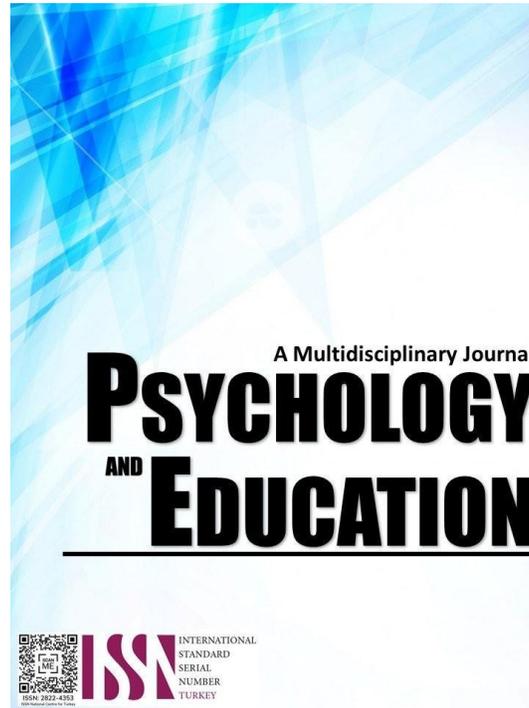


THE MEDIATING EFFECT OF ETHICAL CLIMATE ON THE RELATIONSHIP BETWEEN SERVANT LEADERSHIP AND ORGANIZATIONAL TRUST OF PUBLIC SECONDARY SCHOOL SCIENCE TEACHERS



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 44

Issue 1

Pages: 129-141

Document ID: 2025PEMJ4244

DOI: 10.70838/pemj.440108

Manuscript Accepted: 07-15-2025

The Mediating Effect of Ethical Climate on the Relationship between Servant Leadership and Organizational Trust of Public Secondary School Science Teachers

Lani Mae O. Cumaling,* Eugenio S. Guhao Jr.

For affiliations and correspondence, see the last page.

Abstract

This study was conducted to determine the significance of the mediation of the ethical climate on the relationship between servant leadership of school heads and organizational trust of science teachers in Baganga North District, Division of Davao Oriental, Region XI, Philippines. A quantitative, non-experimental research design was used in the study, particularly descriptive correlation and mediation analysis. There were 200 teachers who responded to the survey. Additionally, adapted survey questionnaires were utilized for servant leadership, organizational trust, and ethical climate. As statistical tools, mean, Pearson r , and path analysis were employed. Results show that the level of servant leadership of school heads and organizational trust of science teachers were high, while the ethical climate was very high. Data revealed significant relationships between servant leadership of school heads and organizational trust of science teachers, between servant leadership of school heads and ethical climate, and between ethical climate and organizational trust of science teachers. Further, ethical climate has a partial mediating effect on the connection between servant leadership of school heads and organizational trust of science teachers among public secondary schools. These findings underscore the importance of fostering an ethical school environment to enhance leadership effectiveness and strengthen institutional trust among educators.

Keywords: *educational management, mediation analysis, servant leadership, organizational trust, ethical climate, school heads, science teachers, Philippines*

Introduction

Poor organizational trust among teachers is a concerning issue worldwide which occurs when confidence in school leadership, colleagues, or institutional systems breaks down. It shows up through behaviors like questioning administrative decisions, resisting feedback, opting out of peer evaluations, and pulling away from teamwork. In some low-performing schools, this mistrust caused teachers to avoid formal structures and lean on unions or informal peer groups which is a shift that only deepened distrust (Baxter & Ehren, 2023). In particular, studies have observed that when relational trust is low, teachers refuse to participate in feedback loops and professional dialogues, creating initiative fatigue and a pervasive sense of disempowerment among faculty (McDonald, 2023). Also, lower levels of organizational trust diminished well-being among teachers (Gürbüz, 2023).

In conjunction, organizational trust is important in any organization since it is the foundation of all employees' interactions and the cornerstone upon which high-performing organizational cultures are built. In order to have a cohesive, productive workforce, one must have organizational trust. At school organizations if the teachers are to be successful and feel efficacious, there is the existence of trust. Therefore, it is very crucial for organizational harmony and success that administrators keep trust at high level in educational organizations (Esmaili, 2020). Organizational trust among teachers is essential for fostering a collaborative, committed, and high-performing school environment (Özdoğru & Sarier, 2024). Higher levels of trust in schools strongly predicted greater job satisfaction and organizational citizenship behavior and consequently boosting engagement, loyalty, and collective teaching efficacy (Hidayat & Patras, 2022)

Given the importance of organizational trust, various studies were conducted which explored the association of ethical climate, servant leadership and organizational trust. Research consistently shows that servant leadership enhances organizational trust among employees. In Kuwait's higher education sector, it was found that there is a strong positive effect of servant leadership on organizational trust (Almutairi et al., 2020). Similarly, a study revealed that servant leadership significantly boosts trust in leaders (Zhou et al., 2022). In the same vein, previous studies (Chan & Mak, 2014; Joseph & Winston, 2005; Rezaei et al., 2012) revealed the relationship between servant leadership and organizational trust among employees in an organization. It was found that organizations perceived as servant-led exhibited higher levels of both leader trust and organizational trust than organizations perceived as non-servant-led.

Further, servant leadership plays a vital role in fostering ethical climates within organizations. Recent studies have shown that servant leadership directly influences employees' perceptions of a strong ethical climate (Burton et al., 2017; Kumar et al., 2020). It encourages ethical behavior by modeling integrity and prioritizing the well-being of others (Mohd Mustamil & Najam, 2020). Linuesa-Langreo et al. (2016) also found a strong association between servant leadership and high ethical standards in organizational settings. Furthermore, Sendjaya et al. (2020) emphasized the importance of adopting a servant leadership approach to nurture a psychologically ethical climate within the workplace.

Evidence also shows a strong link between ethical climate and organizational trust. Ethical climate facets such as social responsibility and adherence to professional codes positively influence trust in supervisors and the organization itself (Oh, 2022). Likewise, a study exposed that both rules-based and behavior-based ethical climates were significantly associated with trust in colleagues (Köroğlu et

al., 2024). Also, Simha and Stachowicz-Stanusch (2018) stated the effects of ethical climate on organizational trust such as trust in supervisor and trust in organization. Ethical climate types specifically the law and code and instrumental climates were associated with the organizational trust domains. Hough et al. (2015) also revealed the impact of an ethics environment on employee trust. Further, some studies (Ratnasari et al., 2022; Zehra & Siddiqui, 2020) found that ethical work climate was related to increased social trust of employees.

Also, presented in this study are readings from the related literature, different books, journals, articles, and internet of different authors relevant to the present research work. The researcher focuses on servant leadership, organizational trust, and ethical climate.

Servant leadership is a moral-based leadership style in which the leader's primary focus is on serving others by prioritizing employees, stakeholders, and community welfare rather than exercising traditional top-down authority. Servant leadership is a form of moral-based leadership where leaders tend to prioritize the fulfillment of the needs of followers, namely employees, customers and other stakeholders, rather than satisfying their personal needs. This type of leadership emphasizes shared power, ethical conduct, and the personal development of followers. In the words, servant leaders put the needs of others first and help people develop and perform as highly as possible (Canavesi & Minelli, 2022).

Servant leadership in school leaders is a values-centered leadership philosophy where principals and teacher-leaders prioritize the needs, development, and well-being of students, teachers, and the wider school community over personal authority. The concept on the servant as leader emphasizes empathy, listening, stewardship, and ethical conduct, with leaders serving first and leading second. It fosters inclusive school cultures by cultivating trust, shared decision-making, empowerment, and collaborative growth, particularly vital in navigating modern educational challenges such as mental health, equity, and policy shifts (Kainde & Mandagi, 2023).

Van Dierendonck and Nuijten's Servant Leadership Survey (SLS) confirms an eight-factor structure encompassing empowerment, standing back, accountability, forgiveness, courage, authenticity, humility, and stewardship. Empowerment involves enabling personal growth; standing back gives others credit; and accountability holds individuals responsible for their outcomes. Forgiveness reflects acceptance of mistakes without criticism, while courage encourages innovation despite risk. Authenticity calls for leaders to be true to themselves; humility recognizes one's limitations; and stewardship emphasizes role-modeling service over self-interest (Nantamu et al., 2025; Van Dierendonck & Nuijten, 2011).

On organizational trust, it is defined as the shared belief among employees that the organization and its leaders will act with integrity, competence, and fairness, creating an environment where staff feel psychologically safe and valued. It is increasingly viewed as a vital resource that fosters synergy, collaboration, and a competitive edge in a rapidly changing global economy. Recent analyses underscore trust as fundamental to organizational resilience and performance, enabling improved decision-making and positive behaviors among employees (Hanifa & Ahmad, 2024).

In educational settings, organizational trust encompasses teachers' confidence in leadership, colleagues, and institutional systems - aspects that significantly influence school culture and instructional effectiveness. For example, a study of teachers in Davao Region found that organizational trust is strongly influenced by affect-based and cognition-based trust components, which in turn predict the strength of professional learning communities. This trust enables educators to engage without fear, share ideas openly, and feel supported (Guhao & Sioting, 2023).

The first indicator is the trust to work team. A productive, cohesive team depends on peer trust, where colleagues reliably support one another, welcome diverse contributions, and foster shared accountability which a climate that boosts morale, decreases anxiety, and improves retention and performance (McQuerrey, 2018; Slimane Tichtich & Khaiat, 2024). The second indicator is trust to work setting where employees feel their abilities are recognized, accomplishments rewarded, and ideas valued; they believe in fairness, information sharing, consistent planning, and institutional support (Feitosa et al., 2020; Slimane Tichtich & Khaiat, 2024). Lastly, the third indicator is the trust to management which reflects confidence that leaders act with integrity, prioritize staff welfare, and navigate change ethically - leading employees to follow willingly, embrace new initiatives, and resist manipulative intent from leaders (Ahmad et al., 2017; Slimane Tichtich & Khaiat, 2024).

On ethical climate, it refers to the shared perception among organizational members about what constitutes ethical behavior and how ethical dilemmas should be addressed within their workplace. It captures the norms, values, and collective expectations that guide individuals' decision-making and behavior in morally pertinent situations, shaping both individual ethics and organizational practices (Ferrando & Guhao, 2024). A robust ethical climate promotes moral awareness and reinforces consistency between individual conduct and organizational principles, thereby supporting employees in navigating ethical dilemmas (Su & Hahn, 2022).

Within educational settings, ethical climate reflects teachers' collective sense of the moral norms guiding their interactions and pedagogical choices. A 2022 survey of 300 secondary teachers in the Philippines identified high perceptions of ethical climate in dimensions such as laws & rules, independence, and efficiency (Parcon, 2022). Further, ethical climate reflects teachers' shared beliefs about the moral culture such as adherence to rules, care, autonomy, self-interest, and professionalism that informs their everyday conduct. Specifically, it was found that middle-school teachers found that caring, legal adherence, and attitude toward instrumental norms strongly influenced teachers' desire to stay and their perceptions of student achievement support (Shua, 2023). Likewise, a Turkish study revealed the importance ethical climate underscoring its critical role in enabling healthy educational environments

(Cansoy et al., 2021).

Ethical climate can be characterized across five dimensions: laws & rules which refers to the adherence to internal codes, caring which emphasizes concern for others' welfare, independence which refers to the encouragement of personal moral judgment, instrumental which focus on self-interest, and efficiency which refers to prioritizing effectiveness as inherently correct. These dimensions delineate the ethical tone of a school environment, influencing teachers' sense of moral clarity, trust in governance, collaboration, and willingness to voice concerns which are all central to a healthy educational climate (Parboteeah et al., 2024).

Furthermore, the foregoing presentation and discussion of various literatures have helped in bringing into focus the important variables of the study; servant leadership, organizational trust and ethical climate. These served as support to the results and findings of the study.

Moreover, this study is anchored on Social Exchange Theory (SET) of Blau (2017) which posits that social behavior is driven by reciprocal exchanges of resources, both tangible and intangible such as emotional support and trust. In organizational settings, when leaders demonstrate servant leadership, prioritizing employees' well-being, development, and shared power, employees perceive that they are receiving valuable support. This perceived investment fosters a norm of reciprocity, prompting followers to respond with greater trust in leadership, adherence to ethical standards, and commitment to organizational goals. Also, this aligns with Social Learning Theory (SLT), introduced by Bandura and Walters (1977), which highlights that individuals learn behaviors by observing and imitating role models. In an educational setting, when school leaders consistently exhibit servant-leader behaviors, teachers internalize these behaviors. The presence of such leadership fosters a stronger ethical climate and promotes trust among staff as leaders become exemplars of desirable conduct. Lastly, Leader–Member Exchange (LMX) Theory, proposed by Graen & Uhl-Bien (1995) also emphasizes the quality of dyadic leader–follower relationships. Servant leadership enhances LMX by fostering personalized attention, integrity, and mutual respect which result in high-quality exchanges characterized by trust and loyalty. These strong local relationships serve as building blocks for broader organizational trust and consolidated ethical norms throughout the school.

A mediating variable was used in this study. Mediating variable is one that describes the association between the other two variables. It interprets the association between independent and dependent variables. Further, mediating variable acts as an intermediary between independent and underlying factors and a final outcome. Its objective is to assess the way a variable affects the influence of X on Y. A mediator assumed to cause the outcome and not vice versa. One reason for testing mediation is attempting to recognize the mechanism through which the initial variable affects the outcome (Baron & Kenny, 1986). In this present study, the mediating variable was the ethical climate (Shacklock, Manning & Hort, 2011).

Despite extensive work showing how servant leadership enhances organizational trust and fosters ethical climates, there is a notable lack of research examining ethical climate as a mediator between these two variables in the context of public secondary school science teachers in the Philippines particularly in Baganga North District, Davao Oriental. Most existing studies are either industry-specific or conducted in higher education and athletic organizations, leaving a gap in localized educational settings. Moreover, while broader sectors have explored this moderated-mediation model, finding that ethical climate strengthens or shapes the effects of leadership on trust and behavior, no studies have specifically tested this in school science departments within the local context. Addressing this gap will allow educational stakeholders to understand how the moral tone set by school environments reinforces or inhibits the trust-building impact of servant leadership among science educators.

The urgency for this study arises from the critical role that science teachers play in shaping future professionals in science education which a priority for regional and national development. Organizational trust have been linked with job satisfaction, instructional innovation, and teacher retention. If servant leadership alone fails to foster organizational trust without a supportive ethical climate, investments in leadership development may fall short. With growing challenges in public education such as shifting curricular demands, mental health strains, and calls for inclusive teaching, it is imperative to identify the contextual conditions like ethical climate that amplify or hinder leadership effects. Understanding this dynamic will provide school administrators and policymakers with actionable leverage points to strengthen leadership development, build integrity-driven school cultures, and ultimately retain and empower science teachers who are crucial for delivering quality science education at the secondary level.

Consequently, the main thrust of the study was to find out the significance of the mediation of ethical climate on the relationship between the servant leadership and organizational trust of science teachers among public secondary schools in Baganga North District, Division of Davao Oriental. Specifically, it aimed to describe the level of servant leadership of school heads in terms of empowerment, standing back, accountability, forgiveness, courage, authenticity, humility, and stewardship. Also, it ascertained the level of organizational trust of science teachers in terms of trust to work team, trust to work setting, and trust to management. Further, it aimed to determine the level of the ethical climate of schools. Moreover, it was the objective of this research to determine the significance of the relationship between servant leadership of school heads and organizational trust of science teachers; servant leadership of school heads and ethical climate; and ethical climate and organizational trust of science teachers, and consequently, it determined the significance of the mediation of ethical climate on the relationship between the servant leadership and organizational trust of science teachers.

In consonance with the above objectives, the null hypotheses were tested at 0.05 level of significance. It was hypothesized that there

is no significant relationship between servant leadership of school heads and organizational trust of science teachers; between servant leadership of school heads and ethical climate; and between ethical climate and organizational trust of science teachers., Also, it was hypothesized that there is no significant mediation of ethical climate on the relationship between the servant leadership and organizational trust of science teachers.

This study which examine how servant leadership, ethical climate, and organizational trust among science teachers interconnect carries significant global relevance by aligning with United Nations SDG 4: Quality Education, which emphasizes inclusive, equitable, and lifelong learning opportunities for all. By exploring whether ethical climate mediates the impact of servant leadership on trust, the research targets a foundational element that strengthens learning environments and supports teachers in navigating complex educational demands such as equity, mental health, and systemic change . Socially, the study offers school leaders and policymakers actionable insights to cultivate integrity-driven organizational cultures and environments where teachers feel supported, students benefit from stable leadership, and educational systems advance toward the SDG 4 vision of quality, reliability, and lifelong learning.

Furthermore, the findings of this study may be beneficial to the Department of Education, school heads, teachers, and even the future researchers. The result of the study may give information to the Department of Education officials regarding the ethical climate, servant leadership, and organizational trust of teachers at school which may serve as the basis for the formulation of plans and programs for improving these aspects which consequently contribute to the attainment of organizational and educational goals. Also, various programs may be strengthened or formulated to assist each school to establish ethical atmosphere and develop leadership of school heads in a manner that will help augment teachers' trust to the system and members of the organization as a whole.

Moreover, the result of the study may be beneficial to the school heads since they may acquire sufficient awareness and information about their own level of serval leadership practices and attributes and assess how they influence ethical behaviors among teachers at school. Primarily, this study will establish a helpful framework for school heads for the planning of their professional and personal development as well as of the teachers. Likewise, this study would serve as springboard of the future researcher for further studies about the related variables and related studies.

Methodology

Research Design

The quantitative, non-experimental design of research using correlational technique was used in this study. Correlational technique is a non-experimental design, where researcher examines the relationship between two or more variables in a natural setting without manipulation or control. In correlational studies, the researchers examine the strength of associations between variables by looking how change in one variable was correlated with change in the other variable (Cresswell, 2013). Moreover, a mediation model was used in this study. Mediation model is one that seeks to identify and explicate the mechanism or process that underlies an observed relationship between an independent variable (servant leadership) and a dependent variable (organizational trust) via the inclusion of a third explanatory variable, known as a mediator variable (ethical climate). Rather than hypothesizing a direct causal relationship between the independent variable and the dependent variable, a meditational model hypothesizes that the independent variable influences the 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. In other words, mediating relationships occur when a third variable plays an important role in governing the relationship between the other two variables (MacKinnon, 2008).

In addition, path analysis will be employed in this study. Path analysis provides a useful framework for specifying and assessing hypothesized causal relations among sets of measured variables (Hancock & Schoonen, 2015). Stage, Carter, and Nora (2004) evaluated the use of path analyses in education researches and identified the aim of path analysis as to give an estimation of the magnitude and significance of hypothesized causal connections among sets of variables displayed through the use of path diagrams. Relative to this, the correlational research design is appropriate for the study since it aims to test the significant mediation of ethical climate on the relationship between servant leadership of school heads and organizational trust of science teachers.

Respondents

This study was conducted among public secondary schools in Baganga North District, Division of Davao Oriental. Baganga is a first-class coastal municipality located in the province of Davao Oriental, part of Region XI (Davao Region) on the southeastern tip of Mindanao, Philippines. Baganga is bounded by Cateel municipality to the north, Caraga to the south, Davao de Oro province to the west, and the Philippine Sea (Pacific Ocean) to the east. It comprises 18 barangays dispersed across both coastal lowlands and the rising foothills of the Eastern Pacific Cordillera mountain range.

The respondents of the study were the 200 science teachers public secondary schools in Baganga North District, Division of Davao Oriental for the school year 2021-2022. Universal sampling method was used in determining the respondents of the study. Universal sampling is a sampling design where the whole population of interest such as a group whose members all share a given characteristic is studied. It is most practical when the total population is of manageable size, such as a well-defined subgroup of a larger population (Crossman, 2013). This sampling design was appropriate for the study because this study aimed to glean information from the total population of teacher among public secondary schools in in Baganga North District and through this, the researcher was able to deeper

insights into a target population than partial sample.

Moreover, the researcher considered the inclusion and exclusion criteria in the selection of the respondents of the study. The teacher respondents will be the regular science teachers among public secondary schools in Baganga North District whose plantilla numbers were in the Department of Education. Teachers were willing to submit themselves and were permitted by their school heads to undergo the survey conducted. Those teachers who voluntarily agreed with the informed consent were included in the survey, hence, teachers who clearly confessed their denial were excluded from the study. Teachers who holds Local School Board contract were not included as well those teachers coming from the private schools. The researcher also considered teachers who decided to withdraw during the actual administration of the survey questionnaires.

Instrument

The modified survey questionnaire used in this study was composed of three parts, adapted from existing instruments that measure servant leadership, organizational trust, and ethical climate. The section on servant leadership was based on the questionnaire developed by van Dierendonck and Nuijten (2011), which includes the following indicators: empowerment, standing back, accountability, forgiveness, courage, authenticity, humility, and stewardship. To assess the servant leadership of school heads, a five-point Likert scale was utilized, with the following interpretation of mean scores: 4.20–5.00 (Very High), indicating that servant leadership behaviors are always manifested; 3.40–4.19 (High), often manifested; 2.60–3.39 (Moderate), sometimes manifested; 1.80–2.59 (Low), seldom manifested; and 1.00–1.79 (Very Low), not manifested at all.

Further, the questionnaire for organizational trust was adapted from Celep and Yilmazturk (2012), and it measured trust in three indicators: trust in the work team, trust in the work setting, and trust in management. Similar to the previous scale, the following range of means and descriptions were used to interpret the data: 4.20–5.00 (Very High), indicating that trust is always manifested; 3.40–4.19 (High), often manifested; 2.60–3.39 (Moderate), sometimes manifested; 1.80–2.59 (Low), seldom manifested; and 1.00–1.79 (Very Low), not manifested at all.

Lastly, the ethical climate component was assessed using an instrument adapted from Shacklock et al. (2011). The same five-point scale was used to interpret the mean scores, with the following descriptive equivalents: 4.20–5.00 (Very High), signifying that ethical climate attributes are always present; 3.40–4.19 (High), oftentimes present; 2.60–3.39 (Moderate), sometimes present; 1.80–2.59 (Low), seldom present; and 1.00–1.79 (Very Low), not present at all.

All questionnaires were modified and subjected for validation by experts. The first draft of the research instrument was submitted to the research adviser for comments, suggestions and recommendations to improve its presentation with the corrections to be included and integrated. The final copies were submitted to panel of experts for refinement. The final revision was made by incorporating the corrections, comments and suggestions given by the expert validators before the gathering of data. The consolidated results from the experts obtained an average weighted mean of 4.50 which has a verbal description of excellent. Further, before the administration of the research instrument, a pilot testing was done to selected science teachers who were not the respondents of the study. The survey questionnaire for the pilot test was subjected to the reliability testing to establish using Internal Consistency Method. This was the most appropriate method to use since the test contains dichotomously scored items which the examinee either passes or fails in an item. The computed reliability of the instrument was 0.80 for servant leadership questionnaire, 0.82 for organizational trust questionnaire, and 0.789 for ethical climate questionnaire using Cronbach Alpha.

Procedure

In the collection of data, the researcher asked permission from the Schools Division Superintendent of the Division of Davao Oriental, DepEd Region XI. Upon their approval, the researcher then asked permission to the concerned School Heads concerned, to allow the researcher to conduct the study to the 200 teachers. Upon the approval, the researcher personally distributed and administered the research instruments to ensure 100 percent retrieval of the questionnaires. During the administration of the survey questionnaire, the researcher made sure that the classes were interrupted. During the administration of questionnaire, the possible questions and clarifications of the respondents were personally addressed to the researcher. After the respondents had completely answered the necessary data needed in the questionnaire, the researcher retrieved all the questionnaires administered to the respondents. Then, a Certificate of Appearance was secured from the School Head concerned to vouch that the researcher honestly collected the data from the research respondents of the study. After the successful retrieval of the questionnaires, the data were collated and tabulated. Then, appropriate statistical tools were employed to derive the necessary data for interpretation and further analysis.

Data Analysis

The following statistical tools were used in interpreting the data collated. Mean was used to describe the level of servant leadership of school heads, organizational trust of science teachers, and ethical climate in answer to sub-problems 1 to 3. Pearson *r* was used to determine the significance of the relationship between servant leadership of school heads and organizational trust of science teachers; between servant leadership of school heads and ethical climate; and between ethical climate and organizational trust of science teachers in answer to sub-problem 4. Lastly, path analysis was used to test the significance of the mediation of ethical climate on the relationship between servant leadership of school heads and organizational trust of science teachers.

Ethical Considerations

Before collecting data, this study obtained ethical approval from the UM Ethics Review Committee. Participation was voluntary and anonymous, with informed consent obtained from all respondents who were fully briefed on the study's purpose and implications. To ensure confidentiality, all identifiable information was securely stored and only accessible to the researcher; any published findings are completely de-identified. The research adhered to the Philippine Data Privacy Act of 2012, and all information was handled in accordance with COVID-19 safety protocols. Recruitment and data collection were overseen by school heads to manage minimal risk, and participants received tokens of appreciation. Potential conflicts of interest were addressed by excluding the researcher's immediate peers, and authorship responsibilities were clearly defined in collaboration with the research adviser.

Results and Discussion

Presented in this section are the data and analysis of findings based on the data collated from the research instruments used in the study to determine the significance of the mediation of ethical climate on the relationship between the servant leadership and organizational trust of science teachers among public secondary schools in Baganga North District, Division of Davao Oriental, Region XI, Philippines. Interpretations of results were engaged in the following subheadings: level of servant leadership of school heads, level of organizational trust of science teachers, level of the ethical climate of schools, significance of the relationship between servant leadership of school heads and organizational trust of science teachers, significance of the relationship between servant leadership of school heads and ethical climate of schools, significance of the relationship between ethical climate and organizational trust of science teachers, and significance of the mediation of ethical climate on the relationship between servant leadership and organizational trust of science teachers.

Level of Servant Leadership of School Heads

The level of servant leadership of school heads as perceived by the science teachers yielded a grand mean of 4.09 or high with a standard deviation (SD) of 0.77, indicating that the servant leadership of school heads among public secondary schools is often manifested. This suggests that school heads place a high value on serving and supporting the science teachers and the school community, embodying leadership qualities such as empowerment, standing back, accountability, forgiveness, courage, authenticity, humility, and stewardship. This aligns with the finding of Apak et al. (2019) stating that teachers perceived high levels of servant leadership practices among principals in Sabah, Malaysia. Also, it affirms the study of some authors (Amparado & Villarante, 2020; Dinampo & Balones, 2023) which measured the servant leadership of school administrators as perceived by faculty members and non-teaching staff, and found that the administrators were exhibiting servant leadership. Moreover, it confirms the avowal of Golzar and Miri (2020) stating that servant leadership principles is used in school and found that the principles were practiced at a high level.

Data reveals that the domains of servant leadership of school heads that yielded the highest mean scores, as shown in Table 1, is the accountability with a mean rating of 4.28 or very high and SD of 0.76 which means is it always manifested. On the other hand, forgiveness is the lowest domain (Mean=3.94, SD=0.96) albeit high which means it is oftentimes manifested. School leaders' very high level of servant leadership in terms of accountability demonstrates their deep commitment to encouraging responsibility among science teachers in schools. They prioritize holding science teachers accountable for their jobs, ensuring that they understands their responsibilities and expectations. This is in line with the study of Ragnarsson et al. (2018) stating that accountability is an integral part of practicing servant leadership. It also expands the idea of White (2020) which avowed that school administrators and teachers shared the responsibility to improve their practice, to create an environment that fosters growth, and offer quality material and learning experiences.

Table 1. *Level of Servant Leadership of School Heads in Baganga North District*

<i>Indicators</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Level</i>
empowerment	0.72	4.22	very high
standing back	0.88	4.02	high
accountability	0.76	4.28	very high
forgiveness	0.96	3.94	high
courage	0.91	4.03	high
authenticity	0.83	4.03	high
humility	0.96	3.99	high
stewardship	0.83	4.26	very high
Overall	0.77	4.09	high

On the other hand, the school heads' high level of servant leadership in terms of forgiveness demonstrates that school heads avoid criticizing science teachers for their failures and instead provide advice and encouragement for personal and professional development. Furthermore, when colleagues make mistakes, they adopt a forgiving attitude, promoting a culture of understanding that enables for the past to be forgiven while focusing on future growth. This is consistent with the findings of a number of researchers (Chen et al., 2022; Heyler & Martin, 2018) who found that leaders must be able to forgive when confronted with insults, conflicts, and mistakes

inside the organization. Servant leaders must create a trusting climate in which people feel accepted, free to make mistakes, and certain that they will not be discarded. As a result, it promotes the formation of high-quality interpersonal bonds by offering an improved understanding of the behaviors of others. Servant leaders do not seek retribution or vengeance; instead, they foster an environment that brings forth the best in individuals.

Level of Organizational Trust of Science Teachers

The level of organizational trust of science teachers among public secondary schools yielded a grand mean of 4.09 or high with SD of 0.72 indicates that the organizational trust of science teachers is oftentimes manifested. This suggests that science teachers' trust in their work teams suggests strong teamwork and cooperation, which can lead to more successful and innovative teaching approaches. Trust in the work setting and management promotes the idea that science teachers have confidence in the school system's support and leadership. This aligns with the study of Guhao & Sioting (2023) stating that organizational trust among public elementary teachers is always evident since with the presence of their school leader they can deal the job with professionalism and dedication. In schools, respect is evident in which everyone believes on their school head's competence and preparation for the job given their track record. Teachers consider their schools leaders to be trustworthy as also perceived by their other work associates whom they interact with.

Table 2. *Level of Organizational Trust of Science Teachers in Baganga North District*

<i>Indicators</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Level</i>
trust to work team	0.69	4.12	high
trust to work setting	0.79	4.09	high
trust to management	0.81	4.06	high
Overall	0.72	4.09	high

In addition, it affirms the findings of the study of some authors (Akabay & Zeybek, 2023; Amzat, 2018) which found that teachers generally have high levels of trust in their schools, with the school-level variable influencing organizational trust perceptions. Teachers have trust in administrators, colleagues, and stakeholders. They highlighted the significance of trust in schools and the role of school principals in building trust with teachers.

From this result, the domain of organizational trust of science teachers that yielded the highest mean score, as shown in Table 2, is trust to work team with a mean rating of 4.12 or high and SD of 0.69, which means it is oftentimes manifested. On the other hand, trust to management was the lowest domain, albeit still high, gained a mean score of 4.06 with SD of 0.81 which is oftentimes manifested. The high level of trust to work team indicates that science teachers at this school have a high level of trust in their work teams, and they value their colleagues' competence, dependability, and assistance. This trust underlies a collaborative, safe, and respectful work environment in which accomplishments are recognized and ethical behavior is expected. This substantiates the avowal of Kolleck et al. (2021) which found a high involvement in co-constructive collaboration, such as team teaching, among teachers. It also affirms the studies of other authors (Akinyemi et al., 2020; Barle, 2018) which highlighted the importance of trust and positive working relationships among teachers in communities of practice for professional development. Teachers' teamwork in schools has benefits, including the development of interpersonal communication skills and the improvement of pedagogical work.

On the other hand, the high level of trust to management among science teachers implies that science teachers have a high level of trust in their school management, experiencing that promises are consistently fulfilled and that the school heads act with emotional intelligence and sincere intentions. This trust is developed by the school head's accessibility, teacher recognition, and a sense of responsibility and autonomy among the teaching staff. This confirms the idea of some authors (Arar, 2020; Sönmez, 2020) stating that teachers have trust to their school management. Teachers who have access to empowerment structures in their work environment are more likely to trust their school heads. It is highlighted that teachers trust their school principals due to their autonomy and emotional intelligence.

Level of Ethical Climate of Schools

Table 3. *Level of Ethical Climate of Schools in Baganga North District*

<i>Items</i>	<i>SD</i>	<i>Mean</i>	<i>Descriptive Level</i>
Expecting everyone is being expected to stick by organizational rules and procedures	0.66	4.44	very high
Expecting people are being expected to strictly follow legal or professional standards	0.64	4.54	very high
Expecting people are being expected to comply with the law and professional standards over and above other considerations	0.64	4.49	very high
Making the law or ethical code of people's profession is being the major consideration	0.63	4.50	very high
Emphasizing that it is being very important to follow strictly the organisation's rules and procedures	0.57	4.57	very high
Considering that the most important concern is considering the good of all the people	0.60	4.63	very high
Considering what is best for everyone in the organization	0.67	4.58	very high
Considering what is always being best for the other person	0.79	4.32	very high



Protecting one’s own interests above other considerations	1.02	3.93	high
Expecting people are looking out for each other’s good	0.73	4.34	very high
Expecting people are being guided by their own personal ethics	0.72	4.29	very high
Expecting each person is deciding for themselves what is right and wrong	0.77	4.33	very high
people are being expected to follow their own personal beliefs	0.86	4.09	high
Expecting people are being expected to follow their own moral beliefs	0.77	4.17	high
Considering the most important concern in this organisation is having each person’s own sense of right and wrong	0.81	4.18	high
Expecting work is being considered substandard only when it hurts the organization’s interests	0.91	3.95	high
Expecting people are being expected to do anything to further the organization’s interests	0.70	4.24	very high
Ensuring that there is no room for having one’s own personal morals or ethics in this organisation	1.22	3.38	moderate
Having norms and expectations that encourage ethical decision-making from an egoistic perspective	0.86	3.95	high
Making decisions that are being derived personal benefits or organizational benefits	0.77	4.12	high
Believing that the most efficient way is always having the right way in this organisation	0.71	4.25	very high
Emphasizing that the major responsibility of people is being able to consider efficiency first	0.72	4.25	very high
Expecting each person above all to work efficiently	0.67	4.42	very high
Expecting people are being concerned with the organisation’s interests—to the exclusion of all else	0.82	4.03	high
Ensuring efficient solutions to problems are always being sought	0.71	4.27	very high
Overall	0.47	4.25	very high

The level of ethical climate of schools as perceived by science teachers among public secondary schools gets an overall mean of 4.25 or very high, with a standard deviation of 0.71. This means that the level of ethical climate of schools is always manifested. Further, a very high level of ethical climate in schools indicates that teachers uphold and value ethical norms in their professional activities. This includes a dedication to fairness, honesty, and integrity in relationships with students, staff, and the larger school community. This favorable ethical climate helps to create a more nurturing and morally grounded educational environment, which benefits both students and faculty. This aligns with the statement of Shaquela and Lyndon (2022) which states that in the educational setting, ethical climate is described as the shared perception of what ought to be followed as a form of ethically correct behavior among teachers.

In addition, it expands the idea of Agero and Quines (2022) which mentioned that teachers in a school's ethical climate utilize it as a lens for recognizing ethical challenges and dilemmas. With ethical climate, everyone promote the well-being of all stakeholders, and adherence to academic regulations and professional standards is emphasized. Teachers in such settings are expected to maintain both school standards and the ethical codes of their profession, ensuring a strong commitment to ethical conduct and professional integrity.

Significance of the Relationship between Servant Leadership of School Heads and Organizational Trust of Science Teachers

Table 4.1 Significance of the Relationship between Servant Leadership of School Heads and Organizational Trust of Science Teachers in Baganga North District

Servant Leadership	Organizational Trust			Overall
	trust to work team	trust to work setting	trust to management	
empowerment	.568* (0.000)	.678* (0.000)	.698* (0.000)	.685* (0.000)
standing back	.520* (0.000)	.643* (0.000)	.695* (0.000)	.656* (0.000)
accountability	.456* (0.000)	.560* (0.000)	.586* (0.000)	.565* (0.000)
forgiveness	.606* (0.000)	.686* (0.000)	.719* (0.000)	.708* (0.000)
courage	.502* (0.000)	.595* (0.000)	.658* (0.000)	.619* (0.000)
authenticity	.551* (0.000)	.669* (0.000)	.704* (0.000)	.679* (0.000)
humility	.564* (0.000)	.673* (0.000)	.740* (0.000)	.698* (0.000)
stewardship	.576* (0.000)	.690* (0.000)	.736* (0.000)	.706* (0.000)
Overall	.610* (0.000)	.729* (0.000)	.777* (0.000)	.746* (0.000)

*Significant at 0.05 significance level.

One important purpose of this study was to determine whether or not servant leadership has a significant relationship with the organizational trust of science teachers. The results of the computations are shown in Table 4.1. As shown in the table, the overall r-value on the correlation between the level of servant leadership of school heads and the level of organizational trust of science teachers is 0.746 with $p < 0.05$, which means that the servant leadership of school heads is significantly associated with the organizational trust

of science teachers. Hence, the null hypothesis is rejected. This indicates that Science teachers are more likely to trust and have confidence in their school's leadership when they perceive their school heads as servant leaders who place a high value on serving and supporting them. This confirms the findings of the study of Almutairi et al. (2020) which found a positive impact of servant leadership on organizational trust. It also affirms the study of Zhou et al. (2022) which revealed that servant leadership significantly boosts trust in leaders.

Significance of the Relationship between Servant Leadership of School Heads and Ethical Climate of Schools

Another purpose of this study was to determine whether or not servant leadership of school heads has a significant relationship with the ethical climate of schools as perceived by the science teachers.

Table 4.2 *Significance of the Relationship between Servant Leadership of School Heads and Ethical Climate of Schools in Baganga North District*

Servant Leadership	Ethical Climate	
	Overall	
empowerment	.506*	(0.000)
standing back	.481*	(0.000)
accountability	.481*	(0.000)
forgiveness	.502*	(0.000)
courage	.454*	(0.000)
authenticity	.543*	(0.000)
humility	.519*	(0.000)
stewardship	.478*	(0.000)
Overall	.555*	(0.000)

*Significant at 0.05 significance level.

Table 4.2 shows the results of the computations. As shown in the table, the overall r-value on the correlation the level of servant leadership of school heads and the level of ethical climate of schools is 0.555 with $p < 0.05$. The data implies that the servant leadership of school heads is significantly associated with the ethical climate of schools. Hence, the null hypothesis is rejected. This suggests that when school leaders embrace a servant leadership approach it positively influences the overall ethical climate of the school as perceived by science teachers. This correlation signifies that when leaders put premium on serving and supporting the science teachers, the more likely they will foster a culture of integrity and ethical behavior among teachers. This affirms the proposition of Mohd Mustamil and Najam (2020) stating the role of servant leadership style in encouraging ethical behavior among employees. Moreover, it corroborates with the assumption of Sendjaya et al. (2020) that demonstrates the value of using a servant leadership approach in order to foster a psychological ethical climate. Further, it aligns with the study of some authors (Kumar et al., 2020; Mohd Mustamil & Najam, 2020) stating that servant leadership plays a vital role in fostering ethical climates within organizations. Servant leadership directly influences employees' perceptions of a strong ethical climate as it encourages ethical behavior by modeling integrity and prioritizing the well-being of others. Likewise, it supports the study of Linuesa-Langreo et al. (2016) which also found a strong association between servant leadership and high ethical standards in organizational settings.

Significance of the Relationship between Ethical Climate and Organizational Trust of Science Teachers

This present study also aimed to determine whether or not the ethical climate has a significant relationship with the organizational trust of science teachers.

Table 4.3 *Significance of the Relationship between Ethical Climate and Organizational Trust of Science Teachers in Baganga North District*

Ethical Climate	Organizational Trust			Overall
	trust to work team	trust to work setting	trust to management	
Overall	.505* (0.000)	.518* (0.000)	.519* (0.000)	.541* (0.000)

*Significant at 0.05 significance level.

The results of the computations are shown in Table 4.3. As shown in the table, the overall r-value on the correlation between the level of ethical climate and the level of organizational trust of teachers is 0.541 with $p < 0.05$, which means that the ethical climate is significantly associated with the organizational trust of teachers. Hence, the null hypothesis is rejected. It indicates that a school's ethical climate has a significant impact on the level of trust that scientific teachers have in the school organization. This means that science teachers are more likely to trust the school organization if they view their workplace to have strong ethical principles and practices.

This is in parallel with the study of Oh (2022) which stated that ethical climate facets such as social responsibility and adherence to professional codes positively influence trust in supervisors and the organization itself. Also, it affirms the study of Koroğlu et al. (2024) which exposed that ethical climates were significantly associated with trust in colleagues. Also, it aligns with the study of Hough et al. (2015) stating the impact of an ethics environment on employee trust. Further, other several studies (Ratnasari et al., 2022; Zehra & Siddiqui, 2020) which found that ethical work climate was related to increased social trust of employees. Their studies also highlighted the role of human resource management practices in the ethical climate practices and how these positively affected trust.

Significance of the Mediation of Mediation of Ethical Climate on the Relationship between Servant Leadership and Organizational Trust of Science Teachers

Table 5. Significance of the Mediation of Mediation of Ethical Climate on the Relationship between Servant Leadership and Organizational Trust of Science Teachers

PATH	ESTIMATES		SE	C.R.	P
	Unstandardize <i>d</i>	Standardize <i>d</i>			
SL ▾ EC	.341	.555	.039	8.760	.000
EC ▾ OT	.280	.183	.091	3.073	.002
SL ▾ OT	.606	.645	.056	10.856	.000

X = SERVANT LEADERSHIP (SL)
Y = ORGANIZATIONAL TRUST (OT)
M = ETHICAL CLIMATE (EC)

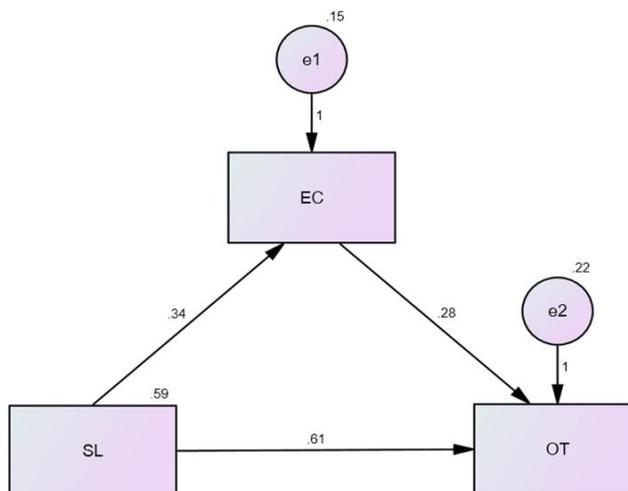


Figure 1. Model Fit on the Significance of the Mediation of Ethical Climate on the Relationship between Servant Leadership and Organizational Trust of Science Teachers

By using Path Analysis, Table 5 shows that the result revealed that paths SL (X) to EC (M); EC (M) to OT (Y); and SL (X) to OT (Y) are significant; this results to a partial mediation computation; thus, EC partially mediates the relationship between SL and OT. Furthermore, the result of the mediation computation shown in Figure 3 the direct path which revealed that for every unit increase in Servant Leadership, there is a corresponding 0.61 unit increase in the Organizational Trust of science teachers. Also, indirect paths showed that for every unit increase in Servant Leadership, there is a corresponding 0.34 unit increase in the Ethical Climate of schools. At the same time, for every unit increase in the Ethical Climate of schools, there is a corresponding 0.28 unit increase in Organizational Trust of science teachers. This indicates that Ethical Climate is only one of the reasons how Servant Leadership can influence the Organizational Trust of science teachers. Since it is only partial mediation, it could not be claimed that Ethical Climate is the very reason how Servant Leadership can influence the Organizational Trust of science teachers.

This further implies that, with partial mediation, Servant Leadership has both direct and indirect effects on the Organizational Trust of science teachers. The direct effect is not mediated, whereas the indirect effect is transmitted through SL-EC-OT. This further implies that the organizational trust of science teachers can be heightened by servant leadership of school heads and can be augmented by passing through an improved ethical climate. Consequently, ethical climate mediates the servant leadership of school heads for higher organizational trust of science teachers. These findings suggest that the rejection of the null hypothesis.

Data implies that when an organization practices servant leadership – a leadership style focused on serving the needs of others – it can influence the ethical climate within the organization. This, in turn, affects the level of trust that science teachers have in the school organization. Essentially, servant leadership plays a role in shaping the ethical environment of the school, which subsequently impacts the trust of science teachers have in their school organization. This suggests a connection between leadership philosophy, ethical practices, and the trust levels within schools as perceived by science teachers. This confirms the proposition of Mohd Mustamil and Najam (2020) stating that servant leadership was directly related to perceptions of an ethical climate and consequently as mentioned by some authors (Ratnasari et al., 2022; Simha & Stachowicz-Stanusch, 2018; Zehra & Siddiqui, 2020) highlighting the effects of ethical climate on organizational trust. Essentially, it validates the proposition of Almutairi et al. (2020) which found a positive impact of servant leadership on organizational trust.

Conclusion

Based on the findings of the study, conclusions were drawn as follows:

Ethical climate has a significant partial mediating effect on the relationship between the servant leadership and organizational trust of science teachers. It can be explained that augmentation of the organizational trust of science teachers can be attained through school heads' servant leadership with the mediation of ethical climate. Hence, servant leadership positively influences organizational trust, but the ethical climate of the organization acts as a mediating factor. It can either enhance or diminish the impact of servant leadership on trust, depending on the alignment of ethical values and practices with the principles of servant leadership.

Furthermore, the overall level of servant leadership of school heads is high. Its indicators reveal the following results: very high for empowerment, high for standing back, very high for accountability, high for forgiveness, high for courage, high for authenticity, high for humility, and very high for stewardship. Also, the overall level of organizational trust of science teachers is high. Its indicators reveal the following results: high for trust to work team, high for trust to work setting, and high for trust to management. Likewise, the overall level of ethical climate of schools is very high. Moreover, this study revealed significant relationships between servant leadership of school heads and organizational trust of science teachers, between servant leadership of school heads and ethical climate, and between ethical climate and organizational trust of science teachers.

Moreover, the importance of organizational trust among science teachers, influenced by both servant leadership and the ethical climate, cannot be overstated. Trust within an organization is a foundational element for a productive and harmonious work environment. Servant leadership, with its emphasis on serving and supporting science teachers, fosters a sense of trust within the schools. When coupled with a positive ethical climate, it creates a supportive backdrop for ethical decision-making and mutual respect, thus increasing further teachers' level of trust in school. In turn, organizational trust serves as a catalyst for innovation, effective communication, and the delivery of high-quality education, ultimately benefiting both the science teachers and the students they serve.

Moreover, this study affirmed the idea of the social exchange theory of Blau (1964). The social exchange theory, as applied to the context of servant leadership, ethical climate, and organizational trust among science teachers, underscores the idea that trust is a result of a social exchange process. Servant leadership creates an environment of support and care, and ethical climate shapes the expectations and norms of this exchange. When both are aligned, the trust-building process is enhanced, as science teachers reciprocate the support they receive from their servant leaders within an ethical framework, ultimately fostering organizational trust.

In light of the foregoing findings and conclusions, the following recommendations are offered:

The study revealed the domain of servant leadership which is the forgiveness got the lowest mean. Thus, the researcher recommends DepEd officials may provide training in forgiveness and conflict resolution, and that school heads may set an example by promoting a forgiving culture, and establish clear communication and conflict resolution mechanisms. These actions will foster a positive leadership environment and improve relationships. Moreover, results showed that trust to management was the lowest domain of organizational trust of science teachers. The researcher highly recommends that the school heads may focus on strengthening their relationships with science teachers by fostering open and transparent communication, demonstrating consistent support and leadership, and actively engaging in collaborative decision-making processes. Additionally, efforts may be made to create a trusting culture that values teacher input and well-being, ultimately working to rebuild and enhance trust in management.

Additionally, results showed a very high level of ethical climate of schools; hence, school heads and teachers may need to maintain and enhance this positive ethical environment by consistently modeling and reinforcing ethical behavior and decision-making. They may actively engage in ongoing ethical discussions, education, and training to ensure that ethical standards and values are upheld and integrated into daily operations, thereby nurturing a culture of integrity and trust within the school community. This continuous commitment to ethical principles will not only sustain the positive climate but also serve as a model for students.

Additionally, results revealed that ethical climate mediates servant leadership for an amplified organizational trust of science teachers. Servant leadership of school heads influences organizational trust of science teachers, and at the same time, science teachers' organizational trust is an outcome of ethical climate; hence, it is recommended for the schools to continue to prioritize servant leadership behaviors, including support and mentorship, while also maintaining and promoting a robust ethical climate. Concurrently, science teachers may actively participate in training programs that enhance their understanding of ethical principles, as well as leadership and communication skills. By doing so, they can collectively reinforce a culture of trust and collaboration within the school, ultimately benefiting the entire educational community.

For future researchers, it is recommended to delve deeper into the specific mechanisms through which ethical climate mediates the relationship between servant leadership and organizational trust among science teachers by doing qualitative research methods and mixed methods. Moreover, extending the research to different educational settings or diverse populations can offer valuable insights into the generalizability of the findings. Finally, researchers are encouraged to investigate the impact of interventions or strategies aimed at enhancing servant leadership and ethical climate to determine their effectiveness in improving organizational trust in the context of science education.

References

- Almutairi, B. A., Alraggad, M. A. A., & Khasawneh, M. (2020). The impact of servant leadership on organizational trust: the mediating role of organizational culture. *European Scientific Journal ESJ*, 16(16), 1-10.
- Angtud, N. A., Groenewald, E., Kilag, O. K., Cabuenas, M. C., Camangyan, J., & Abendan, C. F. (2023). Servant Leadership Practices and their Effects on School Climate. *Excellencia: International Multi-disciplinary Journal of Education* (2994-9521), 1(6), 444-454.
- Arar, K. (2020). Educational administration in the Middle East. In *Oxford Research Encyclopedia of Education*.
- Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1, pp. 141-154). Englewood Cliffs, NJ: Prentice hall.
- Baxter, J., & Ehren, M. (2023, March). Factors contributing to and detracting from relational trust in leadership: The case of primary schools in South Africa. In *Frontiers in Education* (Vol. 8, p. 1004575). Frontiers Media SA.
- Blau, P. (2017). *Exchange and power in social life*. Routledge.
- Burton, L. J., Peachey, J. W., & Wells, J. E. (2017). The role of servant leadership in developing an ethical climate in sport organizations. *Journal of Sport Management*, 31(3), 229-240.
- Canavesi, A., & Minelli, E. (2022). Servant leadership: A systematic literature review and network analysis. *Employee responsibilities and rights journal*, 34(3), 267-289.
- Cansoy, R., Parlar, H., & Türkoğlu, M. E. (2021). The effect of school principals' ethical leadership on teacher job satisfaction: The mediating role of school ethical climate. *International Journal of Psychology and Educational Studies*, 8(4), 210-222.
- Chan, S., & Mak, W. (2014). The impact of servant leadership and subordinates' organizational tenure on trust in leader and attitudes. *Personnel Review*, 43(2), 272-287. <https://doi.org/10.1108/PR-08-2011-0125>.
- Chen, M., Zada, M., Khan, J., & Saba, N. U. (2022). How does servant leadership influences creativity? Enhancing employee creativity via creative process engagement and knowledge sharing. *Frontiers in Psychology*, 13, 947092.
- Esmaili, E., Sameri, M., & Hassani, M. (2020). The Role of Organizational Trust, Collaboration among Teachers, and Participatory Decision Making in Teaching Activities with Mediation Role of Teachers' Self-Efficacy. *Journal of Curriculum Studies*, 15(56), 166-141.
- Feitosa, J., Grossman, R., Kramer, W. S., & Salas, E. (2020). Measuring team trust: A critical and meta-analytical review. *Journal of Organizational Behavior*, 41(5), 479-501.
- Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The leadership quarterly*, 6(2), 219-247.
- Gürbüz, S. (2023). A factor predicting teachers' organizational trust: School happiness. *International Technology and Education Journal*, 7(2), 44-46.
- Guhao Jr, E. S., & Sioting Jr, R. N. (2023). Organizational trust, teachers' self-efficacy and school culture: a structural equation model on professional learning communities among public elementary schools in region xi. *European Journal of Education Studies*, 10(6).
- Ferrando, C., & Guhao, E. (2024). Ethical climate, charismatic leadership of school heads and teachers' sense of self-efficacy: A structural equation model on teacher engagement. *Psychology and Education: A Multidisciplinary Journal*, 20(2), 171-187.
- Hanifa, & Ahmad, A. Z. (2024). Organizational trust in the contemporary context: An analytical review. *International Journal of Multicultural and Multireligious Understanding*, 11(1), 493-501.

- Hidayat, R., & Patras, Y. E. (2022). The effect of organizational trust and job satisfaction on teachers' organizational citizenship behavior (OCB) in private senior high schools. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 6(4), 1049-1063.
- Joseph, E., & Winston, B. (2005). A correlation of servant leadership, leader trust, and organizational trust. *Leadership & Organization Development Journal*, 26(1), 6-22.
- Kainde, S. J., & Mandagi, D. (2023). A systematic review of servant leadership outcomes in education context. *EDUKASIA: Jurnal Pendidikan dan Pembelajaran*, 4(2), 2563-2574.
- Köroğlu, Ö., Akkoç, İ., Turunç, Ö., Çalışkan, A., Akbaş, M. Ç., Karayağın, C., ... & Akbaş, H. (2024). The Effect of Organizational Ethical Climate on Job Satisfaction among Nurses: The Mediating Role of Trust in Colleagues. *Sustainability*, 16(10), 4179.
- Kumar, P., Raghavendra Kamath, C., & Thomas, B. (2020). Impact of servant leadership and ethical climate at higher educational institutions and industries. *International Journal of Scientific and Technology Research*, 9(4), 358-364.
- McDonald, S. J. (2023). *Teachers' Perceptions of Relational Trust, Leadership, and Culture in a New England Middle School* (Doctoral dissertation, Southern New Hampshire University).
- Nantamu, S., Grazi, A., & Cromie, S. (2025). Testing turnover intentions and organizational justice on servant leadership: a validation of the servant leadership survey scale in sub-Saharan Africa. *Leadership in Health Services*, 38(5), 16-34.
- Oh, S. Y. (2022). Effect of ethical climate in hotel companies on organizational trust and organizational citizenship behavior. *Sustainability*, 14(13), 7886.
- Özdoğan, M., & Sarier, Y. (2024). The relationship of ethical leadership with teachers' organizational behavior, attitudes, and perceptions: a meta-analysis study. *Humanities and Social Sciences Communications*, 11(1), 1-14.
- Parboteeah, K. P., Weiss, M., & Hoegl, M. (2024). Ethical climates across national contexts: A meta-analytical investigation. *Journal of business ethics*, 189(3), 573-590.
- Parcon, L. M. A. M. (2022). The Mediating Effect of School Ethical Climate on The Relationship Between Interpersonal Support and Teacher Affective Attitude. *International Journal of Research and Innovation in Social Science*, 6(11), 929-936.
- Shua, K. (2023). The relationship between school ethical climate and school effectiveness in Israel 2020. *Academicus International Scientific Journal*, 14(27), 67-91.
- Simha, A., & Stachowicz-Stanusch, A. (2018). The Effects of Ethical Climates on Organizational Trust. Retrieved from <https://journals.aom.org/doi/abs/10.5465/AMBPP.2012.11815abstract>.
- Slimane Tichtich, M. L., & Khaiat, A. (2024). Organizational trust: dimensions, determinants, and outcomes. *Revista Universitară de Sociologie*, (2).
- Sönmez, N. K. (2020). The relationship between psychological empowerment and trust in supervisor in hotel enterprises. *Journal of Tourism & Gastronomy Studies*, 8(1), 291-306.
- Su, W., & Hahn, J. (2022). A multi-level study on whether ethical climate influences the affective well-being of millennial employees. *Frontiers in Psychology*, 13, 1028082.
- Van Dierendonck, D., & Nuijten, I. (2011). The servant leadership survey: Development and validation of a multidimensional measure. *Journal of business and psychology*, 26, 249-267.
- Zhou, G., Gul, R., & Tufail, M. (2022). Does servant leadership stimulate work engagement? The moderating role of trust in the leader. *Frontiers in Psychology*, 13, 925732.

Affiliations and Corresponding Information

Lani Mae O. Cumaling
University of Mindanao
Davao City – Philippines

Eugenio S. Guhao Jr.
University of Mindanao
Davao City – Philippines