

Servant Leadership of Graduate Students: Basis for the Development of Online Distance Course

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Abstract

Sustainable and agile universities innovate towards e-learning readiness for its flexible design, development, implementation, and evaluation of courses. Thus, this study was executed to develop the curriculum framework for an online distance course on servant leadership for a graduate school in the Province of Sorsogon, Philippines. To construct the framework, servant leadership traits and e-learning readiness of the school's graduate students were evaluated from the perspective of three groups from the school's key customers. This study applied a mixed-method design by using both quantitative survey and qualitative interview, participated by 105 and eleven respondents respectively. The study concluded that the respondents entirely "agree" that the referred graduate students demonstrated all seven dimensions of servant leadership. The most significant strengths of the graduate students out of the seven dimensions of servant leadership were found to be "conceptual skills" and "behaving ethically", meanwhile "putting subordinates first" was considered as the major weakness. The findings signified the need to improve servant leadership skills and to enhance their leadership brand, hence the necessity to develop an online distance course on the leadership style. Additionally, there was a significant difference found between the three groups of respondents on their perceptions of the servant leadership concept, implying that the course needs to be tailored following the existing perceptions. Additionally, the adoption of bichronous learning strategy as proposed in this study was reinforced by the interviewees who preferred online learning as the main platform, indicating e-learning readiness of the higher education institution. The curriculum framework for the online distance learning course titled "Project 'Lingkod Guro': Teachers as Servant Leaders" was developed as a result of this study

Keywords: *bichronous learning, distance education, e-learning, graduate students, online distance course, servant leadership*

Introduction

Universities and other organizations use online learning to offer both non-degree certificate programs and graduate courses: undergraduate, master's, or doctorate degrees, by providing flexible learning pathways. Flexible learning may contribute to a lifelong learning

process under the guidance of professional mentors, providing the opportunities and choices on why, where, when, and how learning can occur. The Commission on Higher Education (CHED) Memorandum Order (CMO) No. No. 15, s. 2019 defines distance education as one of the non-conventional graduate programs along with transnational education and consortium-delivered graduate programs (CHED, 2019). Distance education is “a mode of educational delivery whereby teacher and learner are geographically separated and instruction is delivered through materials and methods using communication technologies, and supported by organizational and administrative structures and arrangements” (CHED, 2016, p. 3). A similar requirement on the components of the curriculum for distance education was stipulated in CMO. No. 27, s. 2005 (CHED, 2005). However, the corona virus disease or COVID-19 pandemic prompted the issuance of updated guidelines on the implementation of flexible learning through CMO No. 4, s. 2020. The memorandum indicated that flexible learning is a pedagogical approach that allows varied usage according to the higher education institutions’ capacity, available facilities, and readiness of technology (CHED, 2020). Furthermore, distance education is also referred to as flexible learning and distributed learning (Republic Act No. 10650, 2014).

Supporting these definitions, previous authors evaluated the readiness of a higher education institution to execute a flexible learning curriculum while delivering the desired institutional and program outcomes through e-learning readiness. In a 2019 survey participated by 127 respondents from the graduate school in a higher education institution in the Province of Sorsogon, the e-learning readiness of the graduate school was assessed by using an instrument developed by Doculan (2016). The survey identified the factors affecting the e-learning readiness of the graduate school that was in the process of transitioning into e-learning. The study found out that the respondents were ready for e-learning in terms of technological confidence, social support, and attitude. Conversely, the institution was not ready for e-learning in terms of technology access, ICT infrastructure, administrative, and resource support. The importance of this issue was supported by Nasiri et al. (2014), who highlighted that teachers’ readiness for e-learning was strongly influenced by the infrastructure availability. Meanwhile, Huang et al. (2020) affirmed that graduate students tend to be independent in their quest for a new skill. Similar findings deducing that graduate students have the basic skills for e-learning were reported by Maleki Marasht et al. (2012), stating that they are independent learners and need less direct instruction.

Such a positive academic attitude towards e-learning was also exhibited by the higher education faculty in the Kingdom of Saudi Arabia (Alkhala et al., 2012) but only by those who are familiar with computer and information and communication technology (Krishnakumar & Rajesh Kumar, 2011). The finding was consistent with the attitudes of graduate students in other universities exhibiting average, positive attitudes for e-learning (Khirade, 2017; Adewole-Odeshi, 2014) which according to Omar et al. (2012), is a critical factor in ensuring the success of e-mentoring. Regardless, a major obstacle on the grant of administrative and resource support for e-learning was stipulated in the regulatory requirement for distance learning, as stipulated in CMO No. 15 s. 2020. However, the COVID-19 pandemic unexpectedly hastened the transition to a flexible online distance platform using existing ICT infrastructure by both the faculty and students, with the addition of administrative and resource support of the institution that was already in the development as a smart campus. This condition was also made possible through the issuance of the guidelines on the implementation of flexible learning through CMO No. 4, series of 2020.

Therefore, given the e-learning readiness of the graduate school alongside the emerging transformation of the learning delivery mode from purely residential to flexible learning, there is an opportunity to design an online distance course for the leadership development of the

graduate students that is consistent with the mandate of the graduate school. Huber and Carter (2014); Gotthardt and Glowalla (2006); Russell (2013); and van de Bunt-Kokhuis and Nabil (2012), among others, demonstrated the successful development and implementation of evidence, or research-based e-learning curricula, on various topics including servant leadership.

Literature Review

Servant leadership is central to the role of teachers as scholars and public servants. They serve the least privileged in the society; allowing them to grow as a person, become healthier, wiser, and freer, more autonomous as they become servant leaders themselves (Greenleaf, 2002). They influence important work outcomes both at the individual and team level and a solution for organizations to address greed and excessive self-interests (Liden et al., 2014).

Sendjaya (2015) recommended that the servant leadership behaviour scale be employed as a guide in the development of a holistic and follower-centred approach learning course whose conviction is to serve and develop others. Hence, this concept shall be explored in the development of an online distance course emphasizing roles of teachers as servant leaders and stewards, and as servant leaders to students, colleagues, school administration, and community. Various researchers described the dimensions of servant leadership differently as per the context of their studies. Van Dierendonck and Nuijten (2011) identified eight dimensions, while Liden et al. (2008, 2015) validated seven and Sendjaya (2015) identified six. However, they all agree that the dimensions for servant leadership can be measured using a reliable and valid assessment tool. Hence, it can be deduced that servant leadership behaviour can be managed, taught, and learned.

In this study, the measurement of the servant leadership of the graduate students was delimited on the use of the Servant Leadership Questionnaire (SLQ) by Liden et al. (2008, 2015). Online distance course is a possible learning platform that can be explored for the proposed servant leadership course. Distance learning, also called distance education, e-learning, or online learning, is a form of education that facilitates communication using various technologies regardless of physical separation between the teachers and students during instruction (Simonson & Berg, 2016). However, the overlap of distance education and e-learning was not precisely identical based on the use of the new electronic media (Guri-Rosenblit, 2005). Saykılı (2018) defined distance education as “a form of education which brings together the physically-distant learner(s) and the facilitator(s) of the learning activity around planned and structured learning experiences via various two- or multi-way mediated media channels that allow interactions between/among learners, facilitators as well as between learners and educational resources” (p.5). In the case of this study, an online distance course on servant leadership is a fully online course that will be delivered using the internet for the learning activities and interactions among learners, facilitators, and open educational resources.

Servant leadership as an online course has the potential of improving the leadership competencies of graduate students. Unfortunately, an overwhelming majority of the leadership programs offered by universities and degree-granting institutions are fixated on the teaching of concepts while competencies are the major focus of non-degree-based leadership and development programs. Meanwhile, very little attention was paid to character, which is much more permanent and takes a long time to develop (Sendjaya, 2015). CMO No. 15, s. 2019 states that for a professional doctorate program, graduate students should be prepared to train or supervise others in the field or to discover new knowledge that has practical applications as demonstrated in one's profession (CHED, 2019). Bierly and Kolodinsky (2007) added that

executive positions require executive wisdom that emanates from knowledge, experience, and moral maturity. They also discussed that the core concept of individual wisdom includes intuitive traits of sensitivity on the impact of decisions to stakeholders and having a strong foundation for discerning right and wrong. In addition to being internally skilful in reflecting own past experiences, subjugating self's interest and ego, which ultimately leads to the ability to make and implement best decisions while continuously increasing knowledge were also highlighted. Hence, an assessment of the servant leadership behaviours of graduate school students is a good starting point from which the design of the course may address the servant leadership competencies of graduate students. However, open distance learning also comes with a challenge: upgrading the practicum to improve the students' achievement of expected competencies (Yunus & Yuliana, 2020). Singh et al. (2020) recommended establishing a user-friendly online course and management system for effective online discussions where interdependence between and among learners, facilitators, and content exists. Such appropriate online learning environment values, commitments, and behaviours associated with the complex and varied dimensions of servant leadership can be instructed and acquired through an online distance course as proposed by this study.

Cornell University (2021) offers an online certificate course that includes building leadership characters: authenticity, integrity, accountability, courage, humility, and compassion, then consequently the courses to develop a culture of empowerment and lead with credibility. In the case of Royal Roads University (2021), topics provided include traditional leadership and servant leadership approaches, rationale, unchallenged assumptions about leadership, personal and organizational realities, top skills of servant leaders, practical tips for servant leadership, new habits to achieve their best, and the cultivation of an environment of trust. Meanwhile, Gonzaga University School of Leadership Studies (2021) offers a fully online course on servant leadership as a specialization with the following topics: definition of servant leadership, servant-leader identity; emotional skills and interpersonal skills, and organizational culture. Viterbo University (2021) instead allows a flexible method for Master of Arts in Servant Leadership which may be availed through in-person, blended, or online classes. Other than graduate courses, the Greenleaf Center for Servant Leadership (2021) offers certificate programs on "The Foundations of Servant Leadership", "The Key Practices of Servant Leadership", and "Implementing Servant Leadership", where programs are completed interactively using a wiki collaborative website and group phone discussions. Meanwhile, the online servant leadership course of Udemy is self-paced with ten 50-minute lectures on the following topics: definition, history, principles, and moral purpose in servant leadership (Samoszuk, 2021). In the local context, servant leadership is offered either as a seminar, or training program, but not as an online certificate course. For example, the Youth Servant Leadership and Education Program of Caritas Manila and Pastoral Conference on Servant Leadership by the Serviam Catholic Charismatic Community Foundation are not yet certified as a certificate course on servant leadership. The Philippine Civil Service Commission through the Civil Service Institute (2021) offers various online leadership programs and workshops to enable participants to strengthen and harness public service values of patriotism, integrity, excellence, and excellence but none specifically for an online certificate course on servant leadership. Courses offered as a short-term training, a certificate course, a specialization, or a master's degree. All courses can be delivered in flexible platforms either in-person, blended, and online. Given the many examples of online courses on servant leadership, it is safe to conclude that the learning competencies associated with this leadership theory can surely be implemented in a fully online platform.

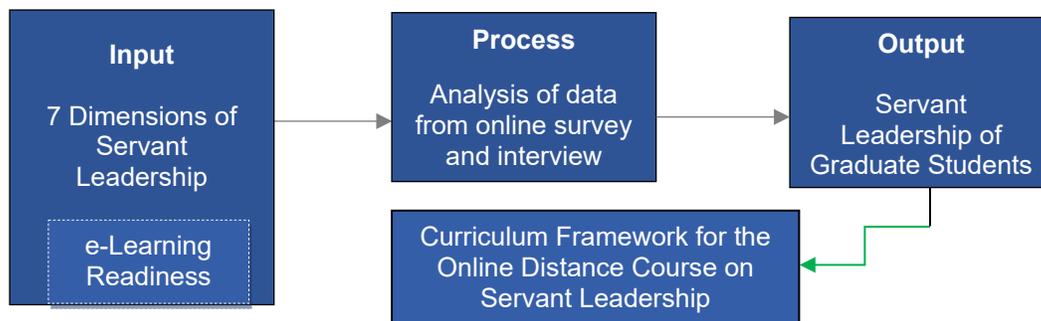
Ultimately, an online distance learning platform can serve the cause of the course effectively. One existing evidence to this statement was represented by Huber and Carter (2014) who trained instructors using online courses on the principles of servant leadership to

work better and achieve the university's mission, goals, and purpose with the intent of improving students' outcomes. Likewise, Russell (2013) demonstrated that a 15-week online distance learning course on servant leadership produced a positive overall experience for its students. Similarly, van de Bunt-Kokhuis and Sultan (2012) employed the concept of servant-leadership in building e-learning communities and concluded that constructive participation prepared a new generation of learners to be future servant leaders. In a different context, Reed and Swanson (2014) invited researchers to reflect on how technology innovation can be combined with trust and meaningful relationships to create teachable moments that can assist in leader preparation. Their findings revealed that the concept of servant leadership can be utilized both as a subject matter and as the design principle for the development of online distance courses itself. Hence, a well-thought design for an online distance course may be an effective alternative platform for the teaching and learning of the soft skills associated with servant leadership.

The servant leadership traits based on the seven dimensions of servant leadership developed and validated by Liden et al. (2008, 2015) were assessed and used to form the conceptual framework depicted in Figure 1. Findings on the e-learning readiness and servant leadership were also integrated into the 7S Framework (Gmelch & Buller, 2015) for the online distance course titled "Project 'Lingkod Guro': Teachers as Servant Leaders". The input, process, output, and the proposed intervention to improve the servant leadership of graduate students were drawn into the conceptual framework which provided the focus and direction of the study.

Figure 1

Conceptual Framework



Research Objectives

This study aimed to develop the curriculum framework for the online distance course on servant leadership for a graduate school in the Province of Sorsogon, Philippines. The result of this study will be utilized in the development and implementation of the online distance course titled "Project 'Lingkod Guro': Teachers as Servant Leaders".

This study has the following objectives:

- i. Evaluate the practice of servant leadership of graduate students from the perspective of key stakeholders;
- ii. describe the difference of perspective on servant leadership style of the graduate students between the groups of respondents, and
- iii. develop the curriculum framework for the proposed online distance course.

Research Method

Research Design

Mixed-method research design using explanatory sequential design (Creswell & Plano, 2018) was adopted for this action research. In this design, the study begins with a survey on servant leadership of graduate students and follows up on the result using an interview to elaborate on the specific findings of the study. The two phases were integrated during the analysis and formulation of the proposed output of the study.

Respondents

Participants in the survey were chosen from different classes of key customers from the targeted graduate school in the province of Sorsogon through convenience sampling. The online survey on servant leadership was participated by a total of 105 respondents, broken down as follows: 13 graduate education students, 71 basic education teachers, and 21 school heads. Subsequently, 11 respondents that were purposively selected to participate in the interview.

Research Instruments

The Servant Leadership Questionnaire (Liden et al., 2008, 2015) was adopted for the study. Data were interpreted using the following rating scale: 1 – Strongly disagree; 2 – Disagree somewhat; 3 – Disagree; 4 – Undecided; 5 – Agree somewhat; 6 – agree; 7 – Strongly agree.

Data Collection Procedure

An online survey and a structured interview using Google Forms were used to assess the servant leadership behaviour of the graduate students during the second semester of Academic Year 2020 – 2021. For the interview, eleven from the primary survey agreed to answer the online structured interview created using Google forms. The interview consists of three questions revolving around the leadership style and servant leadership skills and the preferred platform for the course. Informed consent was obtained following the ethical guidelines of the institution by including in the instrument a section on the purpose of the study, guaranteeing confidentiality and anonymity of respondents, and by providing the option to terminate participation, to refuse to answer questions, to be informed of the study results and others.

Treatment of Data

Quantitative data were analysed by calculating its frequency, average, and rank. Whereas thematic analysis was used to analyse the responses from the interview. The responses were also analysed with One-way ANOVA test to determine significant difference in the servant leadership behaviours among the three groups of respondents.

Findings and Discussion

Servant Leadership Traits of Graduate Students

From the survey, the three groups of the respondents generally perceived the graduate students as practicing all 28 servants leadership behaviours. All groups similarly “agree” on indicator 22 and “strongly agree” on indicator 6. The graduate students and basic education teachers collectively rated “agree” on all seven dimensions of servant leadership while the school

heads exceptionally rated “strongly agree” on statements indicating “creating value for the community” and “conceptual skills”, on top of rating “agree” on the remaining five dimensions.

Six out of the 28 indicators for servant leadership (Liden et al., 2008, 2015) were rated “strongly agree”. This finding showed that these six were the most dominant servant leadership traits of the graduate students. This pattern may be explained by the findings from Washington et al. (2006) who mentioned that followers' ratings of leaders' servant leadership were positively related to followers' ratings of leaders' values of empathy, integrity, and competence; and to the leaders' ratings of their agreeableness. Melinda et al. (2019) stated that the highest rank shows the highest concern of the respondents. Therefore, these six indicators were placed at the same rank as the strengths of the graduate students in their practice of servant leadership as shown in Table 1. The graduate students may have ranked high on these due to receiving appreciation of their leadership skills when practiced on their students, colleagues, school administration, or the community.

The assessment of key customers on the servant leadership of the graduate students using the six servant leadership indicators showed that there are indicators which landed at the bottom rank. These indicators as reflected in Table 1 were the least demonstrated servant leadership of the graduate students as perceived by the respondents. Hence, the data supported the proposal that there is a need to design the curriculum framework for the course. The highest ranked indicators per dimension will be addressed first so that the course can start building on what they already have and then proceed to address the areas for improvement.

Table 1

Strengths and Weaknesses

Dimensions of Servant Leadership	Rank	
	Weaknesses	Strengths
Emotional healing	[25] Others would seek help from him/her if they had a personal problem.	[3.5] Cares about others' personal well-being.
Creating value for the community	[23] Involved in community activities.	[3.5] Emphasizes the importance of giving back to the community.
Conceptual Skills	-	[3.5] Has a thorough understanding of the organization and its goals.
Empowering	[28] If others need to make important decisions at work, they do not need to consult him/her.	[3.5] Gives others the freedom to handle difficult situations in the way they feel is best.
Helping subordinates grow and succeed	[25] Wants to know about others' career goals.	
Putting subordinates first	[25] Puts others' best interests above his/her own.	
	[21] Cares more about others' success than his/her own.	
Behaving Ethically		[3.5] Holds high ethical standards.
		[3.5] Values honesty more than profits.

The top and bottom six servant leadership indicators as shown in Table 1 can be validated with the seven dimensions of servant leadership style as shown in Table 2. The top six belong to the following five dimensions of servant leadership: “emotional healing”, “creating value for the community”, “conceptual skills”, “empowering”, and “behaving ethically”. Meanwhile, the top-ranked indicators did not fall under any of these two dimensions: “helping subordinates grow and succeed” and “putting subordinates first”. Logically, the bottom six indicators fall under these two dimensions, alongside the other three: “emotional healing”, “empowering”, and “creating value for the community”. There are no indicators under “conceptual skills” and “behaving ethically” among the bottom six.

From this analysis, “conceptual skills” and “behaving ethically” were inferred as the strengths of the graduate students while “putting subordinates first” and “helping subordinates grow and succeed” were determined as their weaknesses. Given the roles of teachers as servant leaders and as stewards, whether to students, parents, families, colleagues, school administration, or the community (Nichols, 2011), the graduate students were found to be strong in their roles as servant leaders for school administration and as steward while being weak in their roles as servant leaders to their subordinates and colleagues. These findings prompted a bearing in terms of allocating longer time duration for the teaching and learning of the weakest indicators and dimensions of servant leadership.

Table 2

Summary of Servant Leadership

Dimensions of Servant Leadership	Graduate Students		Teachers		School Heads		Ave.	Interpretation	Rank
	Ave.	Rank	Ave.	Rank	Ave.	Rank			
a. Emotional Healing	6.1	6	6.1	3.5	6.4	5	6.2	Agree	5
b. Creating value for the community	6.3	3.5	6.2	1.5	6.5	2.5	6.3	Agree	3
c. Conceptual Skills	6.4	1.5	6.2	1.5	6.6	1	6.4	Agree	1.5
d. Empowering	6.2	5	5.8	7	6.4	5	6.2	Agree	5
e. Helping subordinates grow and succeed	6.3	3.5	6.0	5	6.4	5	6.2	Agree	5
f. Putting subordinates first	6.0	7	5.9	6	6.2	7	6.0	Agree	7
g. Behaving ethically	6.4	1.5	6.1	3.5	6.5	2.5	6.4	Agree	1.5

“Behaving ethically” and “conceptual skills” topped the ranking with an overall rank of 1.5. It is followed by dimensions “creating value for the community” with an overall rank of rank 3. Subsequently, “emotional healing”, “empowering” and “helping subordinates first” ranked 5 overall. Lastly “putting subordinates first” was at the bottom with an overall rank of 7. School heads and graduate students were among the three groups of respondents who agreed that it was the dominant dimension. The teachers identified “empowering” as the least dominant dimension at rank 7. This is alarming because according to Gaskova (2020), the empowering dimension was positively and significantly related to work performance. These findings were parallel with the study by Amparado and Villarante (2019) who deduced that university school

administrators exhibit high servant leadership skills on “trustworthiness”, “ethics”, and “empowerment”, while school heads in the basic education sector exhibit high servant leadership on “behaving ethically”, “conceptual skills” and “creating value for the community”.

One-way ANOVA Test Results

The statistical analysis using One-way ANOVA determined any significant difference between interviewees’ perception of servant leadership when grouped according to key stakeholders’ classification, as shown in Table 3. The results showed that the variation ‘between groups’ has a high relative to the variation ‘within groups’, therefore concluding that the perceptions of the three groups matter. Furthermore, data analysis from using One-way ANOVA showed that there was a significant difference in the perception on servant leadership among the three groups of respondents ($F=2,18 = 12.71597, p>.05$). It meant that the differences between the means of the three groups of respondents were statistically significant. These results signified that the enhancement of the servant leadership of the graduate students through the proposed online distance course on servant leadership must be tailored using the different perceptions and contexts of the various segments of stakeholders in the graduate school.

Table 3

Summary of One-way ANOVA

Source	df	SS	MS	F-Stat	F Crit	P-value
Between groups	2	0.5209	0.2605	12.71597	3.56	0.0004
Within groups	18	0.3687	0.0205			
Total	20	0.8896				

When the interview participants were probed on the preferred platform for the course 64% of the respondents chose online learning, 27% chose blended learning, and 9% for in-person or residential learning. The respondents also stated that the graduate students possess both hard and soft skills. These hard skills include “research-oriented”, “systematic”, “scientific”, and “goal-oriented” while the soft skills are “mentoring”, “problem-solving”, “motivation”, “perseverance”, “resourceful”, “open-minded”, “creative”, “hardworking”, “flexible”, “practical”, “integrity”, “resilient”, and “innovative”. Hard skills are cognitive skills related to technical aspects of work and are affected by intellectual quotient while soft skills are rooted in one’s actions and experiences, including idealism, values, and emotionality (Hutagalung et al., 2020). Subsequently, when asked about the leadership style exhibited by the graduate students, the respondents stated that their leadership styles are “systematic”, “scientific”, “democratic”, and “transformational”. None of the participants used the concept of servant leadership to specifically describe the leadership style of the graduate students.

Hence, despite the respondents agreeing in the initial survey on the servant leadership of the graduate students based on the seven dimensions identified by Liden et al. (2008, 2015), there is an opportunity to introduce an innovative program to improve the servant leadership behaviour from “agree” to “strongly agree” and to include servant leadership as one of the major leadership styles that will form part of the branding of graduate students at state universities. Insley (2016) supported this statement by emphasizing that principals should demonstrate servant leadership behaviours and suggested that they should receive servant leadership education through instructional programs designed by universities. Furthermore, if the organization aims to create an environment supportive for both in-role and extra-role performance, the adoption of servant leadership is crucial as recommended by Gaskova (2020).

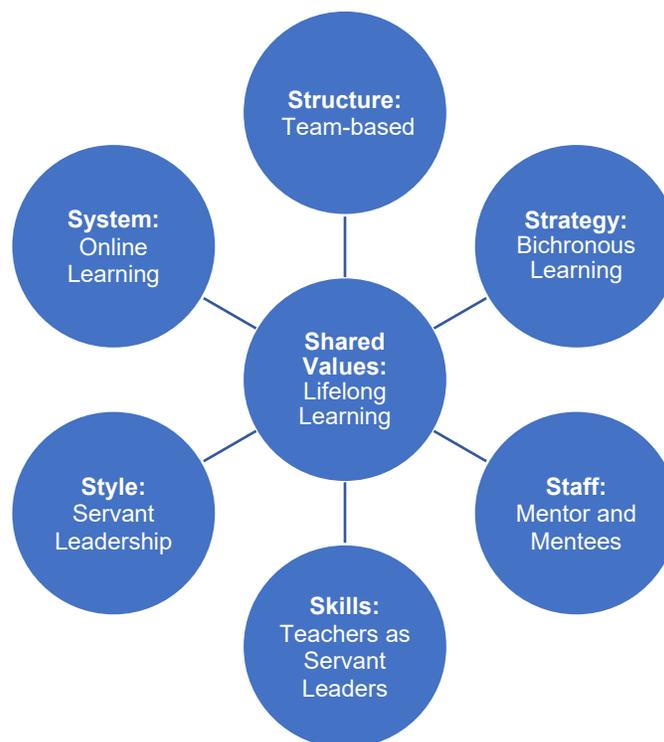
Likewise, servant leadership may be included in faculty and staff training, curriculum development, and instructional environments with a focus on servant leadership behaviour (Sahawneh & Benuto, 2018). Accordingly, Sendjaya (2015) also recommended that the servant leadership concept can be used as a guide in the development of a training program.

Curriculum Framework for Online Distance Course on Servant Leadership

The course design used the 7S Framework (Gmelch & Buller, 2015) as shown in Figure 2. The team-based structure was adopted for the online learning system. Likewise, the bichronous online learning (Martin, Polly & Ritzhaupt, 2020) strategy allows students' participation in asynchronous sessions and in real-time activities during synchronous sessions. Furthermore, servant leadership style ensures the enhancement of the skills of teachers as servant leaders while fulfilling their roles as stewards and servant leaders to students, colleagues, school administration, and the community. One of the key assumptions maintained in the design process is that the learners are at the centre. They are and should still be the heart of any pedagogical innovation even in the evolving teaching and learning environment of the tech-enabled education method (Bonfield et al., 2020; Feldman, 2021). Figure 2 may not explicitly illustrate the learners at the centre but the curriculum development process for the design of this course started and ended by considering the inputs from the key customers in terms of their servant leadership skills and their preferred platform for distance learning. Lifelong learning as the shared value is placed at the centre to emphasize that it is the foundation by which all the other elements are developed but does not in any way replace the learner at the heart of the curriculum development process.

Figure 2

Curriculum Framework of the Online Distance Course on Servant Leadership



Given the findings on the servant leadership behaviour of the graduate students, the proposed online course includes five chapters and seven modules for a total of 27 hours of bichronous sessions pro-rated with the perceived strengths and weaknesses of the graduate students. The chapters and modules developed are as follow:

Chapter One: The Teacher as a Servant Leader - *Module 1: Behaving Ethically*;

Chapter Two: The Teacher as Servant Leader to School Administration - *Module 2: Developing Conceptual Skills*;

Chapter Three: The Teacher as Servant Leaders to the Community - *Module 3: Creating Value for the Community*;

Chapter Four: The Teacher as Servant Leader to Colleagues - *Module 4: Emotional Healing and Module 5: Empowering*;

Chapter Five: The Teacher as Servant Leader to the Students - *Module 6: Helping Subordinates Grow and Succeed, and Module 7: Putting Subordinates First*.

Ultimately, the online distance course was titled "Project '*Lingkod Guro*': Teachers as Servant Leaders" and was integrated into the course Leadership and Executive Training for Educational Managers of the Doctor of Education in Educational Leadership and Management program of the graduate school.

Conclusion

This paper presented an evaluation of servant leadership traits on graduate students at a university in the province of Sorsogon from the perspective of three classes of the institution's stakeholders, which was later used as the basis for developing an online distance course granted with the institution's e-learning readiness. The study found out that the graduate students' major strengths among the seven dimensions of servant leadership were "conceptual skills" and "behaving ethically", while "putting subordinates first" was their major weakness. Such behaviours may still be improved by the proposed online distance course on servant leadership. Additionally, a significant difference was found between three groups of respondents on the perception of the graduate students' servant leadership traits. These results showed that the proposed online distance course must be tailored using different perceptions and contexts of the various segments of stakeholders in the graduate school. The curriculum framework for "Project '*Lingkod Guro*': Teachers as Servant Leaders" was developed using the 7S framework which identified the following significant concepts for the course: structure – team-based; system – online learning; strategy – bichronous learning; staff – mentor and mentees; style – servant leadership; and skills: teachers as servant leaders to students, colleagues, administration, and community. The online distance course includes five chapters, seven modules for a total of 27 hours of bichronous sessions.

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