional behaviors that are translated into very satisfactory output of their students. As emphasized by Kouzes and Posner (2007), employees desire leaders who genuinely care and are committed to their well-being. Leaders who recognize and celebrate significant accomplishments, who encourage the heart, show inspiration and positive energy also increase their constituents understanding of the commitment to the vision and values. Hence, the findings means that leaders of the public schools system in the division must inspire their teachers or subordinates to be able to effect that best behavior change communicated to the output of students. In such way, leaders who look after the welfare of the people can influence their subordinates and eventually can transform the culture of the organization. Moreover, Huber and West (as cited by Stewart, 2006) has emphasized that probably the most important and the most difficult job of an instructional leader is to change the prevailing culture of a school. The school's culture dictates, in no uncertain terms, 'the way we do things around here.' A school's culture has far more influence on life and learning in the schoolhouse than the president of the country, the state department of education, the superintendent, the school board, or even the principal, teachers, and parents can ever have. But then, as found out by this study, the personality traits and

inspiring behavior of the school leaders will eventually lead them to a transformed school culture.

1. Experiences of the Participants as a Leader

The gathered data on the experiences of the participants as a leader is presented in Table 2.

Table 2
Experiences of Being a Leader by the Participants

Areas of Leadership	Experiences Gathered from the Subjects of the Study
1 Providing professional and instructional advice and support to the school head and teachers	Played a vital role in the management and implementation of various programs and projects in the district assigned, provided Technical Assistance (TA) on instructional supervision, School Improvement Plan (SIP) implementation and other matters on school improvement, supported the school heads in managing their programs in schools
2 Facilitating schools and learning centers in the district or cluster thereof	Sustained harmonious relationships between and among the stakeholders for the betterment of the system, implemented the Transparency, Ethical and Accountability (TEA) Governance in all schools under supervision
3 Supervising the curricula	Supported the school heads in managing their programs in schools such as Reading Program, Math Program, Inclusive Education and the like
4 Performing other functions as may be assigned	Managed conflicts of human resource and other areas, performed tasks related to International Organization for Standardization (ISO) and other division office needs

Based on the Republic Act No. 9155 otherwise known as the Governance of Basic Education the functions or areas of leadership of the Public Schools District Supervisors consist of providing professional and instructional advise to the school head and teachers, facilitating schools and learning centers in the district, supervising the curricula, and performing other functions as may be assigned. It could be gleaned from the table presented that the supervisors indeed are accomplishing what they are supposed to do. In matters of school management, supervisors did their tasks of providing Technical Assistance (TA) in the areas of School Improvement Program (SIP) to name one. This implies that the vital duty of being there to supervise the management of a school of its programs and projects mandated by DepEd is done by the supervisors. Likewise, in terms of the function of facilitating schools and learning centers in the district or cluster thereof, the participants were indeed doing their work as shown in sustaining harmonious relationships

between and among the stakeholders for the betterment of the system, implemented the Transparency, Ethical and Accountability (TEA) Governance in all schools under supervision. This implies that with this experience, the participants were able to perform their tasks as instructional leader of the district assigned to them. Moreover, the participants also did their function to supervise the curricula and other related tasks as may deemed necessary. In managing the conflicts in human resource, the participants did their very best to settle conflicts. In fact, they even went far from their position to help their subordinates.

> *"Because I was so pity with him and with his family, I decided to talk to our Schools Division Superintendent for assistance to help him pulled out from the jail. The Superintendent got angry to me saying why should help that kind of teacher who is a drug user… I became speechless with the reactions of our Superintendent."*

This incident manifested that the supervisors can extend his/her help even if it impossible for him or her to come up with a positive result. Such an act proves that they are leaders who are for the transformation of the culture of their organization. Moreover, the findings of the study is supported by Leithwood and Duke (2012) who has emphasized that the transforming leader recognizes and exploits an existing need or demand of a potential follower. But, beyond that, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may covert leaders into moral agents. Hence, the findings implies that the participants perform their vital functions as supervisors and in the process exude that transformational leadership to change the culture of the school and organization for the benefit of the students.

2. Themes and Sub-themes Generated from the Experiences of the Participants

The themes and sub-themes that emerged from the data gathered are presented in Table 3.

Table 3
Experiences of Being a Leader by the Participants

Themes / Sub-Themes Emerged	Manifested Behavior by the Participants
1 Leadership Framework	Leadership framework refers to the types of leadership performed by the supervisors. As the data implied, there is no particular and sole leadership framework followed by the supervisors.
1.1 Instructional Leadership	This is manifested by the participants' performance of their vital task of supervising the

		instructional area of schools under them as well as in providing TA to school heads and teachers
1.2 Participatory Leadership		This is manifested by their attempt to gather relevant data on the needs of each school for giving them the need-based technical assistance
1.3 Situational Leadership		This is manifested by their attempt to settle human resource and other conflicts
1.4 Transformational Leadership		This is manifested by their attempt to effect desired changes not only to academics but to the totality of the school culture

Leithwood and Riehl (2003) developed the leadership framework that emerged from all the studied leadership styles of school leaders. There are consist of transformational leadership, instructional leadership, situational leadership, integrated leadership, transactional leadership, and participatory leadership. Of these six leadership frameworks, four (4) of them emerged as characteristics of the participants' leadership frameworks. They are instructional leadership, participatory leadership, situational leadership, and transformational leadership. As instructional leader, the participants' goal is to standardize teaching methods and thus improve student achievement. They want the students to perform the best they can in order to have high achievement in the national tests. So, it is their primary task to provide technical assistance to school heads and teachers. In addition, in the application of participatory leadership, the participants need to identify first the strengths and weaknesses of the school head and teachers to provide them the need-based technical assistance. In doing so, they observe and conduct classroom coaching and mentoring to them. Moreover, situational leadership is attained by being involved in the situations of the school. As manifested in the technical assistance provided, the participants are able to give recommendations to solve certain issues in school. Last is transformational leadership which is the most difficult to attain in a period of time. According to Bennis and Nanu (2016), transformational leadership is "the ability of a person to reach the souls of others in a fashion which raises human consciousness, builds meanings and inspires human intent that is the source of power." To reach the hearts and souls of the subordinates, the participants need to be understanding of their situation even outside the school as they had manifested in their experiences as leaders. Hence, the findings imply that the supervisors have not yet implemented the leadership framework advocated to them which is servant leadership. This is the challenge among them to lead leaders of future generation. As such, its orientation and immediate implementation by them must be ensured.

5 Conclusions
The following are the conclusions arrived at based on the findings.

1. The participants insights of a leaders encompassed the four phases of leaders such as the personality, emulate leaders, behavior and performance of leaders, and able to transform the culture of the organization.

2. The public schools district supervisors are doing their functions consisting of providing professional and instructional advice and support to the school head and teachers, facilitate schools and learning centers in the district or cluster thereof, supervise the curricula, and perform other functions as may be assigned.

3. The public schools district supervisors followed the leadership framework consisted of instructional leadership, participatory leadership, situational leadership, and transformational leadership.

6 Recommendations
The following are the recommendations of the study.
1. The public schools district supervisors to use the other leadership framework such as situational leadership, transactional leadership, and the servant leadership advocated by the regional director of Calabarzon.
2. The public schools district supervisors to be oriented and trained to the implementation of servant leadership framework.
3. The future researchers to use the findings of this study in the conduct of future researches on leadership frameworks.

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