



Research Article

SERVANT LEADERSHIP OF SCHOOL ADMINISTRATORS UNDER SAMUTPRAKAN PRIMARY EDUCATIONAL SERVICE AREA OFFICE 2

Received: January 19, 2024

Revised: February 21, 2024

Accepted: March 4, 2024

Pongtep Yuwabud¹ and Supawadee Lapcharoen^{2*}

^{1,2}Faculty of Education, Ramkhamhaeng University, Bangkok 10240, Thailand

*Corresponding Author, E-mail: supawadeela2@gmail.com

Abstract

The purpose of this research was to study and compare the teachers' opinions on the Servant leadership of school administrators under Samutprakarn Primary Educational Service Area Office 2, classified by level of education, group of school and work experience. The sample group consisted of 306 teachers of schools under Samutprakarn Primary Educational Service Area Office 2 derived from multi-stage random sampling. The instrument was 40-items questionnaire with Item-Objective Congruence Index (IOC) between 0.6 – 1.0 and the questionnaire reliability or Cronbach's alpha coefficient, was equivalent to .984, The statistics were frequency distribution, percentage value, mean, standard deviation, t-test, one-way analysis of variance (ANOVA). When the differences in means were found to be at significance level of .05, comparing the differences of means scores with pair comparison by Scheffe's method. The research results showed as follows: 1) The Servant leadership of school administrators overall and in each aspect, were at a high level. 2) The comparison of teachers' opinions on the servant leadership of school administrators, were found that; 2.1) teachers with different levels of education, had opinions on the servant leadership of school administrators, overall and in each aspect, at non-significant differences; 2.2) teachers in different schools had different opinions on the servant leadership of school administrators, overall and each aspect at significant level of .05; and 2.3) teachers with different work experience had opinions on the servant leadership of school administrators overall and in each aspect, at non-significant differences.

Keywords: Servant Leadership, School Administrators, Samutprakarn Primary Educational Service Area Office 2

Introduction

Since the enactment of Thailand's National Education Act B.E. 2542 (1999). There have been many problems that needed to be resolved and handled with. Whether it be on the side of learners, teachers, and administrators, it coincides with the arrival of the 20-year national strategy 2018 - 2037, which has guidelines for improving efficiency of the education management system to ensure quality, regarding develop a fair educational personnel management system, creating moral support for teachers to be able to work to their fullest potential and developing students to be ready to become an important force of the nation. (Bonrod, 2020)

At present the problem of teacher resignations has become more visible. This causes the organization to lose costs in recruiting and selecting teachers to filling the positions. Including the time to recruit new teachers to work in the school to replace existing positions that may reduce the quality of work or overall efficiency of people in the organization. Due to excessive teaching and working hours, it also causes teachers' lack of morale. (Piriyaongrat, 2020), To solve these problems, it requires modern school administrators to be leaders and to coordinate with all the parties. A leader who creates love and faith always brings in for everyone in the organization. (Jehteh, 2019) Who is a person can tie groups of people together and encourage subordinates to express their full abilities to produce work. There are management techniques that save both manpower, resources and help achieve the goals set through the use of both science and art in administration towards happiness of all members in an organization. (Seangplaeng, 2020)

The new leadership concept therefore focuses on human resources, considered one of the most valuable resources in an organization. In the past, executives viewed humans working in the organization as equal to objects or machines that makes them feel alienated, lack of motivation to work. But the new leadership concept returns importance to human resources that it is a valuable thing that the organization must maintain. Therefore, leaders must change their management style: from controlling to empowering everyone in the organization to participate in decision making, supporting followers to develop themselves and to have higher abilities. The leader must be a knowledgeable person, must have management skills and must be a facilitator to cooperate with personnel in all sectors. Must create a good atmosphere for working to bring it faith in the organization, leading to a joint effort to move towards the planned goals. This is in line with the Servant Leadership theory that emphasizes giving importance to followers. and colleagues Its purpose is to meet the needs and help those who follow it, focus on caring for well-being and service of others including selling and sharing the ideas with colleagues. (Sitthiphonwanidkun, 2022)

In the context of education, educational administrators who use servant leadership in educational administration, have a duty to support and promote teachers to have the ability to provide good learning for students, to be creative and open-minded, have love and faith in the teaching profession and the organization, as well as to have a happy life. All these things will bring good results to the students, leading the educational institution to success according to the set goals and responding to the national educational policy.

From the background and importance of the said problem, the researcher was interested in studying and comparing servant leadership of the school administrators under Samutprakan Primary Educational Service Area Office 2. The results from the study will be used effective development of servant leadership of school administrators.

Objectives

1. To study the level of servant leadership of school administrators under Samutprakarn Primary Educational Service Area Office 2
2. To compare teachers' opinions on the servant leadership of school administrators under Samutprakarn Primary Educational Service Area Office 2, classified by level of education, groups of schools and work experience.

Research Methodology

The purpose of this research was to illustrate the research methodology of this study. The study method and process of data collection are also represented. This research was quantitative, aiming to study and compare the servant leadership of school administrators under Samutprakarn Primary Educational Service Area Office 2, classified by level of education, groups of schools and work experience.

Population

The population comprised 1,580 teachers from 71 schools under Samutprakarn Primary Educational Service Area Office 2 in Semester 1, academic year 2023.

Sample Group

The sample of this research consisted of 306 teachers determined by the table of Cohen et al. (2011) at the statistical significance level of .05 (with the level of accuracy of 95 percent).

Sampling Method

This study used a multi-stage random sampling method, consisting of the following steps.

Step 1: Stratified Random Sampling: divided into 5 stratified according to the group of school.

Step 2: Simple Random Sampling: Random schools from each school group by drawing lots coming to 3 schools per group.

Step 3: Select a number of samples in each school, comparing with the rule of three.

Step 4: Select a sample by Simple Random Sampling from each school to get a representative of the population to answer the questionnaire.

Research Instrument

The research instrument used was a five point-rating scaled questionnaire with 40 items. The questionnaire had two parts: the first part was about the teacher's status and the second part was about servant leadership of the school administrators, according to the teachers' opinions. The test of accuracy found an index of item objective congruence (IOC) between 0.60-1.00 and a Cronbach's alpha coefficient of .984.

Data Collection

The questionnaire used was transferred by Google Form, after which the generated QR code was sent together with a letter of request for data collection via School management support system (SMSS) to 15 schools within the sample group. The researcher received 306 responses, which accounted for 100%.

Data Analysis

The statistics used in the analysis were frequency distribution, percentage, mean, standard deviation, t-test, one-way analysis of variance (ANOVA). When the differences in means were found to be at statistical significance level of .05, and the differences of mean scores were operated with pair comparison by Scheffe's method.

Results

There were 67.6% at the bachelor's degree level and 32.4% teachers with higher than bachelor's degree. For work experience, most of the respondents found that 37.6% had 5-10 years of work experience, followed by 34.6% teachers with less than 5 years of work experience and 27.8% with more than 10 years of work experience. For the group of school of the teachers who responded to the questionnaire, most of them performed their duties as teachers in the Bang Bo 1 school group, totally 24.8% teachers, followed by performing their duties as teachers in the Bang Phli 1 school group and Bang Phli 2 school group, totally 20.9% teachers. Later, they were 18.6% teachers in the Bang Sao Thong school group, and 14.7% teachers in the Bang Bo 2 school group.

From the purpose of study, the level of servant leadership of school administrators under Samutprakarn Primary Educational Service Area Office 2. The results of the analysis of the level of teachers' opinions are shown in Table 1.

Table 1 The level of the servant leadership of school administrators from teachers' opinions

Aspect	Level of servant leadership		
	\bar{X}	SD	Level
1. Listening to others	4.37	0.48	High
2. Foresight	4.37	0.53	High
3. Service spirit	4.37	0.52	High
4. Focus on personal development	4.38	0.51	High
Overall	4.37	0.48	High

Table 1 illustrates the level of the servant leadership of school administrators under Samutprakarn Primary Educational Service Area Office 2 using mean and standard deviation. The overall was at high level (\bar{X} = 4.37) according to the illustration above. Focus on personal development had the highest average at high

level (\bar{X} = 4.38) followed by foresight was at high level (\bar{X} = 4.37), service spirit was at high level (\bar{X} = 4.37) and listening to others was at high level too (\bar{X} = 4.37) respectively.

2. The comparison of teachers' opinions on the servant leadership of school administrators under Samutprakarn Primary Educational Service Area Office 2, classified by level of education, groups of schools and work experience, the result were as follows

Table 2 The results of comparing teachers' opinion on the servant leadership of school administrators classified by level of education

Aspect	Bachelor's degree		Postgraduate		<i>t</i>	<i>p</i>
	\bar{X}	SD	\bar{X}	SD		
1. Listening to others	4.36	0.49	4.38	0.47	-.370	.711
2. Foresight	4.34	0.54	4.42	0.52	-1.308	.192
3. Service spirit	4.47	0.50	4.35	0.52	-2.185*	.030
4. Focus on personal development	4.43	0.49	4.43	0.46	-1.475	.141
Overall	4.38	0.50	4.42	0.61	-1.444	.150

Note. * $p < .05$

Table 2 found that teachers' opinions towards the servant leadership of school administrators under Samutprakarn Primary Educational Service Area Office 2, classified by level of education in overall were no differences in opinions on the servant leadership of school administrators, except the service spirit aspect with different opinions.

Table 3 The results of comparing teachers' opinions on the servant leadership of school administrators classified by groups of schools

Aspect	Bang Phli 1		Bang Phli 2		Bang Bo 1		Bang Bo 2		Bang Sao Thong		<i>F</i>	<i>p</i>
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
1. Listening to others	4.22	0.53	4.28	0.53	4.57	0.45	4.50	0.29	4.25	0.43	7.803*	.000
2. Foresight	4.16	0.60	4.26	0.61	4.57	0.45	4.52	0.32	4.32	0.46	7.612*	.000
3. Service spirit	4.16	0.56	4.24	0.60	4.60	0.47	4.53	0.32	4.34	0.45	9.189*	.000
4. Focus on personal development	4.21	0.53	4.18	0.59	4.61	0.44	4.51	0.34	4.37	0.44	9.857*	.000
Overall	4.19	0.53	4.24	0.53	4.59	0.42	4.52	0.29	4.32	0.41	9.630*	.000

Note. * $p < .05$

Table 3 found that teachers' opinions towards the servant leadership of school administrators under Samutprakarn Primary Educational Service Area Office 2, classified by groups of schools in overall were differences in opinions on the servant leadership of school administrators at the statistical significance level of .05.

Table 4 The results of comparing teachers' opinions on the servant leadership of school administrators classified by work experience

Aspect	Less than 5 years		5 – 10 years		More than 10 years		<i>F</i>	<i>p</i>
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
1. Listening to others	4.37	0.50	4.36	0.47	4.37	0.47	.013	.987
2. Foresight	4.35	0.54	4.36	0.53	4.40	0.51	.229	.796
3. Service spirit	4.36	0.54	4.39	0.51	4.36	0.54	.123	.885
4. Focus on personal development	4.38	0.50	4.39	0.51	4.36	0.52	.074	.929
Overall	4.36	0.49	4.38	0.48	4.37	0.47	.025	.976

Note. * $p < .05$

Table 4 found that teachers' opinions towards the servant leadership of school administrators under Samutprakarn Primary Educational Service Area Office 2, classified by work experience in overall were no differences in opinions on the servant leadership of school administrators.

Discussion

From the study of servant leadership of school administrators Under Samutprakarn Primary Educational Service Area Office 2, it was found that there were important issues that could be discussed in the results as follows:

1. The level of the servant leadership of school administrators under Samutprakarn Primary Educational Service Area Office 2, overall and in each aspect, was at a high level. Focus on personal development had the highest average ($\bar{X} = 4.38$), followed by foresight ($\bar{X} = 4.37$), service spirit ($\bar{X} = 4.37$) and listening to others ($\bar{X} = 4.37$) respectively. This could result from that school administrators understand the needs of teachers, are able to suggest guidelines for benefit in work performance, set goals and directions for the school operations to be ready to cope with change. The policy is clarified. Operational guidelines and operational goals are clearly visible to teachers. School administrators dedicated to providing services to stakeholders and the society, ready being to be a consultant when problems arise. Facilities are arranged so that operations can proceed smoothly. There are also assignments, and responsibility according to knowledge and ability. School administrators always provide encouragement and opportunities for teachers' self-development. As a result, teachers who teach in the school had a higher level of opinion about the servant leadership of school administrators. This is consistent with Pattamanusorn (2021) stating that the level of

the servant leadership of school administrators under Bangkok Secondary Educational Service Area Office 2 was at a high level, and this is similar to Pengsong (2020) who stated that the level of the servant leadership of school administrators under Phatthalung Primary Educational Service Area Office 1 was at a high level.

2. Comparing teachers' opinions on the servant leadership of school administrators classified by level of education, groups of schools and work experience is presented as follows.

2.1 Comparing teachers' opinions on the servant leadership of school administrators classified by level of education were no differences in opinions. This could indicate that school administrators listen and understand the needs of teachers, accept opinions that may be different and see that teachers' opinions are valuable, ensure that good morale and encouragement are created in the school, and take care of teachers with generosity. Become as well as considerate and supportive on fellows' professionals. There is policy communication from the Ministry of Education and operational guidelines according to the mission framework according to various strategies from the educational office area. So that teachers can perform their duties mission according to policy and common focus to lead schools towards their goals. As a result, teachers with different levels of education were able to recognize the servant leadership of school administrators with no differences. This is consistent with Janpeng (2020) stating that the outcome of comparing the servant leadership of school administrators under office of non-formal and informal education, Surin province divided by level of education, found that there were no differences. This is similar to Jaikra and Niyamajan (2023) stating that the outcome of comparing the servant leadership of school administrators under the office of non-formal and informal education, Chonburi province divided by level of education, found that there were no differences.

2.2 Comparing teachers' opinions on the servant leadership of school administrators classified by groups of schools in overall were differences in opinions on the servant leadership of school administrators at the statistical significance level of .05. This could result from the social landscape of schools in Bang Sao Thong district, as most of them consisted of medium-sized schools, where were communication within the organization did work. School administrators can easily communicate and share opinions with teachers and provide guidance's that will benefit the teachers' work. They able to communicate policies and show goals and directions to teachers better than schools in the Bang Phli district group. Most of them consisted of large and extra-large schools. This was consistent with Pinwiset (2020) stating that the teachers who work in schools of different sizes exhibited concomitant differences in their opinions on the servant leadership of school administrators, in overall at the statistical significance level of .05. This is similar to Pinyo (2019) stating that the teachers who work in schools of different sizes exhibited concomitant differences in their opinions on the servant leadership of school administrators at the statistical significance level of .05.

2.3 Comparing teachers' opinions on the servant leadership of school administrators classified by work experience in overall were no differences in opinions. This implies that school administrators may recognize the importance of planning, have knowledge and ability to deal with various changes, have a vision while being a far-sighted person, encourage every teacher, every position, to see the importance of self-development. Also, an effective servant leadership should be concern about supporting a teacher's promotion

whether it is an assistant teacher position that require intensive evaluation and development in order to pass the evaluation, including the new criteria for evaluating and maintaining academic status (W.9/2021, DPA) that teachers in every position must develop themselves to meet the qualifications for the position and use it as part of the evaluation to request a promotion or a higher academic status. As a result, teachers with different work experiences were able to recognize the servant leadership of school administrators with no differences. This was consistent with Bunyapapha and Kohtbantau (2022) stating that teachers under Jurisdiction of Chiang Mai provincial Vocational Education Office with different teaching experiences found that there were no differences in work experience aspect. It is also similar to Charornram (2020) stating that the outcome of comparing the servant leadership of school administrators under Secondary Educational Service Area Office 32 divided by work experience, found that there were no differences.

Conclusion

Overall and in each aspect, the level of the servant leadership of school administrators under Bangkok Secondary Educational Service Area Office 2 was at a high level.

The results of comparing teachers' opinions on the servant leadership of school administrators under Bangkok Secondary Educational Service Area Office 2 are summarized as follow.

1. Overall, teachers who differ in level of education did not evince concomitant differences in their opinion on the servant leadership of school administrators.
2. Teachers who work in schools with differences in sizes exhibited concomitant differences in their opinion on the servant leadership of school administrators at the statistical significance level of .05.
3. Teachers who differ in work experience did not evince concomitant differences in their opinion on the servant leadership of school administrators.

From the conclusion, human resources are an extremely valuable resources in every organization, especially in the school where teachers are the main force in creating quality youngsters. If teachers are not happy at work while facing, lack of good advisors, this will bring in lack of people to plan and lead the organization. If something like this happens, it is certain that the problem of teacher resignations that we are experiencing will definitely continue. Therefore, modern school administrators can apply the theory of servant leadership to adapt and manage the school, making teachers happy at work, paying attention to the happiness and the problems of teachers, and having moral leadership to lead the school towards success.

Suggestion

From the study of servant leadership of school administrators, the school administrators should try to understand the teachers' feelings and problems, providing opportunities for teachers to participate in policy making, encouraging all teachers in the school to share a common vision. Additionally, administrators must adopt a personalized approach to assigning roles and responsibilities, considering the diverse knowledge, skills, and individual differences among teachers. This ensures that each teacher's strengths are maximized, benefiting

both the individual and the school community. Importantly, these assignments should always be aligned with the broader goals and interests of the school, ensuring mutual benefit and success.

Administrators in charge of large and extra-large schools should focus on improving communication within the organization. To be concise focus on horizontal communication and shorten the communication process, school administrators must have the ability to communicate and share opinions with every teacher in the school. Minded in communicating policies and expressing school goals, shows teachers the direction of their work.

Regrading future research recommendations, the researcher would recommend to future research on the study the servant leadership of school administrators in other areas, such as schools of Bangkok Metropolitan Administration, this is because the internal management of the school is different from schools under the Office of the Basic Education Commission (OBEC), which are legal entities. This is different from schools of Bangkok Metropolitan Administration that are administered as a special local government organization.

References

- Bonrod, T. (2020). *The servant leadership of school administrator and quality of work life of teacher under the Secondary Educational Service Area Office 9* (Master thesis). Nakhon Pathom: Silpakorn University.
- Bunyapapha, S., & Kohtbantau, S. (2022). Service leadership of school administrators according to the opinion of teachers under the Jurisdiction of Chiang Mai Provincial Vocational Education Office. *Journal of Research and Development Institute, Rajabhat Maha Sarakham University*, 9(3), 439-450.
- Charonram, W. (2020). *Servant leadership of school administrators under Secondary Educational Service Area Office 32* (Master thesis). Buriram: Buriram Rajabhat University.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). New York: Routledge.
- Jaikra, K., & Niyamajan, R. (2023). A study of service leadership of school administrators under the Office of Non-Formal and Informal Education, Chonburi Province. *Journal of Academic for Public and Private Management*, 5(1), 30-46.
- Janpeng, N. (2020). *State and guidelines for developing servant leadership of school administrators under Office of Non-Formal and Informal Education Surin Province* (Master thesis). Buriram: Buriram Rajabhat University.
- Jehteh, U. (2019). *The relationship between service-oriented leadership of school administrators and morale of teachers in schools under Narathiwat Primary Educational Service Area Office 2* (Master thesis). Nonthaburi: Sukhothai Thammathirat Open University.

- Pattamanusorn, N. (2021). *The servant leadership of the school administrators that affect the motivation of teacher in the Secondary Educational Service Area Office 2* (Master thesis). Bangkok: Srinakharinwirot University.
- Pengsong, S. (2020). *Servant leadership of school administrator under Phatthalung Primary Educational Service Area Office 1* (Master thesis). Bangkok: Rajamangala University of Technology Thanyaburi.
- Pinwiset, C. (2020). Service leadership of school administrators according to teachers' opinion under Nakhon Ratchasima Primary Educational Service Area Office 2. *Journal of Nakhonratchasima College*, 12(1), 781-792.
- Pinyo, T. (2019). The servant leadership of school administrators under the Office of the Secondary Educational Service Area 3, Nonthaburi Province. *Panyapiwat Journal*, 11(1), 207-220.
- Piriyapongrat, P. (2020). *The influence of servant leadership and organizational culture on organizational commitment of personnel in the higher educational institutions under Christian Organization* (Doctoral dissertation). Bangkok: Christian University.
- Seangplaeng, T. (2020). *The servant leadership model for school development to be happiness organization* (Doctoral dissertation). Kamphaeng Phet: Kamphaeng Phet Rajabhat University.
- Sitthiphonwanidkun, P. (2022). *Director's servant leadership and job satisfaction towards work engagement among public health personnel in Tumbon Health Promoting Hospital, Chainat Province* (Master thesis). Phra Nakhon Si Ayutthaya: Valaya Alongkorn Rajabhat University.