

Servant Leadership Development of Administrators in Private Universities Under Jilin Province

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Abstract

The objectives of this research were: (1) to explore the components of servant leadership development of administrators in private universities under Jilin province. (2) to propose guidelines for servant leadership development of administrators in private universities under Jilin province.

The research method was a mixed method, including qualitative research and quantitative research. Population were administrators and teachers from 12 private universities under Jilin Province who work in academic year 2023, total 725 people. The sample were administrators and teachers, total 297 people, with stratified random sampling method. Determined sample size with Krejcie and Morgan's table. The 9 key informants for in-depth interview included presidents, administrators and vice professors. The key informant for focus group discussion, total 7 experts. Both of them were chosen by purposive sampling method. The instruments used for data collection were in-depth interview form, five-point rating scale questionnaires and focus group discussion form. The statistics used for data analysis included frequency, percentage, mean, Standard Deviation, Exploratory Factor Analysis, and content analysis was employed.

Research findings were: (1) the components of servant leadership of administrators in private universities under Jilin Province including 10 components of servant leadership for administrators in private universities under Jilin province. Consisted of: Emotional Support, Ethics of Behaviour, Sense of Social Responsibility, Demand Response, Efficient Support, Facilitating Growth, Conceptual Skills, Wisdom, Intrapersonal Tolerance, Altruism. And (2) servant leadership guidelines for administrators in private universities under Jilin Province, including 10 guidelines.

Keywords: Servant Leadership development; Administrators; Private Universities; Jilin Province

Introduction

The roots of servant leadership can be traced back to ancient philosophies, but it was formally coined by Robert K. Greenleaf in 1970. In Jilin Province, the concept has been particularly pertinent in shaping the educational landscape, especially in private colleges and universities.

Service leadership in China's educational institutions is not merely a trend but a deeply contextual adaptation that resonates with the country's cultural, social, and political fabric. Its alignment with Confucian values, modern educational goals, societal harmony, and global integration makes it an apt choice for leadership in China's current landscape, President Xi

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Jinping(2018) has repeatedly emphasized that we must "come from the masses, go to the masses, do everything for the masses, and rely on the masses in everything."

The service leadership theory challenges the management concept of "leadership first" and advocates the leadership behavior of "service first". It believes that leaders should pay attention to the needs of subordinate employees and carry out management based on this (Greenleaf, R.K., (1977)). Service-oriented leaders will delegate power to subordinate employees, thereby Stimulate the work potential of subordinate employees, improve employees' job satisfaction, and enable them to devote themselves wholeheartedly to their work.

Leaders, as people who interact with employees frequently at work, can have a direct influence on employees. (Hammond, M. et al., 2015) proved that transformation leadership can enhance insubordinate-family gains and reduce their work-family conflicts; (Liao, Y. et al., 2016), (Zhang, S. & Tu, Y. 2018) proved that moral leadership can improve employees' own family satisfaction degrees, and even life satisfaction; (Liao, Y. et al., 2016) demonstrated the positive impact of leader-member exchange on employee family performance. Servant leadership, as a type of leadership that emphasizes maximizing the interests of subordinates as its main feature, can effectively promote the outcomes of subordinates in the workplace as well as outside the workplace (Li, Y. et al., 2018). (Zhang, H. et al., 2012) explored for the first time the impact of servant leadership on work-family enrichment outside the workplace of subordinates; on this basis, (Tang, G. et al., 2016) found that servant leadership has positive work-family spillovers and work- The role of family conflict: (Yang, Z. et al., 2018) found the effect of servant leadership on employee spouse-related family outcomes. Although people are increasingly aware of the importance of servant leadership, there is still a lack of empirical research specific to the background of private universities in Jilin Province. This study aims to fill these gaps and propose guidelines for developing servant leadership among administrators in private colleges and universities in Jilin Province.

Research Objectives

1. To explore the components of servant leadership development of administrators in private universities under Jilin province.
2. To propose guidelines for servant leadership development of administrators in private universities under Jilin province.

Research Methodology

The research procedures consisted of three steps:

1. Step (1) Determining the variables of servant leadership of administrators in private universities under Jilin province.

Research Design

Literature Review:

By reviewing literature and relying on existing literature on servant leadership, the researchers will study the current situation, concepts, principles, and theories of it, then the components and variables of the research will be verified.

In-depth interview:

To better understand the state of servant leadership among administrators at private universities in the province of Jilin, in-depth interviews with key informants were conducted.

Key informants

Key informants are composed of 9, including administrators of private universities from Jilin Province (2), presidents of private universities in Jilin Province (2), 5 vice professors (with education and teaching experience more than 10 years in their majors), which obtained through the purposive sampling method.

Research Instruments

In-depth interview form was applied.

Data collection

The primary sources for the literature used in this study were CNKI, Google Scholar, SCIE (Science Citation Index Extension), and well-known citation index databases in the natural sciences that may be found online and in libraries.

Data analysis

In step 1, data analysis involves two steps: (1) Key word extraction and coding. (2) The content analysis.

2. Step (2) Exploring the components of servant leadership development of administrators development in private universities under Jilin province.

Research Design

The researcher used the variables of Administrators' Leadership from step (1) to prepare a questionnaire as an instrument to collect data from samples in order to identify the components and indicators of servant leadership of administrators in private universities under Jilin province. Questionnaires were created using Likert scale on a five-point rating scale.

Population and Samples

The population of 12 private universities in Jilin Province, including administrator 29, Professor 76 and teachers 620, a total of 725 people. The sample size was determined by Krejcie and Morgan's table (1970), obtained by the stratified random sampling method, totaling 297 administrators and teachers from 12 private universities in Jilin Province, administrators (24), professors (49) and teachers (224).

Instruments

The instrument for this part is questionnaire, and collecting data in this research includes 4 parts, they are: developing of the instruments, Content Validity of Questionnaire, Content Reliability of Questionnaire and try out.

Respondents were requested to indicate their level of agreement for each model aimed at enhancing the servant leadership of administrators in Jilin Province. Each factor was evaluated using a 5-point Likert scale (1932), where 5 denotes "Strongly Agree," 4 signifies "Agree," 3 represents "Neutral," 2 corresponds to "Disagree," and 1 indicates "Strongly Disagree," as depicted in the table.

Table 1 Measurement scale of servant leadership

Satisfied level	Perception level
Strongly Agree	5
Agree	4
Moderate	3
Disagree	2
Strongly Disagree	1

The researcher used quantitative research methods based on literature and in-depth interviews, and based on this, developed a research tool as a 5-point questionnaire. The quality of the instrument was tested through content validity and reliability. Regarding the content validity of the questionnaire, the researcher has sent the questionnaire to 5 research experts for verification. Item-objective congruence (IOC) is used to evaluate items in the questionnaire, with scores ranging from +1 to -1. Items with scores lower than 0.5 points were modified. On the other hand, scores higher than or equal to 0.5 points will also be retained. Results A total of 93 questionnaires were found. Then the items were verified by Cronbach Alpha for reliability. Reliability Cronbach's alpha coefficient of 0.80 or higher implies sufficient reliability. Reliability coefficients above 0.7 are acceptable, but should be revised. (Table 2).

Table 2 Cronbach reliability analysis

Cronbach Reliability Analysis		
No.	Items	Cronbach α
30	93	0.939

According to the Cronbach reliability analysis, the Cronbach's alpha coefficient is 0.939, which showed sufficient reliability.

Data collection

The questionnaires were distributed to the researcher through an online survey platform, wjx.cn. It took approximately 8 weeks to assemble the survey participants. The data collection process consisted of: initiating the survey, seeking for the letter for interview, and collecting the data.

Data analysis

Firstly, an analysis of the demographic variables was conducted using descriptive statistics, including frequency and percentage. Secondly, the variables related to servant leadership were subjected to descriptive statistical analysis, involving the calculation of the mean and Standard Deviation (S.D.). Thirdly, an Exploratory Factor Analysis (EFA) was performed to analyze the components of servant leadership.

3. Step (3) Proposing guidelines to develop the servant leadership of administrators in private universities under Jilin province.

Research Design

The researcher used each component of administrators' servant leadership from step (2) to develop guidelines to develop the servant leadership of administrators in private universities under Jilin province by using Focus Discussion.

Key informants

The key informants were 7 experts are professors (4) and presidents (3) who come from different universities in Jilin Province obtained by purposive sampling method.

Research Instruments

The researcher used a focus group discussion form. Video and audio were used for the investigation, and relevant personnel were Focus group.

Data Collection

Data collection were done by researcher.

1) Focus group face to face by online meeting.

2) Analyze the feedback data of the content from step 2, and sort out the theories and research results in the literature

Data Analysis

The data obtained from Focus Discussion was analyzed by Content Analysis.

Research Results

In this part, the research data analysis results are divided into three parts:

1. **Section 1:** Result of Content Analysis on Variables. Determining the variables of servant leadership of administrators in private universities under Jilin province.

In order to complete section 1, the researcher reviewed literature and the results are as followed:

Table 3 Variable statistics after expert IOC selection

NO.	Variables
1	Encouragement and Caring
2	Behavioural sympathy
3	Recognising staff
4	Focusing on communication
5	Helping employees overcome emotional problems
6	Caring for employees' life
7	Respect for individual differences
8	Caring for employees' health
9	Caring for employees' personal well-being
10	Building a high standard of ethical culture
11	Willingness to share
12	Valuing the fulfilment of commitments
13	Concerning Employee Responsibilities

Table 3 Variable statistics after expert IOC selection (continued)

NO.	Variables
14	Encouraging the spirit of collectivism
15	Upholding high ethical standards
16	Integrity and humility
17	Requiring employees to help each other
18	Strong sense of responsibility
19	Sense of honour
20	Demanding high ethical standards from employees
21	Emphasis on giving back to the community
22	Encouraging Employees to Participate in Public Welfare
23	Acting as a role model
24	Involving universities in public service programmes
25	Discovering the potential of universities philanthropy
26	Spreading positive values
27	Clarifying the school vision with staff
28	Attention to the interests of employees
29	Decisions are made in consultation with employees
30	Giving more attention to group members with learning difficulties
31	Trying to reach a consensus with everyone
32	Bringing Staff Together
33	Being aware of the needs of others
34	Establishment of equal working relationships
35	Incorporate staff vision into school goals
36	Innovative solutions to difficulties
37	Developing employees through encouragement and affirmation
38	Trust in employees
39	Balancing day-to-day attention to detail with future projections
40	Fair and impartial evaluation
41	Encouraging innovation
42	Providing services to employees
43	Accountability for achieving work objectives
44	Attention to what's happening
45	Emphasis on Employee Achievement
46	Convincing
47	Helping employees at work
48	Empowerment of control

49	Encouraging employees to learn to take responsibility
50	Timely correction of errors
51	Providing employees with the opportunity to realise their full potential
52	Prioritise the personal development of employees
53	Taking responsibility for yourself
54	Allowing for individuality of style and expression
55	Meaningfulness of the job
56	Helping to achieve personal and professional growth
57	Confidence in the ability of employees
58	Encouraging participation in decision-making
59	Informing employees of work problems
60	Thinking comprehensively
61	Recommendation of new working methods
62	Understanding the University's future development goals
63	Change Management
64	Sense of belonging
65	Integration of the results of the division of labour tasks
66	Good at learning from experience
67	Hopeful about the development of the school
68	Organising staff exchanges
69	Rational division of labour
70	Farsightedness
71	Good at predicting the consequences of decisions
72	Seeing conflict as an opportunity
73	Curiosities
74	Optimism
75	Mobilisation
76	Keeping an eye on what's going on
77	Mutual respect
78	Creating a comfortable working environment
79	Encouraging Employees to Compete Properly
80	Valuing differences in employee skills and abilities
81	Decision-making is related to employee input
82	Believing in the unlimited potential of each employee
83	Building Quality Relationships with Employees

84	Acknowledgement of personal limitations and mistakes
85	Resilience and Stress Management
86	Prioritising employee career planning
87	Providing support and resources
88	Student-Centered Policies and Programs
89	Understanding Employee Career Goals
90	Caring for Employees' Success
91	Prioritising employees' interests
92	Personal Sacrifice for Employees
93	Making work easier

The researcher reviewed literature found 91 variables. The researcher was to combined the content analysis of the literature review and the analysis of in-depth interview with experts, a total of 96 variables are obtained and screened. A total of 96 sub-variables with a frequency greater than 50% were identified. After the expert IOC certification, variables with a score of less than 0.6 were removed. Thirdly, combined with the formed questionnaire after the Item-Objective Congruence (IOC), the questionnaire was revised, and the 93 questions in the original questionnaire were adjusted to form the first draft.

2. Section 2: Result of Data Analysis for Research Objective 1. Determining the variables of servant leadership of administrators in private universities under Jilin province.

Part I: Result of Data Analysis on Questionnaire: Demographic Information

The frequency of Male is 131, accounting for 44.1 percent. Among the age, the frequency of 45-54 years is 107, accounting for the highest-36%, while 22-34 years is 50, accounting for the lowest-16.8%. Among the professionals, the frequency of associate professor is 120, accounting for 40.4%, which is the highest, while the frequency of Teaching assistant is 26, which is the lowest, accounting for 8.8%. Among the education, the frequency of Bachelor is 15, which is the lowest, accounting for 5.1 per cent; while the frequency of Master is 225, accounting for 75.8 per cent. Among the working age, working experience more than 15 is 154, accounting for 51.9 percent, which is the highest. Among the positions, teachers had a frequency of 247, accounting for 83.2 per cent, which is the highest.

Part II Result of Data Analysis on Questionnaire: Exploratory Factor Analysis

Firstly, Kaiser-Meyer-Olkin (KMO) and Bartlett test were conducted. The outcomes of the KMO test depicted in the subsequent figure reveal a KMO value of 0.877. This exceeds the threshold of 0.6, fulfilling the essential prerequisites for factor analysis and suggesting the data's suitability for such studies. Additionally, the data successfully meets the criteria of Bartlett's test of sphericity ($p < 0.05$), further affirming its appropriateness for factor analysis. Furthermore, the results from the Bartlett spherical test indicate a significant P-value of 0.000. This level of significance leads to the rejection of the null hypothesis, demonstrating variable correlation and confirming the effectiveness and appropriateness of factor analysis for this data.

Table 4 The KMO test and the Bartlett's test

KMO	0.877
Bartlett test	23197.351
df	4278
p value	0.000

Next, the Cronbach's α coefficient value of the final questionnaire was evaluated. As can be seen in the table below, the dimensions of the questionnaire in this study and the total Cronbach's Alpha coefficient are all greater than 0.7, which indicates that the questionnaire has a high degree of reliability as a whole.

Table 5 Cronbach's α coefficient value

Items	Cronbach's α
Total	0.949

Thirdly, the analysis of the questionnaire survey data focuses on the servant leadership of university administrators in Jilin Province. The researchers conducted an analysis using various statistical measures: the arithmetic mean (\bar{x}), Standard Deviation (S.D.), Skewness, and Kurtosis of each variable. They compared these derived arithmetic means to a standard based on the Best concept, allowing for a comprehensive understanding of each variable's level.

Table 6 Descriptive statistics

Items	Mean (\bar{x})	Std. Deviation (S. D)	Sk.	Ku.	Level
EMS1	3.540	1.222	-0.423	-0.820	High
EMS2	3.440	1.350	-0.450	-0.990	Moderate
EMS3	3.550	1.332	-0.520	-0.866	High
EMS4	3.420	1.356	-0.372	-1.086	Moderate
EMS5	3.440	1.248	-0.382	-0.832	Moderate
EMS6	3.390	1.349	-0.406	-1.043	Moderate
EMS7	3.410	1.276	-0.384	-0.844	Moderate
EMS8	3.530	1.297	-0.430	-0.926	High
EMS9	3.480	1.255	-0.443	-0.770	Moderate
EB1	3.480	1.230	-0.466	-0.688	Moderate
EB2	3.350	1.243	-0.328	-0.912	Moderate
EB3	3.490	1.287	-0.414	-0.932	Moderate
EB4	3.540	1.236	-0.412	-0.781	High
EB5	3.530	1.333	-0.474	-0.948	High
EB6	3.490	1.263	-0.409	-0.884	Moderate
EB7	3.430	1.293	-0.352	-0.941	Moderate
EB8	3.490	1.292	-0.454	-0.890	Moderate
EB9	3.400	1.264	-0.338	-0.991	Moderate
EB10	3.380	1.313	-0.358	-1.018	Moderate
EB11	3.390	1.247	-0.282	-0.983	Moderate

SSR1	3.460	1.292	-0.433	-0.898	Moderate
SSR2	3.500	1.271	-0.404	-0.945	High
SSR3	3.470	1.239	-0.393	-0.803	Moderate
SSR4	3.450	1.241	-0.427	-0.783	Moderate
SSR5	3.490	1.225	-0.471	-0.676	Moderate
SSR6	3.480	1.308	-0.379	-1.023	Moderate
DR1	3.460	1.286	-0.381	-0.930	Moderate
DR2	3.550	1.246	-0.463	-0.800	High
DR3	3.570	1.256	-0.400	-0.937	High
DR4	3.510	1.363	-0.476	-1.066	High
DR5	3.440	1.275	-0.330	-0.937	Moderate
DR6	3.470	1.271	-0.385	-0.952	Moderate
DR7	3.480	1.310	-0.474	-0.875	Moderate
DR8	3.500	1.284	-0.461	-0.842	High
DR9	3.410	1.380	-0.280	-1.217	Moderate
EFS1	3.450	1.330	-0.403	-1.023	Moderate
EFS2	3.520	1.346	-0.428	-1.064	High
EFS3	3.460	1.315	-0.387	-0.995	Moderate
EFS4	3.430	1.327	-0.408	-0.952	Moderate
EFS5	3.520	1.230	-0.391	-0.856	High
EFS6	3.490	1.346	-0.337	-1.173	Moderate
EFS7	3.410	1.338	-0.282	-1.163	Moderate
EFS8	3.420	1.441	-0.383	-1.214	Moderate
EFS9	3.550	1.360	-0.392	-1.140	High
EFS10	3.470	1.323	-0.415	-0.967	Moderate
EFS11	3.480	1.341	-0.321	-1.147	Moderate
FG1	3.520	1.300	-0.473	-0.885	High
FG2	3.450	1.380	-0.313	-1.235	Moderate
FG3	3.430	1.267	-0.298	-0.968	Moderate

Table 6 Descriptive statistics (continued)

Items	Mean (\bar{x})	Std. Deviation (S. D)	Sk.	Ku.	Level
FG4	3.500	1.276	-0.465	-0.869	High
FG5	3.580	1.326	-0.427	-1.067	High
FG6	3.450	1.289	-0.437	-0.842	Moderate
FG7	3.470	1.265	-0.378	-0.925	Moderate
FG8	3.490	1.376	-0.394	-1.161	Moderate
FG9	3.460	1.356	-0.347	-1.117	Moderate
FG10	3.410	1.438	-0.308	-1.315	Moderate
FG11	3.490	1.368	-0.388	-1.158	Moderate
FG12	3.520	1.315	-0.341	-1.177	High
CS1	3.520	1.320	-0.424	-0.995	High
CS2	3.610	1.309	-0.507	-0.924	High
CS3	3.570	1.337	-0.466	-1.002	High
CS4	3.530	1.333	-0.448	-0.976	High
CS5	3.540	1.219	-0.426	-0.816	High
CS6	3.390	1.417	-0.335	-1.217	Moderate
CS7	3.480	1.417	-0.371	-1.266	Moderate
CS8	3.460	1.375	-0.353	-1.166	Moderate
CS9	3.470	1.368	-0.363	-1.160	Moderate
CS10	3.420	1.434	-0.394	-1.182	Moderate
CS11	3.540	1.370	-0.324	-1.289	High
WI1	3.430	1.319	-0.368	-0.966	Moderate
WI2	3.510	1.276	-0.392	-0.923	High
WI3	3.410	1.276	-0.305	-0.978	Moderate
WI4	3.400	1.312	-0.282	-1.097	Moderate
WI5	3.410	1.378	-0.307	-1.209	Moderate
WI6	3.530	1.273	-0.512	-0.777	High
WI7	3.400	1.367	-0.312	-1.186	Moderate
IT1	3.440	1.306	-0.357	-0.961	Moderate
IT2	3.440	1.327	-0.337	-1.067	Moderate
IT3	3.420	1.390	-0.352	-1.170	Moderate
IT4	3.530	1.341	-0.438	-1.037	High
IT5	3.460	1.400	-0.452	-1.070	Moderate
IT6	3.490	1.313	-0.449	-0.916	Moderate
IT7	3.390	1.288	-0.308	-0.933	Moderate
IT8	3.540	1.260	-0.448	-0.817	High
IT9	3.550	1.320	-0.432	-1.020	High
AL1	3.450	1.332	-0.300	-1.119	Moderate
AL2	3.590	1.249	-0.492	-0.799	High
AL3	3.430	1.295	-0.403	-0.939	Moderate
AL4	3.510	1.233	-0.371	-0.917	High
AL5	3.510	1.395	-0.420	-1.146	High
AL6	3.470	1.325	-0.373	-1.027	Moderate

AL7	3.510	1.338	-0.350	-1.184	High
AL8	3.500	1.366	-0.425	-1.070	High

From Table 6,: There are no outliers in the current data. The mean of the 93 questions ranged from 3.350-3.610 indicating that the respondents had an opinion on the values of the variables at this level. The mean of the arithmetic ranges from medium to high with a standard deviation between 1.219-1.441, which indicates that the acceptance of the item is relatively consistent across all researchers. The medium level is mainly focused on EB, SSR, EFS, and WT, indicating that the respondents have a low level of acceptance of the variables in this section

Finally, the data in this study were rotated using the maximum variance rotation method (varimax) in order to find out the correspondence between factors and study items. From the table 5, it can be seen that the factor loadings of EMS6, EB2, EB10, EB11, SSR5, DR4, EFS1, FG2, CS10, WI5, IT3, AL1, and AL3 are less than 0.5, so the EMS6, EB2, EB10, EB11, SSR5, DR4, EFS1, FG2, CS10, WI5, IT3, AL1 and AL3 questions were deleted, and the commonality values of the corresponding values for the remaining questions were all greater than 0.4, indicating that there is a strong correlation between the research items and the factors, and that the factors can be effective in extracting information. After ensuring that the factor could extract most of the information of the research item, the corresponding relationship between the factor and the research item was analysed (when the absolute value of the factor loading coefficient is greater than 0.4, it indicates that the item has a corresponding relationship with the factor).

Table 7 Factor loading (Rotated)

EFS2	0.822
EFS7	0.818
EFS11	0.817
EFS5	0.817
CS1	0.899
CS9	0.882
CS7	0.877
CS8	0.860
CS6	0.858
CS11	0.854
CS3	0.807
CS2	0.802
CS5	0.800
CS4	0.770
AL1	

Table 7 Factor loading (Rotated) (continued)

Items	Factor loading									
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9	Factor 10
EB10										
EMS7				0.825						
EMS8				0.822						
EMS4				0.817						
EMS2				0.812						
EMS3				0.804						
EMS1				0.802						
EMS9				0.801						
EMS5				0.787						
IT3										
DR1					0.844					
DR7					0.823					
DR6					0.811					
DR5					0.809					
DR8					0.800					
DR9					0.784					
DR2					0.779					
DR3					0.769					
AL3										
IT1						0.843				
IT4						0.828				
IT5						0.821				
IT8						0.781				
IT7						0.780				
IT2						0.772				
IT6						0.768				
IT9						0.766				

EB2	
EMS6	
EB7	0.817
EB3	0.810
EB1	0.804
EB6	0.796
EB5	0.788
EB8	0.780
EB4	0.769
EB9	0.728
FG2	
AL2	0.889
AL6	0.844
AL7	0.843
AL8	0.836
AL5	0.771
AL4	0.732
EB11	
WI1	0.866
WI3	0.823
WI4	0.821

Table 7 Factor loading (Rotated) (continued)

Items	Factor loading									
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Factor 9	Factor 10
WI6									0.820	
WI2									0.817	
WI7									0.788	
SSR6										0.824
SSR4										0.810
SSR1										0.800
SSR2										0.799
SSR3										0.764
WI5										
SSR5										
CS10										

From Table 7, correlation analysis was used to study the correlation between EMS, EB, SSR, DR, EFS, FG, CS, WI, IT, and AL, and the Pearson correlation coefficient was used to indicate the strength of the correlation. Specific analyses showed that the significance of the ten correlations of EMS, EB, SSR, DR, EFS, FG, CS, WI, IT, and AL was less than 0.05, i.e., there was a positive correlation between the two EMS, EB, SSR, DR, EFS, FG, CS, WI, IT, and AL.

Table 8 Components of servant leadership of administrators in private universities under Jilin Province

No.	Components	Nominate	Number of variables	Factor loading
1	Component 1	EMS	8	0.787-0.825
2	Component 2	EB	8	0.728-0.817
3	Component 3	SSR	5	0.764-0.824
4	Component 4	DR	8	0.769-0.844
5	Component 5	EFS	10	0.817-0.857
6	Component 6	FG	11	0.759-0.873
7	Component 7	CS	10	0.770-0.899
8	Component 8	WI	6	0.788-0.866
9	Component 9	IT	8	0.766-0.843
10	Component 10	AL	6	0.732-0.889
		Total	80	

From Table 8, there are 10 eligible components as follows: component 1 contains 8 variables with factor loadings between 0.787 and 0.825; component 2 contains 8 variables with factor loadings between 0.728 and 0.817; component 3 contains 5 variables with factor loadings between 0.764 and 0.824; component 4 contains 8 variables with factor loadings between 0.769 and 0.844; component 5 contains 10 variables with factor loadings between 0.817 and 0.857; component 6 contains 11 variables with factor loadings between 0.759 and 0.873; intergroup 7 contains 10 variables with factor loadings between 0.770 and 0.899; intergroup 8 contains 6 variables with factor loadings between 0.788 and 0.866; and intergroup 9 contained 8 variables with factor loadings between 0.766 and 0.843, and intergroup 10 contained 6 variables with factor loadings between 0.732 and 0.889. The total number of variables describing these 10 variables was 80 variables with factor loadings ranging from 0.728 to 0.899.

3. Section 3: Result of Data Analysis for Research Objective 2. To propose guidelines for servant leadership development of administrators in private universities under Jilin Province.

The focus group was chaired by the researcher. “Servant leadership guidelines of administrators in private universities under Jilin Province” 7 key informants included 3 deans and 4 directors from different Higher Education by purposive sampling for condition of the components of propose servant leadership guidelines for administrators in private universities under Jilin Province. The researcher sorted out and analyzed the discussions of 7 experts, choosing percentage guidelines that were greater than or equal to 50%, a total of 10 guidelines are sorted out, which are divided into 10 parts:

Components 1: Emotional Support: Encourage and care for the well-being of employees, help them to overcome emotional problems and recognise their work.

Components 2: Ethics of Behaviour: Cultivate a culture of high ethical standards, promote collegiality, maintain integrity and humility, take responsibility, and prioritise employee development.

Components 3: Sense of Social Responsibility: Emphasis is placed on giving back to the community by encouraging schools and teachers to participate in public service endeavours, acting as role models and spreading positive values.

Components 4:Demand Response: Establishing equal working relationships, consulting with staff in decision-making, understanding the needs of others, and incorporating staff vision into school goals

Components 5:Efficient Support: Balance attention to detail with future projections to persuade employees, encourage innovation, fair and equitable evaluations, and highlight employee achievements

Components 6:Facilitating Growth : Prioritize employee development, provide a platform that allows style and expression of personality at work, promptly correct employee mistakes, and encourage employees to learn to take responsibility and participate in decision-making

Components 7:Conceptual Skills: Comprehensive school development goals, comprehensive thinking, integration of division of labor tasks results, learning experience, full of hope for school development

Components 8:Wisdom: Anticipate the consequences of decisions by observing what is happening, viewing conflicts as opportunities

Components 9:Intrapersonal Tolerance: Build quality relationships and mutual respect with employees. Decision-making is related to employee input, focusing on differences in employee skills and abilities, using scientific flexibility and stress management, and creating a comfortable working environment

Components 10:Altruism: Understand employees' career goals and provide comprehensive employee development support and resources to make work easier

Conclusion

There were 10 components and 93 indicators of servant leadership development of administrators in private universities under Jilin Province which consisted of Emotional Support, Ethics of Behaviour, Sense of Social Responsibility, Demand Response, Efficient Support, Facilitating Growth, Conceptual Skills, Wisdom, Intrapersonal Tolerance, Altruism.

From the research objectives 2, There were total 10 guidelines base on the 10 components of servant leadership development for servant leadership development of administrators in private universities under Jilin Province.

Discussion

Discussion about major findings of objective 1

There were 10 components for servant leadership development of administrators in private universities under Jilin Province. The major findings were revealed as such because emotional support in university administration is vital for the well-being and success of students, the creation of a positive and inclusive campus culture, and the overall reputation and effectiveness of the institution. This research finding was in accordance with the theories or research of Newman, A., Schwarz, G., Cooper, B., & Sendjaya, S. (2017) which found that emotional support can also be linked to professional growth. It can provide the encouragement and confidence needed for administrators and teachers to pursue further training, engage in

research, or explore innovative teaching methods. Just as with students, emotional support can impact the retention rates of staff. Administrators and teachers who feel supported are less likely to seek employment elsewhere, leading to a more stable and experienced workforce.

Discussion about major findings of objective 2

There are 10 guidelines for servant leadership development of administrators in private universities under Jilin Province. The major guideline were revealed as such because. encouraging and caring for the well-being of employees, helping them overcome emotional problems, and recognizing their work are essential for servant leadership in university administration. These practices lead to a more satisfied, healthy, and productive workforce, which is crucial for the success and sustainability of the institution. This research finding was in accordance with the theories or research of Chiniara, R. K., & Searle, T. P. (2014, 315-323) finding that Employees who are emotionally well and feel appreciated are more likely to perform at their best. Their enhanced productivity and performance can contribute significantly to the university's overall success. Universities that are known for caring for their employees and recognizing their contributions are more attractive to current and prospective staff. This reputation can help attract and retain top talent. These practices are at the heart of servant leadership, which prioritizes the growth and well-being of people. By embodying these values, administrators set an example for the entire university community, promoting a leadership style that is empathetic, supportive, and people-focused.

Recommendation

1. Recommendation for Policy Formulation

Based on the insights and findings from this dissertation, the following recommendations are proposed for policy formulation aimed at enhancing the effectiveness of servant leadership among administrators in private universities under Jilin Province:

(1) Private universities should integrate servant leadership principles into their training modules for administrators. (2) Universities should strive to create an organizational culture that embodies the values of servant leadership. (3) Experienced leaders who exemplify servant leadership qualities should be encouraged to mentor emerging leaders. (4) Universities should invest in research and development activities focused on servant leadership.

2. Recommendation for practical application

The dissertation provides a robust framework for understanding the dynamics and benefits of servant leadership in the context of higher education administration. To translate the theoretical insights from this dissertation into actionable strategies, the following recommendations are proposed for the practical application of servant leadership principles among administrators in private universities under Jilin Province:

(1) Organize regular workshops and training sessions focused on servant leadership. (2) Establish mentorship programs where experienced leaders can guide newer administrators in the principles and practices of servant leadership. (3) Integrate servant leadership qualities into the performance evaluation criteria for administrators. (4) Create robust feedback mechanisms that allow administrators, faculty, staff, and students to provide anonymous feedback on leadership behaviors.

3. Recommendation for Further Research

Here are some recommendations for further research in this area:

- (1) Research to comparative studies of servant leadership practices between private universities in Jilin Province and those in other provinces or countries.
- (2) Research to effects of servant leadership on university administration, faculty performance, student satisfaction, and overall institutional success.
- (3) Develop the model of impact of servant leadership on various performance indicators such as employee engagement, job satisfaction, student retention rates, and academic performance.
- (4) Investigate the barriers and challenges to implementing servant leadership in the context of private universities.

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