

The Impact of Chain of Servant Leadership on the Effectiveness of Classroom Instruction

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ABSTRACT

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This study examines the influence of principal servant leadership toward teacher servant leadership, which in turn will influence the classroom instruction at A Christian Faith-Based Senior High School in the Southern part of Surabaya. This quantitative research involved 595 students from 18 classes, ranging from 10th grade to 11th grade, and 12th grade. The data in this research were analyzed using Partial Least Squares on the SmartPLS 3.0 application. The results show that principal servant leadership has a significant effect on teacher servant leadership and classroom instruction. Teacher servant leadership has a significant effect on classroom instruction. Whilst teacher servant leadership was proven to be a partial mediator between principal servant leadership and classroom instruction (VAF=0.4685 or 46,85%). Thus, it is important for schools to pay attention to the development of both principal and teacher servant leadership as they have a significant impact on classroom instruction that eventually will affect students' learning outcomes.

INTRODUCTION

The attainment of student learning outcomes is the key indicator of the educational quality of a school. It is shaped by an integrated leadership system that involves both principal and teacher leadership. Previous studies have also shown the relationship between school leadership and the quality of classroom instruction and student learning outcomes, often mediated by teacher leadership, school climate, and organizational culture (Hallinger, 2011; Sebastian, Allensworth, and Huang, 2016; Manganelli, 2017; Leithwood, Harris, and Hopkins, 2019). Notably, Leithwood, Harris, and Hopkins (2019) argue that the influence of collective leadership within a school has a greater impact on learning outcomes than the influence of any single leader, whether the principal or the teachers alone.

An integrated school leadership system can be observed in the daily interactions between principals and teachers (Szeto & Cheng, 2018), where both the frequency of interaction and the topics discussed play essential roles in cultivating teacher leadership. When teachers observe, interact with, and internalize the principal's behavior and shared vision daily, they begin to model the principal's leadership style. This process is described by Bandura (1977) and by Sims Jr. and Manz (1982) as cited in Steinbauer, Renn, Taylor, and Njoroge (2014). Such leadership role modeling is a key factor in establishing leadership chains within an organization.

In Sendjaya's (2015) framework of servant leadership, this role modeling process is reflected in the transforming influence dimension, in which leaders exemplify servant-like behavior through daily interactions that inspire followers to emulate their example, thereby generating a chain of servant leadership throughout the organization. Few studies have examined integrated school leadership that creates such leadership chains from principals to teachers and ultimately to students. Even fewer have explored servant leadership as an integrated system or leadership chain in senior high schools. This study seeks to address these gaps.

The research site, SMA X, is a Christian faith-based school that embraces servant leadership as modeled by Christ in John 13:1 - 15, which depicts Jesus washing His disciples' feet. In this school context, the chain of servant leadership flows from the principal's servant leadership to the teachers' servant leadership, and from there to the students through classroom instruction. Strengthening teacher servant leadership enables the principal to foster a sustainable servant leadership chain, thereby improving student learning outcomes in the classroom.

Based on these considerations, the study addresses the following research questions: 1) Does teacher servant leadership mediate the influence of principal servant leadership on classroom instruction? 2) Does

principal servant leadership influence teacher servant leadership? 3) Does teacher servant leadership influence classroom instruction? 4) Does principal servant leadership influence classroom instruction? By answering these questions, this study contributes both theoretical insight into the underdeveloped area of multilevel servant leadership and its impact on classroom instruction.

School Leadership

School leadership refers to the practices and behaviors of individuals who guide and influence the direction, vision, and effectiveness of educational institutions. It is widely recognized as a critical factor in shaping instructional quality, school culture, and ultimately student learning outcomes (Leithwood et al., 2004; Hallinger, 2011). Research shows that leadership in schools extends beyond the role of the principal alone and includes teachers who actively contribute to organizational decision making and improvement (Muijs & Harris, 2007; Leithwood, Harris, and Hopkins, 2019).

The concept of principal leadership encompasses a broad scope of responsibilities and complex behaviors that influence both student learning outcomes and academic achievement (Leithwood et al., 2004). Principals serve as the primary instructional leaders who establish the school's vision, ensure alignment of curriculum and teaching practices with educational goals, manage resources, and build a school climate that fosters excellence.

Grissom, Egalite, and Lindsay (2021) highlight the multifaceted nature of principal leadership, describing it as a dynamic interplay of skills and behaviors needed to manage diverse stakeholders, address complex issues, and drive instructional improvement. These dimensions include instructional leadership, organizational management, community relations, and support for teacher professional growth, all of which contribute to improved classroom instruction and student outcomes.

Teacher Leadership

Teacher leadership refers to the capacity of teachers to exert influence both within and beyond their classrooms to improve teaching quality and student outcomes. According to Neumerski (2013), teacher leadership strengthens both the formal and informal roles of teachers, enabling them to participate actively in decision making and to implement best practices within professional learning communities.

Within the classroom, teachers naturally assume a leadership role by guiding students' learning processes and influencing their academic performance (Stein, 2020). Beyond instruction, teacher leaders shape a positive and conducive learning environment that nurtures students' academic, social, emotional, and psychological development. To cultivate effective teacher leadership, schools need to provide a supportive working environment characterized by trust, collaboration, a shared vision, efficient management structures, and sustainable professional development opportunities (Muijs and Harris, 2007).

Research by Schott, Rooekel, and Tummers (2020) and Ding and Thien (2020) indicates that principal leadership is a significant antecedent of teacher leadership, alongside other factors such as teacher initiative, mentorship, and a conducive professional learning community within or outside the school. Furthermore, Schott, Rooekel, and Tummers (2020) found that teacher leadership positively influences teacher professional development, school improvement, engagement of both internal and external stakeholders, and ultimately student learning outcomes.

Servant Leadership in Education

Schools are educational institutions that emphasize morality and integrity as fundamental principles; therefore, school leaders, including both principals and teachers, are expected to embody these principles as an integral part of their character (Bush & Glover, 2014). Zhang, Lin, and Foo (2012) found that servant leadership is a preferred style in educational contexts for several reasons. It provides opportunities for followers to learn, demonstrates genuine care and respect for others, fosters personal growth, and leads with persuasion rather than coercion.

Given its emphasis on moral and ethical principles and its orientation toward the holistic growth of followers, servant leadership is particularly well suited to the educational setting (Greenleaf, 1977; Spears, 2004; Barbuto & Wheeler, 2006; Sendjaya, 2015), especially within schools (Crippen, 2005; Cerit, 2009; Zhang, Lin, and Foo, 2012; Dutta & Sahney, 2016). A servant leader seeks to ensure that followers grow in character and capacity, adopting leadership principles and practices consistent with those of the leader (Sendjaya, 2015; Ricky, 2017). Such a process contributes to the formation of servant leadership chains

within the school, reflecting Bandura's (1977) social learning theory, which suggests that followers tend to imitate and internalize the behaviors of their leaders.

In his study of leadership within the Netherlands context, van Dierendonck (2011) conceptualized servant leadership as a multidimensional construct encompassing humility, empowerment, authenticity, interpersonal acceptance, and stewardship. His framework underscores the relational and ethical dimensions of leadership while offering measurable indicators suitable for empirical research in organizational settings.

However, while both Spears and van Dierendonck provide valuable and comprehensive perspectives, their models often portray servant leadership primarily as a set of competencies or behaviors. This approach risks overlooking the deeper motivational and spiritual underpinnings that can shape a leader's purpose and influence. In response, Sendjaya and Sarros (2002) critiqued such competency-driven models for failing to recognize the spiritual foundation of servant leadership—particularly significant in Christian education settings, where leadership is understood not merely as a role or technique but as a calling to serve and nurture others. To bridge this gap, Sendjaya et al. (2019) developed a validated framework that integrates inner transformation with outward service, articulated through six dimensions: voluntary subordination, authentic self, covenantal relationship, responsible morality, transcendental spirituality, and transforming influence.

In the education context, this integrative approach emphasizes that servant leadership in schools is not just about managing tasks or demonstrating positive behaviors; it is about shaping character, fostering trust, and guiding the holistic growth of teachers and students alike. Such a perspective is particularly relevant for faith-based schools, where values-driven leadership aligns with both the ethical and spiritual development of the school community.

Chains of Servant Leadership

Bandura (1977), in his *Social Learning Theory*, asserts that followers tend to imitate and develop leadership behaviors similar to those of their leaders through continuous observation and interaction. This concept of behavioral imitation in leadership was later described as leadership role modeling by Sims Jr. and Manz (1982), as cited in Steinbauer, Renn, Taylor, and Njoroge (2014) and in Van Ginkel and Van Knippenberg (2012). Role modeling is vital in organizations because it enables the transmission of leadership values and practices, thereby helping to preserve the culture and core values of the organization (Van Ginkel & Van Knippenberg, 2012).

Leadership role modeling occurs when senior leaders delegate authority, involve subordinate leaders in decision making, and share essential information, allowing the latter to adopt similar leadership behaviors, styles, and patterns over time (Sims Jr. and Manz, 1982, as cited in Byun, Lee, Karau, and Dai, 2020). In schools, the process of role modeling between the principal and teachers is shaped by daily observation and interaction, where the principal consistently shares leadership responsibilities and communicates the organizational vision, thereby fostering dialogue, trust, and professional relationships. This interaction plays a critical role in developing teachers' leadership capacity and forms the foundation of integrated school leadership chains (Szeto & Ni Cheng, 2018).

Within the framework of servant leadership, this role modeling process is reflected in the transforming influence dimension identified by Sendjaya (2015). Servant leaders provide an exemplary leadership model, demonstrating positive attitudes and servant-like behaviors in their daily interactions with followers. This approach is reinforced by the servant leader's intrinsic commitment to ensuring the holistic growth of followers and nurturing in them the same leadership values and practices (Sendjaya, 2015; Ricky, 2017). Through this continuous interaction and example, leaders initiate the formation of servant leadership chains in schools.

Classroom Instruction

Classroom instruction involves not only the delivery of learning materials and teaching methods but also student engagement, teacher–student relationships, and the quality of interaction during the learning process, all of which indicate instructional quality (Sebastian & Huang, 2016). Sebastian, Huang, and Allensworth (2017) identified four key components of classroom instruction quality: student engagement, challenging work, course clarity, and teacher personalism.

Student Engagement

Student engagement reflects the degree to which students are actively involved and interested in the learning process (Axelson and Flick, 2010 in Groccia, 2018). It includes academic and cognitive engagement as defined in Sebastian, Allensworth, and Huang (2016). Engagement is crucial because it correlates with learning success and overall institutional quality (Zilvinskis, Masseria, and Pike, 2017; Ansong *et al.*, 2017).

Challenging Work

Challenging work refers to **tasks that stimulate critical thinking, persistence, and creativity**, enabling students to explore strategies and integrate knowledge (Sullivan *et al.*, 2015). Well-designed tasks foster autonomy, determination, and are strong predictors of learning outcomes (Sullivan *et al.*, 2016; Holmes *et al.*, 2019).

Course Clarity

Course clarity describes how clearly teachers communicate lesson goals, content, and expectations, helping students organize materials and reduce anxiety (Lee, Sebastian, and Robinson, 2012; Kelly and Gaytan, 2019). It improves engagement and overall classroom instruction quality (Bolkan, 2017).

Teacher Personalism

Teacher personalism emphasizes teachers’ care and supportive relationships with students, fostering trust, motivation, and mutual respect (Lee, Sebastian, and Robinson, 2012; Philippo, 2012). Positive teacher–student relationships enhance engagement, motivation, and academic performance (Maulana *et al.*, 2011; Liu *et al.*, 2017; Fan, 2012).

Theoretical Framework

Leithwood, Patten, and Jantzi (2010) demonstrated that principal leadership influences classroom instruction, which in turn affects student learning outcomes and achievement through four pathways: the family path, emotional path, rational path, and organizational path. Teacher involvement was highlighted particularly in the emotional and organizational paths. Principals influence classroom instruction by fostering teacher efficacy and trust among colleagues (emotional path) and by building professional learning communities that mediate the impact of principal leadership on instruction and student outcomes (organizational path).

Similarly, Sebastian, Huang, and Allensworth (2017) found that principal leadership improves classroom instruction and student outcomes by strengthening teacher leadership and organizational processes that enhance teachers’ capacity, capability, and competency. Dutta and Sahney (2016) further emphasized that principal leadership shapes instructional quality by creating a supportive work environment that increases teacher satisfaction.

According to Sendjaya, Sarros, and Santora (2008) in Sendjaya (2015), three dimensions—voluntary subordination, covenantal relationship, and transforming influence—are key to nurturing leadership in followers. Voluntary subordination involves building sincere and caring relationships through listening and guiding without seeking self-interest. Covenant relationships and transforming influence emphasize the leader’s role as an exemplary model, empowering followers to grow, take risks, and develop creativity, as supported by Wu, Liden, Liao, and Wayne (2020).

Bandura’s (1977) Social Learning Theory and Sims Jr. and Manz (1982) describe this process as leadership role modelling, where followers imitate leaders’ behavior through observation, shared vision, and interaction, helping to sustain organizational culture and values. This principle applies to schools, where principals’ daily interactions and consistent vision sharing foster teacher leadership (Szeto and Cheng, 2018).

Based on the correlations among the three variables above, conceptual framework is formulated as in Figure 1.

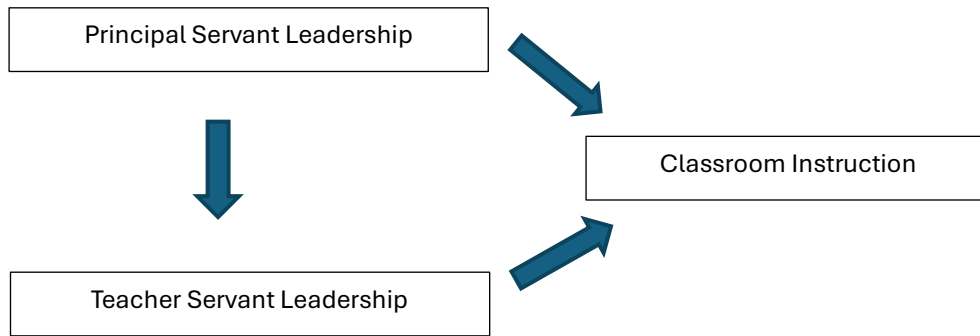


Figure 1. Research framework

METHODOLOGY

This study employed quantitative research to examine the relationship between principal servant leadership, teacher servant leadership, and classroom instruction. There were two respondent groups: First group are the teachers who served as respondents for measuring principal servant leadership. The sample consisted of 39 guardian and mentor teachers from 19 classes at SMA X. The second group comprised students who served as respondents to measure teacher servant leadership and classroom instruction for their respective guardian or mentor teachers. All students from the 19 classes formed the population. The independent variable was principal servant leadership, the mediating variable was teacher servant leadership, and the dependent variable was classroom instruction. Data were collected using online questionnaires with a five-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. Data analysis was conducted using Smart Partial Least Squares (SmartPLS) to assess the relationships among the three variables. The analysis comprised two stages: Outer model evaluation, which will be used to test the validity and reliability of each indicator and Inner (structural) model evaluation which will be used to test the relationships between variables.

RESULTS AND DISCUSSIONS

Descriptive Analysis

The study involved two respondent groups: Teachers (n = 39), most were aged 26–35 years (56.42%), predominantly female (76.92%), with 38.46% having 6–10 years of service. The majority held bachelor’s degrees (87.18%). Students: Gender was balanced (50.08% female, 49.92% male), mostly 16 years old (35.97%), with nearly equal representation across grades 10, 11, and 12.

Perception indices showed high scores for leadership variables: Principal Servant Leadership: Mean = 3.83 (High), with the highest item on fairness (“serves people regardless of background,” 4.23). Teacher Servant Leadership: Mean = 3.98 (High), with the highest item on equal service to students (4.15). Classroom Instruction: Mean = 3.86 (Good), highest on high expectations for student effort (4.04).

Model Evaluation

An outer model analysis, which connected all manifest variables or indicators with their latent variables, was performed to assess the validity and reliability. The validity test consisted of convergent and discriminant validity. Measurement items were considered to have convergent validity when the indicators had ≥ 0.5 outer loadings, which were deemed acceptable.

Table 1. Discriminate AVE

Variables	Average Variance Extracted (AVE)
Principal Servant Leadership	0.644
Classroom Instruction	0.597
Teacher Servant Leadership	0.730

Outer Model: All outer loadings ≥ 0.50 ; AVE values exceeded 0.50 for all constructs (PSL = 0.644; TSL = 0.730; CI = 0.597), confirming validity. Cronbach’s alpha and composite reliability were above required thresholds ($\alpha \geq 0.6$; $CR \geq 0.7$), confirming reliability.

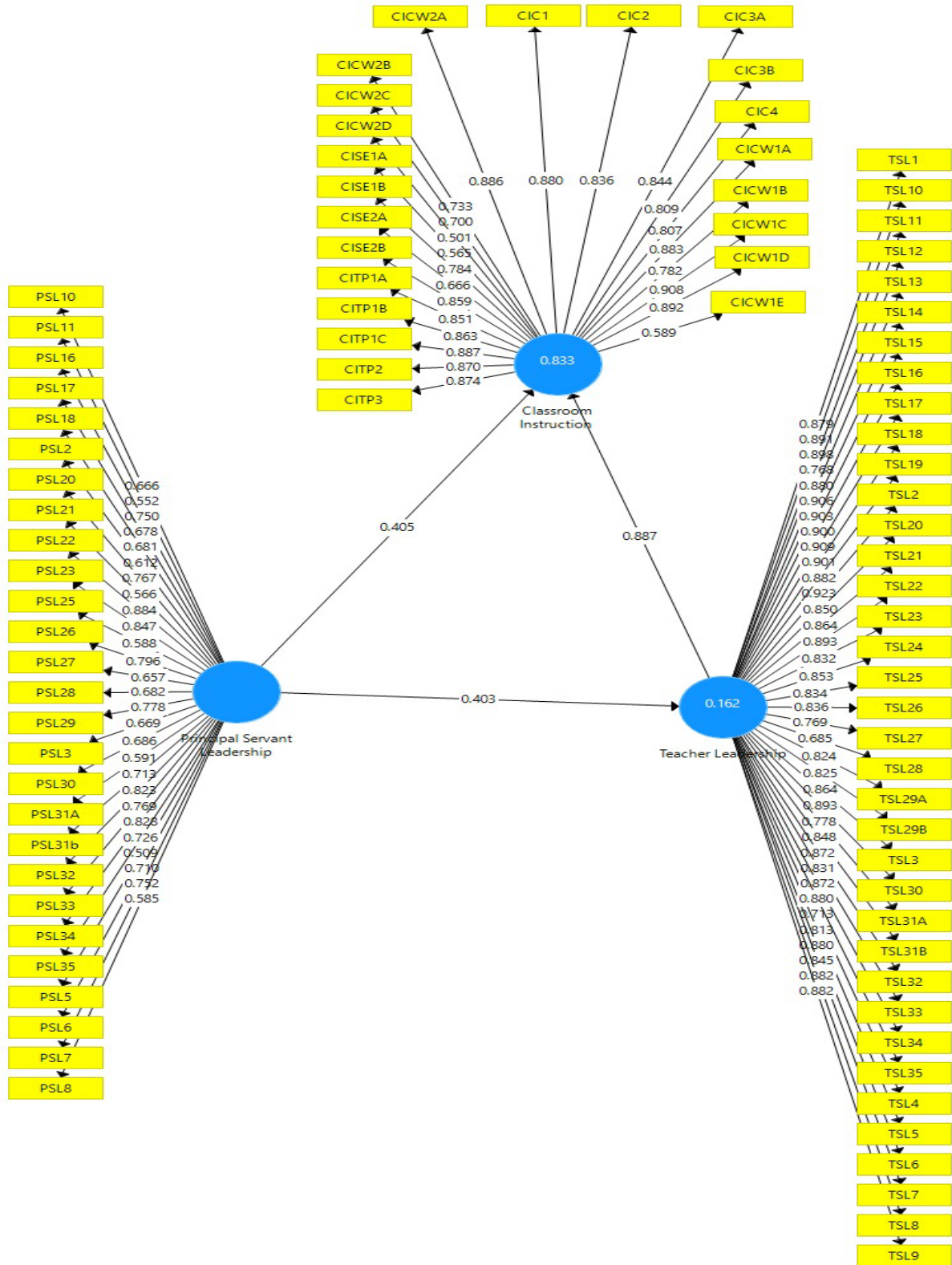


Figure 2. Model result

Table 2. Research variable reliability test

Variable	Cronbach's Alpha	rho A	Composite Reliability
Principal Servant Leadership	0.974	0.981	0.976
Classroom Instruction	0.960	0.970	0.963
Teacher Leadership	0.990	0.990	0.990

Inner Model: R^2 for Classroom Instruction = 0.833, meaning 83.3% of its variance was explained by principal and teacher servant leadership. R^2 for Teacher Servant Leadership = 0.162, suggesting principal leadership explained 16.2% of teacher leadership variance. $Q^2 = 0.70$ indicated good predictive relevance.

Table 3. R-square values

Variable	R-Square	R Square Adjusted
Classroom Instruction	0.833	0.824
Teacher Servant Leadership	0.162	0.139

Based on the table above, the R-square value for Classroom Instruction was 0.833, indicating that 83.3% of the variation in the mediating variable *Classroom Instruction* could be explained by the independent variable *Principal Servant Leadership*. Meanwhile, the R-square value for *Teacher Servant Leadership* was 0.162, which means that 16.2% of the variation in *Teacher Servant Leadership* was influenced by *Principal Servant Leadership*. The Q-square value of the model was 0.7019, which is greater than 0, indicating that the model had predictive relevance.

Hypothesis Testing

For hypothesis testing, path coefficients were examined to determine the magnitude and direction of relationships between variables. Bootstrapping was then used to test the significance of direct and indirect effects through *t*-statistics. A *t*-value greater than 1.96 or a *p*-value ≤ 0.05 indicated acceptance of the alternative hypothesis (H_a) and rejection of the null hypothesis (H_0); otherwise, H_a was rejected and H_0 was accepted.

Table 4. Bootstrapping analysis result/direct effect hypothesis

Direct Effects	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values	Hypotheses
Principal Servant Leadership → Teacher Servant Leadership	0.403	0.459	0.179	2.247	0.025	Accepted
Principal Servant Leadership → Classroom Instruction	0.405	0.416	0.144	2.818	0.005	Accepted
Teacher Servant Leadership → Classroom Instruction	0.887	0.882	0.044	20.173	0.000	Accepted

Based on the results, all hypotheses were supported. For H1a, which examined the relationship between Principal Servant Leadership and Teacher Servant Leadership, the path coefficient was 0.403 with a *t*-statistic of 2.247 (greater than 1.96) and a *p*-value of 0.025 (less than 0.05), indicating a positive and significant relationship. For H1b, which tested the relationship between Teacher Servant Leadership and Classroom Instruction, the path coefficient was 0.887 with a *t*-statistic of 20.173 and a *p*-value of 0.000 (less than 0.05), demonstrating a strong, positive, and significant relationship. H1c also confirmed that Principal Servant Leadership had a positive and significant direct effect on Classroom Instruction.

Table 5. Hypothetical test result for indirect effect

Total Indirect Effects	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values
Principal Servant Leadership → Teacher Leadership → Classroom Instruction	0.357	0.404	0.160	2.237	0.026
Teacher Servant Leadership → Classroom Instruction					

Based on the table above, the path coefficient for Principal Servant Leadership on Classroom Instruction mediated by Teacher Servant Leadership was 0.357, with a *t*-statistic of 2.237 (greater than the threshold of 1.96) and a *p*-value of 0.026 (less than 0.05). These results indicate a positive and significant relationship between Principal Servant Leadership and Classroom Instruction through the mediation of Teacher Servant Leadership. In other words, Principal Servant Leadership enhances the quality of Classroom Instruction by strengthening Teacher Servant Leadership, thereby supporting the acceptance of H1. Furthermore, to determine the magnitude of the indirect mediation effect, the Variance Accounted For (VAF) was calculated.

$$\text{VAF} = \frac{\text{Indirect Effect}}{\text{Indirect Effect} + \text{Direct Effect}} = \frac{0.357}{(0.357 + 0.405)} = 0.4685$$

The result was 0.4685, which indicates that Teacher Servant Leadership provided a **partial mediation** in the relationship between Principal Servant Leadership and Classroom Instruction, accounting for **46.85%** of the effect.

H2 of the study proposed that there would be a significant difference in Servant Leadership behaviors between principals and teachers. To test this hypothesis, an **independent *t*-test** was conducted to determine whether the hypothesis could be accepted or rejected.

All primary hypotheses were supported:

- H1a: Principal → Teacher Servant Leadership: $\beta = 0.403$; $t = 2.25$; $p = 0.025$ (positive and significant).
- H1b: Teacher Servant Leadership → Classroom Instruction: $\beta = 0.887$; $t = 20.17$; $p < 0.001$ (positive and significant).
- H1c: Principal → Classroom Instruction: $\beta = 0.405$; $t = 2.82$; $p = 0.005$ (positive and significant).
- Indirect Effect: Teacher leadership partially mediated the relationship between principal leadership and classroom instruction (VAF = 46.85%).

Discussion

Principal Servant Leadership and Teacher Servant Leadership

This study confirms that principal servant leadership significantly influences teacher servant leadership, echoing the findings of Sebastian, Huang, and Allensworth (2017) and Muijs and Harris (2007). Principals in servant-leader roles provide vision clarity, model humility, foster trust, and create collaborative environments where teachers feel empowered to lead. Such principals do not merely delegate tasks but act as mentors and facilitators of teacher growth, investing in professional development opportunities and cultivating an ethos of shared purpose.

The presence of a significant but modest effect size (adjusted $R^2 = 13.9\%$) suggests that principals are not the only drivers of teacher leadership. While principal leadership sets the tone, the growth of teacher leadership also depends on teacher initiative, informal mentoring relationships, and professional learning communities (Schott, Rooekel, & Tummers, 2020; Ding & Thien, 2020). Servant leadership as described by Sendjaya (2015)—particularly the dimension of *transforming influence*—appears essential in helping teachers feel trusted, empowered, and willing to innovate in their classrooms.

In faith-based schools such as SMA X, servant leadership aligns closely with institutional values of service and community. Teachers are inspired not only by administrative expectations but also by shared theological convictions about service and care for students as whole persons. This may explain the overall high perception scores for both principal and teacher servant leadership.

Teacher Servant Leadership and Classroom Instruction

The findings also indicate that teacher servant leadership strongly predicts classroom instruction quality. This is consistent with Stein (2020), who argues that servant-oriented teachers foster deeper teacher–student relationships, more transparent communication of learning objectives, and an inclusive classroom climate. By prioritizing students’ needs and demonstrating empathy, servant-leader teachers enhance student engagement, motivation, and willingness to participate actively in the learning process.

The components of classroom instruction—student engagement, challenging work, course clarity, and teacher personalism (Sebastian, Huang, & Allensworth, 2017)—are not merely technical aspects of pedagogy;

they reflect the relational dynamics established by teachers. Servant leaders naturally emphasize personalism and clarity, which in turn reduces classroom anxiety (Kelly & Gaytan, 2019) and promotes equitable participation. This finding highlights the importance of leadership as a relational practice, not just an administrative or instructional skill.

The Mediating Role of Teacher Servant Leadership

The analysis shows that teacher servant leadership partially mediates the influence of principal servant leadership on classroom instruction (VAF = 46.85%). This finding underscores that principals influence students' learning experiences primarily through the teachers they lead. By empowering teachers—through mentoring, trust-building, and professional development—principals indirectly shape the classroom experience and, by extension, student learning outcomes.

Partial mediation also suggests the presence of other mediating factors. School climate, collegial trust, and organisational culture have been cited as additional pathways linking leadership to classroom practices (Sebastian et al., 2017). This finding invites future research into how these factors interact with servant leadership in faith-based schools, particularly in contexts where spiritual formation and academic goals intersect.

Implications for School Leadership Practice

First, the results reaffirm that principal leadership must be servant-oriented to foster teacher leadership. Training for principals should therefore emphasise servant leadership behaviours—such as voluntary subordination, covenantal relationships, and transforming influence (Sendjaya, 2015)—which build trust and shared purpose among staff.

Second, teachers should be encouraged to view themselves as leaders within the classroom. Servant leadership at the teacher level strengthens instructional quality by improving relational dynamics with students, motivating them to engage more fully, and enhancing clarity of instruction.

CONCLUSIONS

This study examined the relationships among principal servant leadership, teacher servant leadership, and classroom instruction in a Christian faith-based senior high school. The findings provide empirical evidence for the chain of servant leadership model, demonstrating that leadership at the top level meaningfully shapes the practices of leaders at the next level, and ultimately impacts the quality of classroom instruction.

First, the study confirmed that principal servant leadership positively influences teacher servant leadership. Principals who model servant-leader qualities—such as humility, vision sharing, trust-building, and transforming influence—create an environment where teachers feel supported and empowered to lead. This aligns with previous studies (Sebastian et al., 2017; Muijs & Harris, 2007) and affirms that leadership development in schools is fundamentally relational.

Second, teacher servant leadership was found to be a strong predictor of classroom instruction quality, influencing key dimensions such as student engagement, challenging work, course clarity, and teacher personalism (Sebastian et al., 2017). Teachers who adopt servant-leader practices foster supportive, inclusive, and motivating classroom environments, resulting in improved learning interactions and stronger student outcomes.

Third, the analysis revealed that teacher servant leadership partially mediates the effect of principal servant leadership on classroom instruction (VAF = 46.85%). This underscores that the principal's influence on classroom instruction is largely indirect, operating through the teachers they lead. It also highlights the importance of empowering teachers as leaders to achieve higher instructional quality.

Overall, these findings highlight that servant leadership—rooted in service, trust, and holistic growth—is both a strategic and ethical foundation for school leadership. In faith-based educational contexts, where moral and spiritual formation complements academic achievement, servant leadership not only supports institutional values but also enhances learning outcomes.

Future research should further explore other mediating factors such as school climate, collegial trust, and organizational culture, as well as how spiritual formation intersects with leadership practices to influence teaching and learning

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