

GUIDELINES FOR DEVELOPING THE SERVANT LEADERSHIP  
OF DEPARTMENT DIRECTORS IN PUBLIC UNDERGRADUATE  
UNIVERSITIES IN GUANGXI

CHEN LI


A thesis submitted in partial fulfillment of the requirements for  
the Degree of Doctor of Philosophy Program in Educational Administration  
Academic Year 2023

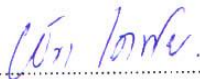
Copyright of Bansomdejchaopraya Rajabhat University

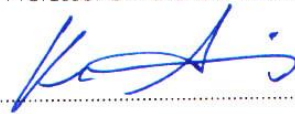
Thesis Title            Guideline For Developing The Servant Leadership of Department  
Director in Public Undergraduate Universities in Guangxi

Author                    Mrs.Chen Li

Thesis Committee

  
..... Chairperson  
(Associate Professor Dr. Niran Sutheeniran)


  
..... Committee  
(Assistant Professor Dr.Patchara Dechhome)

  
..... Committee  
(Assistant Professor Dr. Kulsirin Aphiratvoradej)

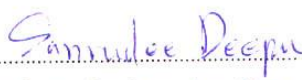
---

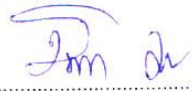
Accepted by Bansomdejchaopraya Rajabhat Univeristy in Partial Fulfillment of  
the Requirements for the Degree of Doctor of Philosophy in Educational Administration

  
..... Dean of Graduate School  
(Assistant Professor Dr. Kanakorn Sawangcharoen)

  
..... President  
(Assistant Professor Dr. Linda Gainma)

Defense Committee

  
..... Chairperson  
(Associate Professor Dr. Sanrudee Deepu)

  
..... Committee  
(Assistant Professor Dr.Teerawat Montaisong)

  
..... Committee  
(Associate Professor Dr.Achara Niyamabha)

**Thesis:** Guidelines for Developing the Servant Leadership of Department Directors in Public Undergraduate Universities in Guangxi

**Author:** Chen Li

**Program:** Educational Administration

**Major Advisor:** Associate Professor Dr.Niran Sutheeniran

**Co-advisor:** Assistant Professor Dr.Patchara Dechhome

**Co-advisor:** Assistant Professor Dr.Kulsirin Aphiratvoradej

**Academic Year:** 2022

## ABSTRACT

The objectives of this research were: 1) To study the current situation of the servant leadership of department director in public undergraduate universities in Guangxi. 2) To provide the guidelines for developing the servant leadership of department director in public undergraduate universities in Guangxi. 3) To evaluate the adaptability and feasibility of guideline for developing the servant leadership of department director in public undergraduate universities in Guangxi. The sample group of this research was 250 department directors. The Interview group was 11 high-level administrators. Research instruments included: 1) questionnaire, 2) structured interview and, 3) evaluation form. Data analysis by using percentage, mean, standard deviation and content analysis.

The results were:

1. the current situation of the servant leadership of department director in public undergraduate universities in Guangxi was at high level.

2. The guidelines for developing the servant leadership of department director in four aspects, which contain 51 measures. There are 11 measures for enhancing characteristic orientation, 13 measures for enhancing relationship orientation, 13 measures for enhancing task orientation and, 14 measures for enhancing process orientation.

3. Adaptability and feasibility of guidelines for developing the servant leadership of department director in four aspects were at highest level.

**Keywords:** Guidelines for Developing, Servant Leadership, Department Directors, Public Undergraduate Universities in Guangxi

|                      |   |
|----------------------|---|
| ชื่อเรื่อง           | แนวทางการพัฒนาภาวะผู้นำใ้บริการของประธานหลักสูตร<br>ในมหาวิทยาลัยรัฐบาลระดับปริญญาตรีในมณฑลกวางสี |
| ชื่อผู้วิจัย         | เฉิน ลี   |
| สาขาวิชา             | การบริหารการศึกษา   |
| อาจารย์ที่ปรึกษาหลัก | รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์   |
| อาจารย์ที่ปรึกษาร่วม | ผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม  |
| อาจารย์ที่ปรึกษาร่วม | ผู้ช่วยศาสตราจารย์ ดร.กุลสิทธิ์ อภิรัตน์วรเดช   |
| ปีการศึกษา           | 2565  |

### บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาสภาพปัจจุบันของภาวะผู้นำใ้บริการของประธาน หลักสูตรระดับปริญญาตรีในมหาวิทยาลัยรัฐบาลในมณฑลกวางสี 2) เพื่อเสนอแนวทางการพัฒนาภาวะผู้นำใ้บริการของประธานหลักสูตรระดับปริญญาตรีในมหาวิทยาลัยรัฐบาลในมณฑลกวางสี และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของภาวะผู้นำใ้บริการของประธานหลักสูตรระดับปริญญาตรีในมหาวิทยาลัยรัฐบาลในมณฑลกวางสี กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ประธานหลักสูตร รวมทั้งสิ้น 250 คน ผู้ให้ข้อมูลสัมภาษณ์ ได้แก่ ผู้บริหารระดับสูง รวมทั้งสิ้น 11 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์แบบมีโครงสร้าง และแบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา (Content Analysis)

ผลการวิจัย พบว่า

1. ภาวะผู้นำใ้บริการของประธานหลักสูตรระดับปริญญาตรีในมหาวิทยาลัยรัฐบาลในมณฑลกวางสีโดยรวมอยู่ในระดับสูง
2. แนวทางการพัฒนาภาวะผู้นำใ้บริการของประธานหลักสูตรระดับปริญญาตรีในมหาวิทยาลัยรัฐบาลระดับในมณฑลกวางสี ประกอบด้วย 4 ด้าน รวมทั้งสิ้น 51 มาตรการ ได้แก่ การสนับสนุนการปรับคุณลักษณะ จำนวน 11 มาตรการ การเสริมสร้างความสัมพันธ์ จำนวน 13 มาตรการ การส่งเสริมพันธกิจ จำนวน 13 มาตรการ และการสนับสนุนด้านกระบวนการ จำนวน 14 มาตรการ

3. ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาภาวะผู้นำใ้บริการของประธานหลักสูตรในมหาวิทยาลัยรัฐบาลระดับปริญญาตรีในมณฑลกวาสี อยู่ในระดับสูงมาก

คำสำคัญ: แนวทางการพัฒนา ภาวะผู้นำใ้บริการ ประธานหลักสูตร มหาวิทยาลัยรัฐบาลระดับปริญญาตรี

## Acknowledgements

First of all, sincere thanks to my supervisor Assoc. Prof. Dr.Niran Sutheeniran, associate professor, my co-supervisor Asst. Prof. Dr.Patchara Dechhome and Asst. Prof. Dr.Kulsirin Aphiratvoradej for their valuable comments and suggestions, and Asst. Prof. Dr.Sarayuth Sethakhajorn for his enthusiastic help and Mrs. Wu for her help in translation, they were very knowledgeable, enthusiastic and kind and made me understand the problems and shortcomings regarding my research. Secondly, I would like to thank my Chinese supervisor, Professor Yang Xiaowei, who impressed me with his rigorous academic quality and pragmatic working style. Finally, I would like to express my gratitude to the teachers of the Graduate School for their care and teaching. Their profound knowledge has enabled me to learn a variety of educational management knowledge.

In addition, I would like to thank Bansomdejhaopraya Rajabhat University for the importance it places on practical research. Bansomdejhaopraya Rajabhat University has organized many practical activities for us, such as visits to schools with special characteristics, which have helped us to further our theoretical knowledge of educational management. I would also like to express my sincere gratitude to all the experts who helped to build the research tools. I would like to thank the department directors of the 11 public undergraduate universities in Guangxi for their cooperation, which enabled me to complete the questionnaire collection and the structured interviews successfully. I would like to thank the 11 leaders of the 11 public undergraduate universities in Guangxi for their assessment of my guide.

Finally, I would like to thank the leaders and colleagues of Guangxi University of Science and Technology for their support throughout the research process, and my lovely classmates and family members for their constant encouragement and supervision.

Chen Li

# Contents

|   | Page      |
|---|-----------|
| Abstract.....   | i         |
| Acknowledgements.....                                 | v         |
| Contents.....   | vi        |
| List of Figures.....                                  | viii      |
| List of Tables.....                                   | xi        |
| <b>Chapter</b>  |           |
| <b>1 Introduction.....</b>                            | <b>1</b>  |
| Rationale.....  | 1         |
| Research Questions.....                               | 4         |
| Objectives(s).....                                    | 5         |
| Scope of the Research.....                            | 5         |
| Advantages.....                                       | 6         |
| Definitions of Terms.....                             | 7         |
| Research Framework.....                               | 8         |
| <b>2 Literature Review.....</b>                       | <b>9</b>  |
| The Concept of Leadership.....                        | 9         |
| The Concept of Servant Leadership.....                | 14        |
| The Concept of Public Undergraduate Universities..... | 24        |
| The Concept of Department Head.....                   | 26        |
| Related Research.....                                 | 30        |
| <b>3 Research Methodology.....</b>                    | <b>35</b> |
| The Population/ The Sample Group.....                 | 35        |
| Research Instruments.....                             | 36        |
| Data Collection.....                                  | 39        |
| Data Analysis and Statistics.....                     | 41        |



## Contents (Continued)

|  | Page       |
|--|------------|
| <b>4 Results of Analysis.....</b>  | <b>44</b>  |
| Symbol and Abbreviations.....  | 44         |
| Presentation of Data Analysis.....   | 44         |
| Result of Data analysis.....   | 45         |
| <b>5 Conclusion Discussion and Recommendations.....</b>                                  | <b>102</b> |
| Conclusion.....  | 102        |
| Discussion.....  | 108        |
| Recommendations.....   | 113        |
| <b>References.....</b>   | <b>116</b> |
| <b>Appendixes.....</b>   | <b>125</b> |
| A List of Specialists and Letters of Specialists Invitation for IOC<br>Verification..... | 126        |
| B Official Letter.....   | 128        |
| C Research Instruments.....  | 134        |
| D The Result of the Quality Analysis of Research Instrument.....                         | 150        |
| E Certificate of English.....  | 155        |
| F The Document for Accept Research.....  | 157        |
| <b>Research Profile.....</b>   | <b>159</b> |

## List of Figures

| Figure |   | Page |
|--------|---|------|
| 1.1    | Research Framework.....   | 8    |
| 2.1    | Development Trends.....   | 9    |
| 4.1    | Schematic diagram of the current state of servant leadership of department directors in Public undergraduate Universities in Guangxi..... | 53   |
| 4.2    | The guidelines developing the servant leadership of department director in public undergraduate universities in Guangxi.....              | 88   |
| 4.3    | The guidelines of enhancing characteristics orientation.....  | 83   |
| 4.4    | The guidelines of enhancing relationship orientation.....   | 90   |
| 4.5    | The guidelines of enhancing task orientation.....   | 91   |
| 4.6    | The guidelines of enhancing process orientation.....  | 92   |

## List of Tables

| Table |  | Page |
|-------|--|------|
| 2.1   | Concepts of Different Leadership Styles.....   | 11   |
| 2.2   | Definition of Servant Leadership.....  | 15   |
| 2.3   | Measurements and Dimensions of Servant Leadership.....   | 22   |
| 2.4   | Public Universities in Guangxi.....  | 25   |
| 3.1   | Sampling table.....  | 31   |
| 4.1   | Personal Information.....  | 46   |
| 4.2   | Current level of servant leadership in public undergraduate<br>universities in Guangxi.....                                      | 48   |
| 4.3   | Level analysis of characteristics orientation.....   | 49   |
| 4.4   | Level analysis of relationship orientation.....  | 50   |
| 4.5   | Level analysis of task orientation.....  | 51   |
| 4.6   | Level analysis of process orientation .....  | 52   |
| 4.7   | Structure the personal information of the interviewees.....  | 55   |
| 4.8   | Characteristics orientation text analysis.....   | 79   |
| 4.9   | Relationship orientation text analysis.....  | 80   |
| 4.10  | Task orientation text analysis.....  | 81   |
| 4.11  | Process orientation text analysis.....   | 82   |
| 4.12  | Guidelines for developing the servant leadership of department<br>directors in public undergraduate Universities in Guangxi..... | 84   |
| 4.13  | The evaluation of adaptability and feasibility of guideline for<br>developing servant leadership of department directors.....    | 94   |

# Chapter 1

## Introduction

### Rationale

World Level: Servant leadership was introduced by the American scholar Greenleaf (1977) and did not become a mainstream leadership idea at the beginning. Since the 1990s, however, the economic environment has changed dramatically, with globalization and information technology becoming the backdrop for organizational development. In the last two decades, knowledge workers have become an increasingly important part of the organization, and the workforce is becoming more and more dominant. Employees are paying more and more attention to whether organizations can provide more learning opportunities and a platform to realize their own development and values. As a result, more and more employees are demanding that organizations incorporate ethics and humane care for employees into their daily management practices. In order to better adapt to many new challenges and changes, people-centered servant leadership has become a new research perspective in academic research and is beginning to receive great attention from both academic and management circles.

Liu Xueying (2008) mentions that in the 21st century, Western theorists have become increasingly active in researching and disseminating the idea of servant leadership. During this period, Western management scholars have published a large number of research works and papers on servant leadership, and advocates of servant leadership have set up special research and dissemination institutions on servant leadership such as "The Greenleaf Center For Servant-leadership has established a number of websites on servant-leadership. At the same time, a growing number of companies and organizations are practicing servant leadership, such as Southwest Airlines, TD Industries, Starbucks and others. A large number of contemporary management scholars, such as James Autry, Warren G. Bennis, Ken Blanchard and Peter Block, have become advocates of servant leadership and their research has provided us with an important theoretical basis. There are also universities that offer special

courses on servant leadership, such as the Servant Leader Class offered by McMurry University and Vitebo University. In addition, there are a number of universities dedicated to the study of servant leadership. In addition, the Greenleaf Center for Servant Leadership, which is dedicated to the study of servant leadership, has opened special research structures in Canada, the UK, Australia, the Netherlands, Korea, the Philippines, Singapore and South Africa to conduct cross-cultural research on servant leadership. With the emergence of the servant leadership research boom, servant leadership research has gradually transitioned from its initial focus on business management to a broader range of fields, including increasing applications in education.

At the Chinese level: Servant leadership research in China started late and was initially limited to the introduction of related theories (Hua Bing, 2006; Xie Hengxiao, 2007; Yajun, 2007), and since 2008, the attention of Chinese scholars to servant leadership has continued to grow, but it has been more of an introduction to servant leadership theory and related research (Liu Xueying, 2008; Yang Tingfang & Ling Wenquan, 2008; Zhang Deming, 2008). Since 2013, the number of empirical studies exploring the mechanisms of servant leadership has been increasing in China. This is also due to the fact that in the context of globalization and information technology, knowledge workers have become the main body of the workforce, with an emphasis on motivational elements such as autonomy, growth and achievement, and managers' awareness of empowerment and decision sharing needs to be improved to adapt to organizational change, as a leadership style that emphasizes service-orientation and follower-centeredness can better meet the interests of employees, the organization and society from a service perspective. Empirical research by Chinese scholars in recent years has demonstrated that servant leadership can reduce employee burnout, increase employee trust in the organization and leader, enhance job satisfaction and organizational commitment, and contribute significantly to the improvement of team effectiveness. Especially in the context of the spread of the new crown pneumonia epidemic, servant leadership has been given a new contemporary meaning and has begun to be applied in various fields of research.

Lin Weimin (2022) argues that leaders should have a sense of "service". In the future, school administrators must cultivate servant leadership, establish the concept of "servant leadership", have teachers and students in mind, and consciously serve the development of teachers and students, the development of the school, and the building of a modern nation. Xiao Pan (2020) argues that leaders in higher education face more difficulties and challenges, and that the competence and performance of leaders are key to organizational effectiveness. The research on servant leadership at home and abroad has been reviewed and analyzed, and previous research has been summarized and the concept and meaning of servant leadership in higher education has been redefined. These existing studies are mainly overviews, and the empirical studies only focus on one aspect or individual teachers' servant leadership (Zhong Ni & Mao Junping, 2020).

The level of management in higher education is directly related to the development of education. In recent years, to meet the development of the times, colleges and public undergraduate universities have been increasing their investment and expanding their scale, but at the same time, this has brought about problems in the quality of management and talent training, and improving the overall level of management in colleges and public undergraduate universities is a concern that cannot be ignored. Department directors, as the majority of front-line managers in public undergraduate universities, and the performance of the front-line workers they lead, determine the quality of service, so the effectiveness of grassroots management in the organization is crucial.

Within Guangxi Province: In the study of servant leadership, only Han Yong and Tao Jianping (2011) used a behavioral description approach to study servant leadership and conducted a questionnaire survey on the content of the behavioral description. The results of the survey were compared with foreign studies and found that listening to the heart, compliance with the law and dedication and responsibility were the more significant characteristics of servant leadership in the Chinese public sector. No other literature was found on servant leadership in other areas, particularly education. The Guangxi Zhuang Autonomous Region is a relatively backward region in China, which makes it all the more important to promote higher education and

cultivate excellent professionals. Guangxi belongs to an educationally underdeveloped region in China. There are 38 undergraduate institutions in the region, including 26 public undergraduate universities and 12 private public undergraduate universities, and the orientation of schooling is mainly local application-oriented public undergraduate universities, which have certain gaps compared with public undergraduate universities in other regions, and there are many problems in terms of management system and strategic layout. As a grassroots leader of the university, the department head is not a professional teacher in charge of teaching one or more courses, but a leader who has to lead the teachers of the profession to achieve their professional development goals through vision portrayal, action leading and resource integration. In terms of leadership behavior, servant leadership respects the value of the individual, and the leader is committed to serving the individual and providing support for the individual to meet his or her various needs, thus being closer to the working environment and leadership requirements of knowledge workers than other leadership behaviors, and also more in line with their working characteristics. Therefore, the service-oriented leadership of department directors in public undergraduate universities in Guangxi is the key to improve the quality of school cultivation, which can effectively enhance the level of discipline construction in public undergraduate universities in Guangxi and inject new vitality into the talent management mechanism of in public undergraduate universities in Guangxi.

### **Research Questions**

1. What is the current situation of servant leadership of department directors in public undergraduate universities in Guangxi?
2. What are the guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi?
3. Are the guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi adaptability and feasibility?

## **Objectives(s)**

1. To study the current situation of the servant leadership of department directors in public undergraduate universities in Guangxi.
2. To provide the guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi.
3. To evaluate the adaptability and feasibility of guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi.

## **Scope of the Research**

### **Population and the Sample Group**

#### **Population**

The population were 660 department directors from 11 public undergraduate universities in Guangxi.

#### **The Sample Group**

According to Krejcie and Morgan sampling table, the sample group of this research was 250 department directors from 11 public undergraduate universities in Guangxi. By using systematic random sampling and sample, random sampling was also used by drawing from public undergraduate universities.

#### **Interview Object**

The interviewees in this research was 11 department directors in public undergraduate universities in Guangxi. The qualifications of interviewees are as follows: 1) at least 5 years of work experience in department directors in public undergraduate universities, 2) had the title of associate professor or above, 3) graduated with master's degree or above.

#### **Guideline Evaluation Team**

The experts for evaluating adaptability and feasibility of guideline for developing the servant leadership of department directors was 11 high-level administrators in Guangxi. The qualifications of the experts are as follows: 1) at least 10 years of work experience in high-level administrator in public undergraduate



universities, 2) have extensive experience in education administration, 3) graduated with master's degree or above, 4) academic title is associate professor or above.

### **Research Variable**

Based on servant leadership theory(Page & Wong, 2000), there are four main factors for developing of servant leadership of department director in public undergraduate universities in Guangxi:

1. Characteristic orientation;
2. Relationship orientation;
3. Task orientation;
4. Process orientation.

### **Advantages**

1. Servant leadership theory has been applied in many social fields, but it has not been given enough attention in educational management research. This study is a useful attempt to apply servant leadership theory to the management of department directors in public undergraduate universities.

2. This study obtains data on servant leadership of department directors in Guangxi public colleges and universities through a survey of Guangxi public colleges and universities. Through analyzing these data, this paper has come up with an evaluation of the service-oriented leadership ability of department directors in public undergraduate universities in Guangxi, which is of great practical significance.

3. This study proposes a specific guideline for developing servant leadership of department directors in public universities in Guangxi and invites experts to evaluate the guideline, hoping to provide some reference basis for the construction of servant leadership of department directors in public universities in Guangxi and also to inspire the research on servant leadership development in other public universities in China.

## **Definition of Terms**

### **Servant Leadership**

Servant Leadership refers to the process by which leaders uphold the spirit of service and build trusting relationships through considerate acts of service to facilitate the growth of team members and realize their vision. Regarding the conceptual construction of servant leadership, this study adopts Page and Wong (2000) findings, which encompass four aspects: characteristic orientation, relationship orientation, task orientation and process orientation.

### **Characteristic Orientation**

Characteristic Orientation refers to the development of values, trustworthiness, motivation and servanthood in leaders. It includes the three characteristics of Integrity, Humility and Servanthood.

### **Relationship Orientation**

Relationship Orientation refers to the focuses on human resource development, with an emphasis on the leader's relationships with others and commitment to developing others. It is characteristicized by Caring for others, empowering others and Developing others.

### **Task Orientation**

Task Orientation refers to a focuses on the achievement and success of production, with an emphasis on the tasks that leaders are expected to undertake and the skills necessary for success. It includes the three characteristics of Visioning, Goalsetting and Leading.

### **Process Orientation**

Process Orientation refers to the improvement of organizational effectiveness, with an emphasis on the ability of leaders to set examples and develop dynamic, efficient, open systems. It includes the three characteristics of Modeling, Teambuilding and Shared decision making.

### **Department Directors**

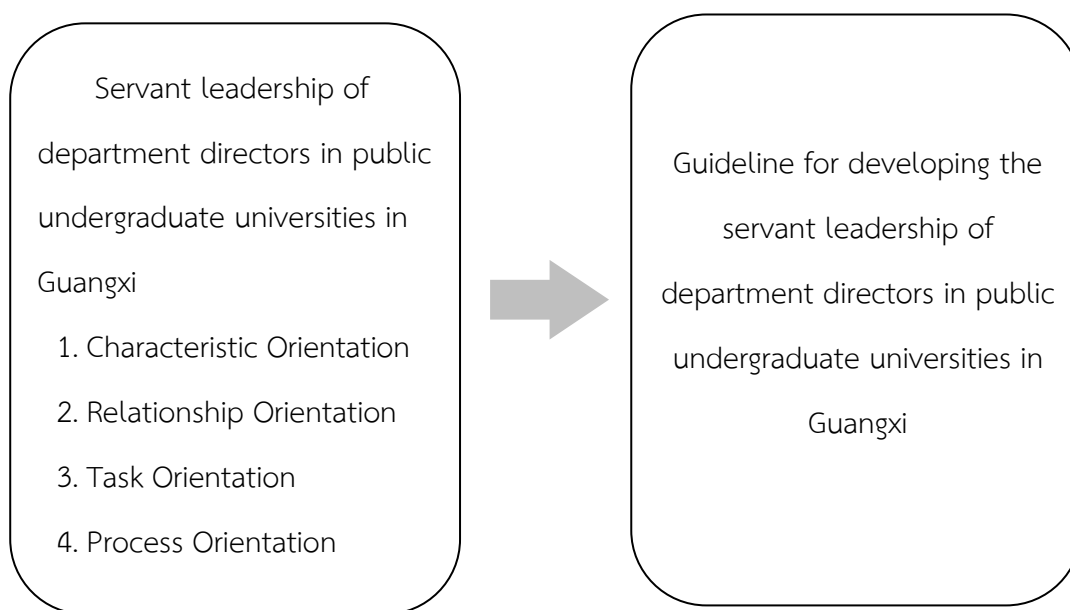
Department Directors refers to the so-called department chair refers to the person who is responsible for professional development planning, integration of professional teaching resources, diagnosis and reform of professional teaching

problems, construction and management of professional teaching team, etc., and who influences professional teachers and leads them to achieve professional development goals through various ways and means. In this study, the concept of department chair is defined.

### **Public Undergraduate Universities**

Public Undergraduate Universities refers to those institutions of higher education that are run by the state government and provide undergraduate education, and are basically funded entirely by the government.

### **Research Framework**



**Figure 1.1** Research Framework

## Chapter 2

### Literature Review

For this study, the researcher analyzed theories, concepts, documents and researches related to servant leadership. The relevant literature analysis and research findings are as follows:

1. The Concept of Leadership
2. The Concept of Servant Leadership
3. The Concept of Public Undergraduate Universities
4. The Concept of Department Directors
5. Related Research

The details are as follows.

#### **The Concept of Leadership**

The term "leadership" first appeared in the division of management functions by the management process school (Hu Xiaodong, 2015). Before the 1930s, "leadership" stood for control and centralization (Rost & Amarant, 2005). Newstrom and JohnW (1998) argue that leaders are individuals who portray a vision for their work and encourage others to go beyond their own limitations in order to achieve that vision, while Liu Yongfang (2008) argues that the process of human interaction is the essence of leadership, and Northouse (2015) suggests that "Leadership" is the process of leading others to work hard to achieve a common goal. The Modern Chinese Dictionary defines leadership as the process of guiding and influencing individuals or organizations to achieve certain goals under certain conditions. In this context, the person who guides and influences is called the leader, and the person who receives the guidance and influence is called the led, and certain conditions refer to the environmental factors. In short, the focus of "leadership" is on the interaction between the leader and his subordinates.

### **Definition of Leadership Style**

Leadership is a form of influence, the process of influencing others with thoughts and behaviors to follow one's goals (Li Lei & Yang Huaizhen, 2011). Leadership behavior is therefore closely related to leadership style. Leadership Style, also known as leadership style, refers to the habitual behavior of a leader in influencing those being led to achieve a specific goal, which is gradually developed over a long period of personal experience and leadership practice and has a strong personal touch (Cui Yihu, Liu Mengxue, & Chen Tongyang, 2020). Currently, more and more scholars are turning their attention to leadership styles. The theoretical value and practical significance of the study of leadership styles is that it better reflects the reality of leadership activities and explains the differences in leadership effectiveness.

### **Types of Leadership Styles**

Since the study of leadership styles began, there has been an increasing variety of leadership style types. They are roughly divided into authoritarian, democratic and laissez-faire styles (Northouse, 2015). Some of the different leadership styles are listed in table 2.1.

**Table 2.1** Concepts of Different Leadership Styles

| Leadership style                       | Connotations of leadership style  |
|--|---|
| Patriarchal leadership (Authoritarian) | A form of leadership behavior that is expressed in the personality and contains strong discipline and authority, as well as fatherly kindness and virtue. It includes three dimensions: authoritative leadership, benevolent leadership, and virtuous leadership (Shi X Jinping, Westwood, & Robert I., 2000).  |
| Directive leadership (Authoritarian)   | Derived from a case study by Muczyk J P and Reimann B C. (1987), it is a leadership style in which the leader uses the power of the position to make demands and give direction to subordinates so that they can follow work procedures to complete their tasks (Pearce, Jr, Cox, Ball, & Trevino, 2003).   |
| Charismatic leadership (Democratic)    | The concept of charisma was first explored by Weber M. (1947), with House (1976) view being the dominant one, defining charismatic leadership from the perspective of organizational behavior as the ability to create a strong appeal to subordinates, to generate great enthusiasm and loyalty to employees, to positively influence their trust in the organization and ultimately to contribute to the innovative performance of the company. |
| Servant Leadership (Democratic)        | Greenleaf (1977) was the first to introduce the concept of servant leadership. He defined servant-leaders as leaders who put the needs, desires and interests of others above their own, leaders whose primary motivation is to serve others rather than to lead and control them   |

Table 2.1 (Continue)

| Leadership style                         | Connotations of leadership style  |
|--|---|
| Transactional Leadership (Democratic)    | <p>The theory of transactional leadership was first systematically developed by Burns J M. (1978). The transactional leader believes that the relationship between the leader and the members is based on economic, political and psychological exchange of values, and that the leader's task is to define the role of the employee, set the goals to be achieved and the rewards to be earned, and provide the resources to help the employee find ways to achieve the goals and rewards.</p>   |
| Transformational Leadership (Democratic) | <p>Transformational leadership is the process by which leaders change the values and beliefs of their subordinates and raise the level of their needs so that they can realize the value of their work goals; or they develop a vision and mission for the organization to motivate their subordinates so that they are willing to go beyond their original level of effort; or they help their subordinates learn new skills and develop new potential to enhance the overall effectiveness of the organization (Bass Bernard M., 1995).</p> |
| Empowered Leadership (Democratic)        | <p>After comparing transactional and transformational leadership, Pearce, Jr, Cox, Ball, Schnell, et al. (2003) formally introduced the concept of 'empowering leadership', a type of leadership behavior that empowers subordinates, with key empowering behaviors including: participatory decision-making, mentoring The main empowering behaviors include: participatory decision-making, mentoring, information sharing and caring for subordinates.</p>   |

Table 2.1 (Continue)

| Leadership style                  | Connotations of leadership style  |
|-----------------------------------|---|
| Inclusive Leadership (Democratic) | Inclusive leadership originated in the late 20th century in the field of education and is defined by Nemphard and Edmondson (2006) as a leadership style that encourages employees to participate in discussion and decision-making and that appreciates their contributions.   |
| Ethical leadership (Democratic)   | The classic definition of ethical leadership is provided by Brown and Trevino (2006), who describe it as a leadership style that demonstrates ethical behavior in personal and interpersonal interactions and promotes ethical behavior in subordinates through two-way communication, reinforcement and decision-making. |

In conclusion, leadership style is an important research topic in the field of leadership, and the diversity of leadership styles is conducive to portraying the characteristics of leadership behavior and exploring the laws of leadership from multiple perspectives (Hu Shuobing, 2013). According to Lan Yuanyuan (2022), an authoritarian leadership style requires subordinates to unconditionally comply with the leader's demands, which affects employees' work attitudes and behavior. A democratic leadership style respects subordinates and treats them as individuals, which can effectively mobilize work attitudes and behaviors. Servant leadership is a democratic leadership style that emphasizes the needs and interests of the subordinates and focuses more on motivating employees and stimulating them to be creative. Several comparative studies have shown that servant leadership has outstanding positive effects on employees, teams, and organizations, even stronger than other leadership styles such as authentic leadership, virtuous leadership, and transformational leadership (Hoch Julia, Bommer William, Dulebohn James, & Dongyuan, 2018; Hughes, Lee, Tian, Newman, & Legood, 2018).. As a result, servant leadership is gradually becoming a hot research topic of interest to many scholars.



## **The Concept of Servant Leadership**

Servant leadership, also known as servant leadership, was first systematically studied in the West by Greenleaf (1977), who defined servant leadership as "a leader who puts the wants, needs and interests of others above personal interests". Servant leadership is a unique style of leadership that is distinct from other types of leadership styles. The core of servant leadership is the combination of leadership motivation and the need to serve, emphasizing the importance of attending to the personal growth of subordinates.

### **Definition of Servant Leadership**

Greenleaf's definition and description of the servant leader, with 'serve first' as the core concept of servant leadership, has since been influenced by many scholars' understanding and definition of servant leadership. Table 2.2 lists the different definitions of servant leadership by scholars.

**Table 2.2** Definition of Servant Leadership

| Definition proposed by                       | Define content  |
|--|---|
| Spears (1998)                                | Servant leadership is a style of leadership that has a willingness to serve others, to help employees grow, and to respect and care for them.   |
| Page and Wong (2000)                         | Servant leadership is a way of leading for the common good by serving others, by helping them to profit and by promoting their development in order to achieve goals and tasks.             |
| R F. Russell (2001)                          | Servant leaders emphasize proactive service to others, use leadership positions as a bridge to help others develop, and appreciate others and delegate authority appropriately.             |
| R. Dennis and Winston (2003)                 | Helps employees understand organizational goals by empowering and providing services to achieve growth of the employee and the organization.  |
| J. Laub (2010)                               | Actively serving employees to achieve organizational goals, realizing their potential and sharing some of their power with them share some of their power.                                  |
| Dierendonck and Dirk Van (2011)              | To meet the needs of employees and provide learning opportunities for them, thus enhancing their self-management.   |
| Zhu Yue and Wang Yongyue (2014)              | A leadership style that enables staff to grow as service providers while gaining access to services.  |
| Gao Zhonghua and Zhao Chen (2014)            | A leadership style with service to others at its core.  |
| Nathan, Mulyadi, Sen, Dirk, and Liden (2019) | An other-oriented leadership style that prioritizes the personal needs and interests of employees and prioritizes the interests of others over one's own interests within the organization. |

In summary, servant leadership is a leadership style that is oriented towards serving others. The basic attributes include serving others, building trust, empowering employees, promoting growth, and building vision. Servant leaders focus on the needs and interests of employees, understand them, provide opportunities for growth, and empower them appropriately to participate in decision-making and work together to achieve organizational goals.

### **The Important Role of Servant Leadership**

Servant leadership has an important influence on individual leaders, employees, and teams. It is mainly sorted out from three aspects: the important role of personal traits, the important role of promoting employee relationships and growth, and the important role of team task promotion.

R. F. Russell (2000) pointed out that the ethics and moral level of servant leaders are important factors affecting the trust relationship between leaders and subordinates, and are the core characteristics of servant leaders.

Washington, Sutton, and Feild (2006) from the perspective of values, it is pointed out that leaders who are willing to cooperate, agreeable, likable, and honest will have more service-oriented leadership behaviors.

Yan Han and Duan Jinyun (2013) believe that empathy and integrity are two important dimensions of servant leadership. Empathy helps leaders understand the hearts of subordinates and promote communication and communication. Integrity helps subordinates to trust the leader and is willing to communicate with the leader, thus promoting the occurrence of service-oriented leadership behavior.

R. C. Liden, Wayne, Liao, and Meuser (2014) found that emotional intelligence is a necessary condition for a person to be a servant leader, and that people with high emotional intelligence are more likely to engage in altruistic behaviors, including behaviors of serving followers.

Eser Erdurmazl (2019) believe that the characteristics of servant leadership such as humility, selflessness, caring, and support can help establish and strengthen emotional connections between employees and leaders, thereby enhancing employees' organizational commitment and employee relationships Impact.

Miao, Humphrey, and Qian (2021) used meta-analysis method to verify the relationship between emotional intelligence and servant leadership, and found that the higher the leader is emotional intelligence, the more obvious the servant leadership style.

Neubert, Kacmar, Carlson, Chonko, and Roberts (2008) survey of 250 employees in a service company found that servant leadership could help improve employees' helping and innovative behaviors.

Wu Weiku and Yao Di (2009) was conducted on 8 state-owned and private enterprises from China, and the statistical results of 386 valid questionnaires showed that servant leadership positively affects employees' emotional and utilitarian commitment as well as their work satisfaction.

Walumbwa, Hartnell, and Oke (2010) found that servant leadership goes beyond self-interest and genuinely cares about employees, helping employees acquire skills, knowledge, and capabilities. Employees will support and respond to the leader's behavior and promote team performance.

Beck (2010) show that establishing and maintaining trusting relationships within organizations can effectively stimulate altruistic mission, emotional healing, and guide subordinates' leadership behaviors in servant leaders.

Carter and Baghurst (2014) conducted an empirical survey of 100 employees in a restaurant with a service-oriented management style. The results show that service-oriented leadership has a positive effect on employee engagement, loyalty, organizational commitment, and satisfaction effect.

Yoshida, Sendjaya, Hirst, and Cooper (2014) selected 154 teams from two Asian countries as a sample; the study points out that servant leadership can promote the development of employee creativity and team innovation through leaders' identification with individual identities.

Xu Haoying and Wang Zhen (2016) took 192 bank employees as a research sample, they found that servant leadership has a positive impact on subordinates' work performance, and leadership identification has a moderating effect between the two.

Garber, Madigan, Click, and Fitzpatrick (2009) believe that servant leadership can promote the establishment of a climate of trust throughout the organization, which in turn can further enhance the cohesion among members of the organization.

Hu and Liden (2011) selected 71 teams from 5 banks in China for analysis, pointing out that servant leadership is an antecedent variable of team effectiveness and team performance.

Deng Zhihua and Chen Weizheng (2015) pointed out that the organizational atmosphere of unity and cooperation, innovation and market has a positive effect on the promotion of service-oriented leadership behavior, thereby improving employee job satisfaction, Reduce employee burnout and reduce turnover behavior, and ultimately have a positive effect on improving organizational performance.

Chanhoo Song, Kwangseo Ryan Park, and Seung Wan. Kang (2015) took 77 sales teams of a Korean company as a sample to conduct an empirical study, it is found that servant leadership positively affects team performance through the mediating variable of knowledge sharing atmosphere.

Deng Zhihua and Chen Weizheng (2015) pointed out that the organizational atmosphere of unity and cooperation, innovation and market has a positive effect on the promotion of service-oriented leadership behavior, thereby improving employee job satisfaction, Reduce employee burnout and reduce turnover behavior, and ultimately have a positive effect on improving organizational performance.

Chanhoo. Song, Kwangseo Ryan. Park, and Seung Wan. Kang (2015) examine the relationship between servant leadership and team performance, research shows that servant leadership can foster an atmosphere that encourages knowledge sharing within the team, increasing employees' willingness to transfer knowledge to others and learn from each other; In the process, team performance has been significantly improved.

Wang Yanzi and Bai Lisha (2017) took the R&D teams of 16 companies in China as the research object, it is verified that servant leadership has a significant positive correlation with team creativity.

In short, the influencing factors of servant leadership mainly include leader-centered personality traits, employee- and organization-centered factors such as knowledge, effectiveness, and performance, and servant leadership has a positive effect on team progress.

### **Measurement Dimensions of Servant Leadership**

Different scholars have different researches on the measurement dimensions of servant leadership.

J. A. Laub (1999) proposed the Servant Organization Leadership Assessment (SOLA). SOLA includes two dimensions of organizational evaluation and leadership evaluation, and six sub-dimensions: respecting employees, developing employees, team building, showing sincerity, providing leadership and sharing rights dimensions, with 60 items, can be used to measure the organization's servant leadership culture, and it is the most suitable measurement tool at the organizational level. This scale has been widely used in subsequent research, and it is the first empirically researched servant leadership scale.

Page and Wong (2000) proposed 12 characteristics of servant leadership and grouped the 12 characteristics into four orientations. 1) Character-Oriented: Focus on the cultivation of leaders' values, credibility, motivation and service attitude. Contains three characteristics of Integrity, Humility and Servanthood. 2) People-Oriented: Focuses on human resource development, focusing on the leader's relationship with others and commitment to developing others. Contains three characteristics: Caring for others, empowering others, and developing others. 3) Task-Oriented: Focus on the realization and success of production, focusing on the tasks that leaders should undertake and the necessary skills required for success. Contains three characteristics: Visioning, Goalsetting, and Leading. 4) Process-Oriented: Focus on the improvement of organizational effectiveness, focusing on the ability of leaders to set an example, develop dynamic, efficient, and open systems. Contains three characteristics of model (Modeling), team building (Teambuilding), and decision sharing (Shared decision-making). Researchers regard the process of cultivating, practicing and influencing servant leadership as expanding circles of Servant Leaders. The core and soul of servant leadership is feature orientation, which expands

outwards with feature orientation as the center, followed by relationship orientation, task orientation and process orientation. The characteristic orientation enables the leader to have a sense of service, establish relationships with others through the relationship orientation, complete the leader's work in the task orientation stage, and improve the organizational process through the leadership process, that is, the process orientation, and finally serve as a role model for service-oriented leadership. impact on organizational culture and society.

Ehrhart (2004) proposed a seven-dimensional scale of 14 items (Relationship with Subordinates, Empowering Subordinates, Helping Subordinates Grow Successfully, Moral Behavior, Conceptual Skills, Putting Subordinates in the one, creating value for people outside the organization), 2 items per dimension. The scale was subsequently cited by a series of empirical studies, and it can effectively predict employees' organizational citizenship behavior or innovative behavior.

R. S. Dennis and Bocarnea (2005) proposed the 5 dimensions of servant leadership (caring, empowerment, vision, humility, trust), validated by factor analysis 42 items. The dimension of the scale was obtained through item compilation and factor analysis in this study, which is not sufficient for scale development, so the reliability of such tools remains to be tested.

Barbuto and Wheeler (2006) proposed a five-dimensional scale of 23 items (altruism, emotional comfort, persuasion guidance, wisdom, social responsibility), each dimension 4 to 5 items. The structure of the scale has been verified by both the manager sample and the employee sample, which to some extent shows that the structure of servant leadership has consistency across samples.

Liden, Wayne, Hao Zhao, and David Henderson (2008) proposed a seven-dimensional scale of 28 items, namely: put subordinates first, help subordinates grow and succeed, empowerment, emotional comfort, and create value for the community, Moral Behavior, Conceptual Skills, each dimension 4 items. This scale has many similar dimensions with previous scales, and it is the inheritance and development of previous research. Liden et al. reduced the scale in 2015 to include 7A short version of the Servant Leadership Scale with 1 item, each item corresponds to each dimension mentioned above.

Wang Chunxiao, Ling Qian, and Zhang Xiujuan (2009) proposed 11 dimension scales of servant leadership in the Chinese context, including respecting employees, caring for employees, helping employees develop, conceiving visions, being approachable, being willing to contribute, and being honest and honest , forging ahead, guiding employees to work, assuming social responsibilities, and empowerment, each dimension 4 items, a total of 44 items item. It is the first measurement tool for service-oriented leadership in China.

Sendjaya, Sarros, and Santora (2010) proposed 35-item six-dimensional scale (SLBS-35), the six dimensions are voluntary subordination, Self-Integrity, Contractual Relationship, Moral Responsibility, Spirit of Excellence, Impact of Change, each dimension 4 to 7 items. The construct validity of the scale was verified for 6 subdimensions. Subsequent research further pointed out that there is a higher-order servant leadership factor in 6 sub-dimensions, and verified the structural validity of the second-order model through confirmatory factor analysis. Spend. However, the scale has too many items. Therefore, Sendjaya, Eva, Butar, Robin, and Castles (2019) Based on the SLBS-35 scale, the SLBS-6 scale was developed by going back to Greenleaf's original theory and supplementing the spiritual dimension, which includes 6 Item Servant Leadership Scale.

Sun Jianmin and Wang Biying (2010) measured servant leadership from five dimensions: emotional comfort, persuasion guidance, altruism, wisdom, and social responsibility.

Van Dierendonck and Nuijten (2011) proposed 30 items totaling 8 dimensions (empowerment, responsibility, backing, humility, sincerity, courage, Empathy, Stewardship) Servant Leadership Scale. And verified the structural validity of the second-order servant leadership model in different cultures, as well as the content validity and criterion-related validity of the servant leadership scale, and verified the cross-cultural validity of the servant leadership construct to a certain extent. Effectiveness and consistency.



**Table 2.3** Measurements and Dimensions of Servant Leadership

| proposer                         | characteristic orientation                        | relationship orientation  | task orientation                       | process orientation                                |
|----------------------------------|---|---|--|--|
| Spears (1998)                    | Vision, Listen, Empathize, Serve                  | growth commitment   | management, strategic vision           | build team   |
| Page and Wong (2000)             | Integrity, Humility, Service                      | Caring for, Empowering, and Developing Others                                       | vision, goal setting, leadership       | Role models, team building, shared decision making |
| Ehrhart (2004)                   | Behavioral ethics, employees first                | Build relationships with subordinates, empower them, and help them grow and succeed | create value outside the organization, | conceptual skills                                  |
| R. S. Dennis and Bocarnea (2005) | Selfless love, humility, altruism, trust, service | authorized  | vision                                 |  |
| Barbuto and Wheeler (2006)       | selflessness, wisdom                              | emotional healing   | organization management                | persuasive   |
| Liden et al. (2008)              | Employees first, behavioral ethics                | Emotional healing, empowerment, helping employees grow and succeed,                 | Create value for the community         | conceptual skills                                  |

Table 2.3 (Continue)

| proposer                           | characteristic orientation  | relationship orientation  | task orientation   | process orientation     |
|------------------------------------|---|---|--|-------------------------|
| Sendjaya et al. (2010)             | Voluntary service, true self, responsible ethics, transcendental spirit | Transformational influence, contractual relationship                |  |                         |
| Wang Chunxiao et al. (2009)        | respect for employees, Dedicated, honest and honest                     | Help employees develop, empower, care about employees, approachable | Conceive the vision, forge ahead, and assume social responsibility | Guide employees to work |
| Sun Jianmin and Wang Biying (2010) | altruism, wisdom  | Emotional comfort, persuasion guidance                              | Social responsibility  |                         |
| Van Dierendonck and Nuijten (2011) | altruism, forgiveness, courage, authenticity, humility                  | authorized  | management, accountability   |                         |

Through Table 2.2, the researchers found that the measurement theory of servant leadership focuses on four aspects: personality orientation, relationship orientation, task orientation, and process orientation, which are consistent with Page and Wong (2000). Consistent with theories of leadership, this research will be conducted according to the theories of Page and Wong (2000).

## The Concept of Public Undergraduate Universities

Public universities refer to institutions of higher learning established and maintained with funding from the national government or local governments. Public universities are different from private universities with private capital. Both public colleges and private colleges and universities were established with the approval of the competent department of the Ministry of Education, both have legal qualifications for running schools, and both are part of socialist education. The only difference between them is the different sources of funds. Public schools have a part of school-running funds from the government, while private schools rely entirely on self-financing, and their funding channels are sufficient to guarantee the normal teaching activities of the school. Public colleges and universities are colleges and universities funded by the national government, which are completely government actions. In the process of the popularization of higher education in China, both public higher education and private higher education are the two pillars of the higher education stage, and the popularization and diversification of higher education requires the coordinated and parallel development of the two models.

According to the affiliation relationship of colleges and universities, local undergraduate colleges and universities are local general undergraduate colleges and universities under the two-level management of the central and provincial people's governments, and the overall management of the provincial government. There are public and private divisions. . According to the education statistics released by the Ministry of Education, there will be 1,265 undergraduate colleges and universities in my country in 2021. Local undergraduate colleges account for about 90% of my country's undergraduate colleges and are the main body of my country's undergraduate education. Pan Maoyuan and Che Rushan (2016) pointed out that the scientific research of local undergraduate colleges is different from traditional academic universities in that it focuses on applied development research rather than basic theoretical research, and its purpose is to contribute to regional economic development and Industry needs services. The public undergraduate colleges and universities selected in this research are local colleges and universities belonging to Guangxi Zhuang Autonomous Region.

This study takes the 26 existing public undergraduate colleges and universities in Guangxi as the research objects, as shown in the figure.

**Table 2.4** Public Universities in Guangxi

| No | School Name  | School code | City     |
|----|--|-------------|----------|
| 1  | Guangxi University                                 | 10593       | Nanning  |
| 2  | Guangxi University of Science and Technology       | 10594       | Liuzhou  |
| 3  | Guilin University of Electronic Technology         | 10595       | Guilin   |
| 4  | Guilin University of Technology                    | 10596       | Guilin   |
| 5  | Guangxi Medical University                         | 10598       | Nanning  |
| 6  | Youjiang Medical College for Nationalities         | 10599       | Baise    |
| 7  | Guangxi University of Traditional Chinese Medicine | 10600       | Nanning  |
| 8  | Guilin Medical College                             | 10601       | Guilin   |
| 9  | Guangxi Normal University                          | 10602       | Guilin   |
| 10 | Nanning Normal University                          | 10603       | Nanning  |
| 11 | Guangxi Normal University for Nationalities        | 10604       | Chongzuo |
| 12 | Hechi College                                      | 10605       | Hechi    |
| 13 | Yulin Normal University                            | 10606       | Yulin    |
| 14 | Guangxi University of Arts                         | 10607       | Nanning  |
| 15 | Guangxi University for Nationalities               | 10608       | Nanning  |
| 16 | Baise College                                      | 10609       | Baise    |
| 17 | Wuzhou University                                  | 11354       | Wuzhou   |
| 18 | Guangxi Science and Technology Teachers College    | 11546       | Laibing  |
| 19 | Guangxi University of Finance and Economics        | 11548       | Nanning  |
| 20 | North Gulf University                              | 11607       | Qinzhou  |
| 21 | Guilin Institute of Aerospace Industry             | 11825       | Guilin   |
| 22 | Guilin Tourism College                             | 11837       | Guilin   |

Table 2.4 (Continue)

| No | School Name                                  | school code | City    |
|----|--|-------------|---------|
| 23 | Hezhou University                            | 11838       | Hezhou  |
| 24 | Guangxi Police Academy                       | 13520       | Nanning |
| 25 | Guangxi Vocational Teachers College          | 14684       | Nanning |
| 26 | Guangxi Vocational University Of Agriculture | 16205       | Nanning |

### The Concept of Department Directors

Departments first emerged in Harvard College and the University of Virginia in the 1825-1850s(Chen Xuefei, 1989), and are the most basic organizational structure in the academic system of higher education. The department is the most basic and authoritative academic management department of the university. The head of the department mainly takes on the role of faculty development, leadership and management in realizing the university's educational goals and promoting the school's academic research.(Chang Tongshan & Richard. Hartnett, 2005). China's department heads are the largest group of Chinese university administrators, and they are the main management mode of Chinese universities. On the one hand, the department head is the grassroots manager of the institution of higher learning, responsible for the management of the department; on the other hand, the department head is the academic leader of the discipline, responsible for the teaching and scientific research of the department. Under the dual pressures of social change and educational change, as colleges and universities continue to expand their enrollment, the improvement of the leadership ability of department heads has become an urgent task. The survey objects of this study are the department heads in the three-level colleges and universities of "school-college-department".

#### Responsibilities of department directors

Martin (1993) study the Department directors at public research universities found that they are cultural representatives of the institution, a bridge between the institution and the outside world, skilled administrators, planning analysts, It is the maintainer of university organization and personal relationship.

James et al. (1999) conducted a comparative study of department chairs in American and Australian universities, and found that due to similarities in culture and language, the tasks of department chairs in the two countries are roughly the same. The tasks mainly include resource management, academic research, organizational leadership, and teacher development. American department heads focus on the development of resources, manage the department, and improve organizational efficiency, while Australian department heads focus on the balance of external liaison, management, and academics.

Piao Xuetao (2002) analyzed the role of the head of the department, and believed that the head of the department is not only a technical manager, but also an administrative manager, the designer and initiator of organizational change, the allocator of organizational resources, and the liaison or intermediary of the organization is the representative of the interests of the organization, the "gatekeeper" of the department, the evaluator of the academic work in the organization, the "public relations" of the organization, and the operator of the department's assets.

Pei Chunxiu (2006) think that the head of the department needs to have management ability, pioneering ability, professional ability, learning ability and personality charm in order to better perform their duties.

Wang Fuyou (2008) propose that departments are the building blocks of any university. Department chairs are an invaluable human resource for the development of the department and the institution as a whole.

Hao Jianming (2020) based on the personal experience of being the head of the department, it is proposed that the head of the department should be an excellent teacher first, and then an excellent leader and an excellent coordinator. At the same time, he proposed that to be a good department head, one must improve one's own education and teaching level and management ability; strengthen the construction of the faculty of the department; strengthen the professional construction of the department; coordinate the external relations of the department; improve the ability to serve the society.

According to the summary, as the organizational scale of the university continues to expand, the department head, as the grassroots manager of the school, plays an increasingly important role in the school management. The head of the department must have a certain service-oriented leadership and provide a comfortable environment for the teaching and research work of the faculty.

#### **Department Directors Leadership Behaviors**

Bolton and Boyer (1973) research at the Cincinnati University shows that developing educational programs, improving teacher-student relationships, and improving teaching efficiency all contribute to departmental growth. Managers at the departmental level play both teaching and administrative roles. Faculty organizations play a vital role in the development of colleges and universities. To improve the decision-making level of colleges and departments, one needs to be good at communication, decision-making and problem-solving abilities.

Johnson (1976) from the perspective of task behavior and relational behavior, three leadership styles are summarized. One is command, a leadership style that is a combination of high-task behavior and low-relationship behavior. The ability and motivation of the members in the organization is low. The department head needs to determine the role to play and tell them a clear task and how to complete this task. The second is selling, a leadership style that is a combination of high-task behavior and general relational behavior. The department chair communicates with the faculty to ensure that the faculty members mentally identify with the roles. The third is participation, which is a combination of high-relationship behavior and low-task behavior. The head of the department has complete trust in the faculty, and the faculty has complete autonomy in their tools.

Kouzes and Posner (1987) research shows that the five aspects of leading by example, inspiring a vision, inspiring others, challenging the status quo, and leading a team determine the success of a department chair. Forward-looking and charismatic department heads are more respected by faculty.

Liang Nanding (2011) believes that the main responsibility of the department head is teaching management. He pointed out that in order to optimize the effectiveness of management, the most important thing is to tap the inner vitality of the teaching team. Give full play to the leading role of the head of the department, enhance the cohesion and centripetal force of the teacher group, and build a team of teachers with reasonable structure and excellent academic skills.

Chen Xin et al. (2017) according to the observation and research on the position of the head of the department, it is concluded that the main responsibility of the head of the department is to select talents and enhance the vitality of the teaching staff of the department; to carry out professional construction around the characteristics of the discipline and the actual situation of the development of the discipline , Curriculum construction; actively carry out academic activities of the department, and encourage teachers of the department to go out to participate in academic conferences.

Wang Qinyuan (1996) combining my own experience and careful inspection of the department, I have analyzed that a successful department head can coordinate the relationship between all levels; work with goals and directions; focus on key points in work, including teaching , Pay attention to the construction of teaching staff, pay attention to scientific research and generate income.

Zheng Yu (2005) according to Burton Clark's academic system theory, think about the management work of the department head from the three organizational elements of work, belief and power, and propose improvements for each element from different perspectives Advice for departmental management.

To sum up, research on department heads in foreign countries is much earlier than in China, and most of them use empirical research methods, focusing mostly on the personal characteristics of department heads and the specific types of schools, etc. The impact of management style and leadership performance. Domestic scholars' research on department heads started relatively late, focusing mostly on the role orientation, personal quality, role responsibilities, leadership ability and management level of department heads under the departmental system.



## Related Research

He Zhaoyang and Chen Qingzhang (2014) proposed that middle-level cadres in colleges and universities should establish a new vision, recognize the source of their own power, reduce the use of administrative power, help their teachers succeed, transform the hierarchical system, and increase the number of schools. Thinking about your own work in terms of organizational cohesion and other aspects, you should carry out specific practices in the aspects of leaders' personal cultivation, value guidance, vision and following, transformation of levels and professional systems, and reconstruction of organizational culture. Service-oriented leadership advocates the act of love and dedication as the source of power. For school leaders, if teachers and students can feel his love, dedication regardless of his own interests, and fearless sacrifice, he will definitely be able to play a very strong role. leadership. The personality traits of excellent middle-level cadres are based on love and demonstrate loving behaviors, including patience, kindness, humility, respect, selflessness, tolerance, and integrity. Middle-level cadres must have the concept of service-oriented leadership, and engage in and organize leadership work with the spirit of serving and serving.

Fan Meng (2014) proposed that the level of service-oriented leadership directly affects teachers' work enthusiasm and satisfaction. Under the concept of service-oriented leadership, school leaders should improve their management ability and service awareness. School leaders should also have the heart to serve teachers. It is recommended to start from the following points: school leaders actively build a vision for the school and win the hearts of teachers as much as possible. Turn the organization's vision into a "shared vision" for teachers. Stimulate teachers' potential and innovation willingness to realize their self-breakthrough. Form an organizational atmosphere of mutual solidarity and cooperation in the group organization of teachers, and improve their sense of self-efficacy and self-confidence. Support and help teachers, and improve the high-level needs of teachers. Based on the principle of combining employment and training, the school plans teachers' careers to meet teachers' needs for self-development and sense of accomplishment for a long time.

Lin Weimin (2022) proposed that school administrators must practice service-oriented leadership, establish the concept of "service-oriented leadership", "all excellent leadership begins with vision", school administrators must let all students have dreams in their hearts and lead them to move towards their dreams, and Not randomly letting students wander aimlessly around campus. Only by correctly grasping the relationship between leadership and service, paying attention to the matching degree between service and vision, and studying how to better serve students from the "perspective of education" by cadres and teachers, can we correctly lead, manage schools and better educate students. School administrators should also promote the growth of teachers. School administrators who take "promoting teachers' professional development" as their own responsibility will usually consciously look for opportunities to praise and encourage faculty members, or put forward appropriate opinions to faculty members in private, and encourage teachers to become teachers with enthusiasm. An expert in building morality and cultivating people, he takes the initiative to help teachers stand out in the process of using educational and teaching theories and carrying out practical explorations, and promotes teachers to achieve their personal development goals in the process of completing educational and teaching tasks.

Xiao Pan (2020) proposed that university organizations tend to be more open and more complex systems, and the ability and performance of leaders are the key to organizational effectiveness. The theory of service-oriented leadership provides a new direction for the practice of university organization and management. This research integrates Chinese and foreign service-oriented leadership theories. University managers should put the interests of faculty and staff above their own interests, and take the initiative to assume leadership responsibilities for the realization of the interests of faculty and staff. Individuals Inner belief attaches great importance to the development of people, pays attention to the harmonious atmosphere of the organization, and develops the values, ideals and ideas shared by the members of the organization by leading by example, convincing others with reason, treating others with sincerity, respecting and trusting others, caring and understanding others, and empowering others.

Meng Xianlei (2017) proposed that the three dimensions of vision, service and empowerment of servant leadership have a significant positive impact on teachers' job satisfaction. The researchers took the teaching staff of higher vocational colleges as the research object, and the research results showed that If the leaders of higher vocational colleges have clear and accurate future development goals of the school, they can guide their subordinates to plan and look forward to their own work. , help faculty and staff to clarify the direction of development, realize the significance of their own work content, and the members of the organization with clear goals tend to be more united and the relationship between colleagues will be more harmonious. Leaders in higher vocational colleges actively provide support and assistance for the work and development of subordinates. On the one hand, they provide convenience and reduce difficulties for faculty members in their daily work. On the other hand, they provide more career development opportunities, so that faculty members have higher job satisfaction. . The leaders of higher vocational colleges fully delegate power, do not authorize and authorize, and give subordinates certain independent decision-making power, so that subordinates feel the leadership's attention, and can exert their own initiative without excessive restrictions, and work more satisfied. Higher vocational colleges should also actively take corresponding measures to improve the job satisfaction of faculty and staff in terms of work, leadership, salary, promotion, atmosphere, environment and other aspects.

Feng Jingjing (2013) proposed that the service-oriented principal attaches great importance to individual development, and strives to inspire school members to achieve continuous improvement of the school by building a shared value concept in the school community. The researchers used Page and Wong's service-oriented leadership theory to study the status quo of the service-oriented leadership of principals in Beijing S Middle School. There is still a certain distance from the ideal and comprehensive service-oriented leadership. In order to improve the level of principal's service-oriented leadership in S junior high school, the researchers believe that the following points can be started: 1) S junior high school must establish a corresponding system of principal's service-oriented leadership and incorporate it into the school's performance appraisal system. 2) The principal of S Middle School needs

to strengthen the study of the theory of servant leadership and practice the theory in practice. 3) Gradually promote the post mechanism in S junior high school, so that teachers and staff can participate more in the decision-making of the school. 4) Establish a diversified training program to provide personalized services for faculty and staff. 5) Strengthen the initiative of service, establish a regular reporting system for principals, and extensively solicit opinions from faculty and staff.

Zhou Weiting et al. (2023) relied on the servant leadership theory of Page and Wong et al., adapt and revise the servant leadership scale of Chinese enterprises, and test its reliability and validity in the context of medical education. The results of the study show that the adapted medical student servant leadership scale has good reliability and validity, and can be used as a measurement tool for the level of servant leadership in the context of medical education. The researcher made a situational adaptation based on the topics of the Chinese Enterprise Servant Leadership Scale compiled by Wang Chunxiao, Ling Qian, and Zhang Xiujuan. The structure is based on Page and Wong proposed a theoretical framework of servant leadership based on the four dimensions of orientation, relationship orientation, task orientation and process orientation. The researchers believe that the servant leadership theory proposed by Page and Wong integrates the characteristics of servant leadership and the measurement of a wide range of effective leadership behaviors, and proposes a concentric model with feature orientation as the core and feature-relationship-task-process dimensions gradually expanded. The circle structure is used to guide the transformation of theory to specific application, which is more consistent with the characteristics of leadership behavior involved in the actual medical education situation. Through reliability and validity analysis, and confirmatory factor analysis, the results show that it is not only reasonable in theory, but also practical It is feasible to measure in practice.

To sum up, with the rise of information society and knowledge economy, servant leadership has attracted more and more scholars' attention in the field of education management. Servant-oriented leadership regards serving others as its main purpose, by satisfying the interests of others, promoting the development of others, and finally accomplishing goals and tasks. This theory emphasizes the attitude

of a leader as a server, which is mainly reflected in integrity, humility and service. In higher undergraduate education, the cultivation of values is the core, and the concept of serving teachers and students is gradually established, so as to cultivate team relationship management. , task completion, organization building, and performance improvement are highly consistent. Based on this, this research uses Page and Wong (2000)service-oriented leadership theory to select departments of public undergraduate colleges in Guangxi. The director is the research object, investigates the status quo of service-oriented leadership, and tries to propose guidelines for the improvement of service-oriented leadership for the department heads of public undergraduate colleges in Guangxi.

# Chapter 3

## Research Methodology

In order to solve the research objectives described in the first chapter and successfully complete the research objectives: 1) To study the current situation of the servant leadership of department directors in public undergraduate universities in Guangxi. 2) To provide the guideline for developing the servant leadership of department directors in public undergraduate universities in Guangxi. 3) To evaluate the adaptability and feasibility of guideline for developing the servant leadership of department directors in public undergraduate universities in Guangxi. The researcher have the following procedures:

1. The population / The Sample Group
2. Research Instruments
3. Data Collection
4. Data Analysis

### **The population / The Sample Group**

#### **The Population**

The population for this study was 660 department directors from 11 public undergraduate universities in Guangxi.

#### **The Sample Group**

The sample group of this research were 250 department directors from 11 public undergraduate universities in Guangxi. According to Krejcie and Morgan sampling table, systematic random sampling and sample random sampling was also used by drawing from public undergraduate universities. The 11 public undergraduate universities are: Guangxi University of Science and Technology, Guilin University of Electronic Technology, Guilin University of Technology, Guangxi Normal University, Nanning Normal University, Hechi College, Yulin Normal College, Guangxi Arts Institute, Guangxi University of Finance and Economics, Guilin University of Aerospace Technology, Hezhou University.

**Table 3.1** Sampling table

| No           | Public university in Guangxi                 | Population | Sample group |
|--------------|--|------------|--------------|
| 1            | Guangxi University of Science and Technology | 67         | 25           |
| 2            | Guilin University of Electronic Technology   | 60         | 23           |
| 3            | Guilin University of Technology              | 82         | 31           |
| 4            | Guangxi Normal University                    | 79         | 30           |
| 5            | Nanning Normal University                    | 70         | 27           |
| 6            | Hechi College                                | 50         | 19           |
| 7            | Yulin Normal College                         | 64         | 24           |
| 8            | Guangxi Arts Institute                       | 40         | 15           |
| 9            | Guangxi University of Finance and Economics  | 59         | 22           |
| 10           | Guilin University Of Aerospace Technology    | 36         | 14           |
| 11           | Hezhou University                            | 53         | 20           |
| <b>Total</b> |  | <b>660</b> | <b>250</b>   |

### Research Instruments

The tools used in this study, which consisted of a questionnaire, structured interview and evaluation form to enhance the servant leadership guide for department directors.

#### Questionnaire

The instrument to collect the data for objective one, to study the current situation of servant leadership of department directors in public undergraduate universities in Guangxi was questionnaire. Preliminary questionnaire questions were designed based on the literature review and existing research by scholars Page and Wong (2000). To ensure the accuracy of the measurement, a small-scale preliminary survey was conducted among department directors in public undergraduate universities. Questions were deleted and modified based on the results and feedback to finalize the formal questionnaire. The questionnaire was designed for servant

leadership in the following four dimensions: 1) characteristic orientation; 2) relationship orientation; 3) task orientation; and 4) process orientation. The questionnaire was divided into two parts:

Part I: Questionnaire on general information of the respondents (including gender, age, professional title, education background and time spent in the job of department directors).

Part II: Survey about the current situation of servant leadership of department directors in public undergraduate universities in Guangxi. There are 11 questions for characteristic orientation, 13 questions for relationship orientation, 13 questions for task orientation, and 14 questions for process orientation, total 51 questions. The criteria for data interpretation based on five-point Likert's scale, as follows:

5 express the level of servant leadership of Department directors were at strongly high level

4 express the level of servant leadership of department chair were at high level

3 express the level of servant leadership of department chair were at medium level

2 express the level of servant leadership of department chair were at low level

1 express the level of servant leadership of department chair were at low level

### **Constructing a Questionnaire Processes**

The construction process of questionnaire were as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and researches related to servant leadership of university department directors.

Step 2: Constructing the questionnaire about the current situation of servant leadership of department directors in public undergraduate universities in Guangxi. Then sending the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by three experts.



Step 4: Revise the questionnaire based on the experts' suggestions.

Step 5: The questionnaire was applied to 250 department directors in public undergraduate universities in Guangxi.

The quality of the questionnaire was checked as follows:

1. The questionnaire was submitted to the expert so that the expert could check the consistency of the questions with the measurement objectives and make suggestions for improving the questions to make them more appropriate. After the expert's measurement, the index of objective congruence (IOC) was 1.00, which means that each option of the questionnaire meets the criteria and the permission to complete the questionnaire is obtained.

2. The reliability and validity of the questionnaire were analyzed and the results showed that the Cronbach's Alpha for the reliability of the questionnaire was 0.956 and the validity of the questionnaire was 0.907 indicating that the questions in the questionnaire were able to measure the servant leadership of the Head of Department well.

### **Structured Interview**

Data collection for objective two was obtained through interviews. Based on the results of Objective one, i.e., the results of the survey on the current situation of servant leadership of department directors in public undergraduate universities in Guangxi, as well as the theory of servant leadership and relevant references, the researcher proposed an interview outline in four aspects, namely, characteristic orientation, relationship orientation, task orientation and process orientation and conducted structured interviews with department directors in public undergraduate universities in Guangxi, aiming to come up with a guide to developing servant leadership of department directors in public undergraduate universities in Guangxi.

The quality of the interview questions was checked by experts, who concluded that the data collection met the second research objective, which was to obtain a guide for the development of servant leadership among department heads in Guangxi's public undergraduate colleges and universities.

### **Evaluation Form**

The instrument to collect the data for objective three, based on the findings, this study proposed guidelines for developing servant leadership of department directors in public undergraduate universities in Guangxi on four aspects: characteristic orientation, relationship orientation, task orientation and process orientation, and 11 experts were invited to assess the feasibility and applicability of the guide. The experts were selected from leaders of 11 public undergraduate universities, including presidents and headmasters of second-level colleges. They all have many years of leadership experience and have a high level of theory and practice.

The data interpretation for average value based on Resins Likert (1932). The data interpretation are as follows:

4.50 – 5.00 express highest level

3.50 – 4.49 express high level

2.50 – 3.49 express medium level

1.50 – 2.49 express low level

1.00 – 1.49 express lowest level

### **Data Collection**

The data collection for objective 1: to study the current situation of servant leadership of department directors in public undergraduate university in Guangxi, as following procedure:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 250 department directors in public undergraduate university in Guangxi.

Step 2: The researcher explained the sample involved in the subject study, developed a questionnaire on the current state of department directors in public undergraduate university in Guangxi and asked experts to measure their IOC values to ensure that each option of the questionnaire met the criteria to obtain permission to complete the questionnaire.

Step 3: The researcher distributed the questionnaire to 250 department directors in public undergraduate university in Guangxi. A total of 250 questionnaires can be returned, accounting for 100%. Check the completed questionnaires and prepare the valid questionnaires for the next step of data analysis.

The data collection for objective 2: to provide the guideline for developing the servant leadership of department directors in public undergraduate universities in Guangxi. It was divided into the following areas for data collection:

Step 1: Eleven faculty members were selected for structured interviews. The interview panel members all had more than 5 years of experience working in public undergraduate universities, held the title of associate professor or above and had good educational backgrounds.

Step 2: One-to-one structured interviews were conducted according to the interview outline.

Step 3: The questionnaire and interviews were collated to obtain data in preparation for assessing the current state of servant leadership among department directors in public undergraduate universities in Guangxi.

The data collection for objective 3: to evaluate the adaptability and feasibility of guideline for developing the servant leadership of department directors in public undergraduate universities in Guangxi, it was divided into the following areas to collect data:

Step 1: The researchers selected an evaluation team of 11 school leaders experts with educational management backgrounds and familiarity with servant leadership from the 11 public undergraduate universities running the study.

Step 2: Professional evaluation of the adaptability and feasibility of the Servant Leadership Enhancement Guide for department directors in Public undergraduate universities in Guangxi was conducted to obtain evaluation data and prepare further analysis to ensure its applicability and feasibility.

## Data Analysis

### Questionnaire

According to the first research objective: a study of the current situation of servant leadership of department directors in public universities in Guangxi. Before analyzing the data, the researcher first checked the questionnaire for correctness and completeness. Next, the researcher creates a data file to store the variables used in the study. When the data is ready, the researcher analyses the data in two steps, i.e. preliminary analysis and in-depth analysis of the data. As follows:

1. The valid questionnaire will be analyzed for reliability and validity using SPSS 20.0 to ensure the reliability and validity of the questionnaire. The results of this analysis will be shown in the appendix.

2. Preliminary analysis to analyze the characteristics of the data for each study variable. The preliminary data analysis is to analyze the background of the sample, including the gender, age, education, title, years of service, and work experience related to servant leadership. This analysis will be conducted using SPSS 20.0 for basic statistical analysis.

3. In-depth analysis, using the questionnaire on the current level of servant leadership among department heads of public universities in Guangxi, the current status of servant leadership among department heads of public universities in Guangxi will be analyzed. This part of the questionnaire is divided into four aspects: characteristic orientation, relationship orientation, task orientation and process orientation, and basic statistical analysis of the above four aspects is carried out using SPSS 20.0. The mean, standard deviation and ranking of the above four options were mainly analyzed. By analyzing the mean value, the current situation of servant leadership of department heads in public universities in Guangxi can be grasped.

### Interview

According to the second research objective: to propose strategies to improve the service-oriented leadership of department heads in public undergraduate colleges and universities in Guangxi.

This analysis uses textual analysis to analyze the content of the structured interviews, and finally forms the first draft of the guidelines for service-oriented

leadership enhancement of department heads in public undergraduate colleges and universities in Guangxi.

### **Evaluation Form**

According to the third research objective: to develop a guide to enhance the servant leadership of department heads in public universities in Guangxi. This part of the data was analyzed using SPSS 20.0 on the assessment data of 11 experts, mainly to evaluate the correctness and adaptability of the guide for service-oriented leadership in public universities in Guangxi. The expert group used a 5-point scale, and the analysis was based on the mean and standard deviation; the closer the mean is to 5, the higher the accuracy and adaptability of the guidelines for enhancing the service-oriented leadership of department heads in Guangxi's public colleges and universities.

The data analysis steps in this research are as follows:

Step 1: The personal information of the respondents was analyzed by frequency and percentage, classified by gender, age, Professional title, education background, work experience.

Step 2: The current situation of servant leadership of department directors in public undergraduate university in Guangxi in four following aspects: 1) characteristic orientation, 2) relationship orientation, 3) task orientation, and 4) process orientation were analyzed by average value and standard deviation.

step 3: The structured interview about guidelines for developing the servant leadership of department directors in public undergraduate university in Guangxi was analyzed by content analysis.

Step 4: The evaluation of the adaptability and feasibility of guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi was analyzed by average value and standard deviation.

### **Statistics**

Statistics for data analysis, descriptive statistics. As follows:

1. Percentages were used to analyze the basic information of the respondents members of servant leadership questionnaire for department directors in public undergraduate universities in Guangxi.

2. Means and standard deviations were used to analyze the current situation of servant leadership of department directors in Guangxi public undergraduate universities and to assess the appropriateness of the guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi.

#### **Data Interpretation**

On the mean analysis of the current situation of servant leadership of department directors in public undergraduate universities in Guangxi, the researcher defined the criteria for data interpretation as follows:

- 4.51-5.00 express highest level
- 3.51-4.50 express high
- 2.51-3.50 express medium level
- 1.51-2.50 express low level
- 1.00-1.50 express lowest level

In assessing the adaptability of the servant leadership guideline for public undergraduate universities in Guangxi, the researcher defined the criteria for data interpretation as follows:

- 4.51-5.00 express adaptability and feasibility at highest level
- 3.51-4.50 express adaptability and feasibility at high level
- 2.51-3.50 express adaptability and feasibility at medium level
- 1.51-2.50 express adaptability and feasibility at low level
- 1.00-1.50 express adaptability and feasibility at lowest level

# Chapter 4

## Results of Analysis

This research was to study the guideline for developing the servant leadership of department directors in public undergraduate universities in Guangxi. the objectives of the study were 1) to study the current situation of the servant leadership of department directors in public undergraduate universities in Guangxi. 2) to provide the guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi. 3) to evaluate the adaptability and feasibility of guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi. The data analysis result can be presented as follows:

1. Symbol and Abbreviations
2. Presentation of Data Analysis
3. Results of Data Analysis

The details are as follows.

### Symbol and Abbreviations

- n refers to sample group  
 $\bar{x}$  refers to average value  
S.D. refers to standard deviation

### Presentation of Data Analysis

Part 1: The analysis result about personal information of respondents, classified by gender, age, Professional title, education background, work experience. Presented the data in the form of frequency and percentage.

Part 2: The analysis result about the current situation of servant leaders of department directors in public undergraduate universities in Guangxi. Presented the data in the form of average value and standard deviation.

Part 3: The analysis result about the interview contents about the guidelines for improving the servant leaders of department directors in public undergraduate universities in Guangxi.

Part 4: The analysis result about the evaluation of the adaptability and feasibility of guidelines for improving the servant leadership of department directors in public undergraduate universities in Guangxi. Presented the data in the form of average value and standard deviation.

### **Results of Data Analysis**

The researcher analyzed the data in 4 parts as follows:

Before the data analysis, to ensure the reliability and validity of the questionnaire, the graduate student analysed the questionnaire for reliability and validity using SPSS. The number of questionnaires involved in the reliability measure was 250, the number of questionnaire questions was 51, and the Cronbach's a coefficient was 0.956. The higher Cronbach's a coefficient means the higher the internal consistency reliability of the questionnaire. According to the statistical standard, a reliability coefficient of 0.8 or above is considered to have high internal consistency. The reliability coefficient of the questionnaire designed in this study reaches above 0.9, which indicates that the questionnaire has good internal consistency, meaning that each group of questions in the questionnaire is able to measure the level of servant leadership of the head of the department well. The value of Bartlett's test of sphericity for the questionnaire data is 2847.646 with 435 degrees of freedom, and the sig of 0.000 reaches the 0.05 significant level, which indicates that the correlation matrix is unlikely to be a unitary matrix, which is very suitable for extracting the information; and the index of sampling appropriateness KMO is 0.907, which indicates that the results of the factor analyses can explain the relationship between the variables very well. Through the above analyses, it indicates that the validity of the data is high. The specific test results are shown in the appendix.



Part 1: The analysis result about personal information of respondents, classified by gender, age, professional title, education background, work experience. Presented the data in the form of frequency and percentage.

Table 4.1 Personal Information

(n=250)

|                      | Personal information | Frequency  | Percentage |
|----------------------|----------------------|------------|------------|
| Gender               | Male                 | 110        | 44.00      |
|                      | Female               | 140        | 56.00      |
|                      | <b>Total</b>         | <b>250</b> | <b>100</b> |
| Age                  | 25—35years old       | 49         | 19.60      |
|                      | 36—45 years old      | 146        | 58.40      |
|                      | 46—55 years old      | 52         | 20.80      |
|                      | 55 or more years old | 3          | 1.20       |
|                      | <b>Total</b>         | <b>250</b> | <b>100</b> |
| Professional Title   | Lecturers            | 108        | 43.20      |
|                      | Associate Professor  | 123        | 49.20      |
|                      | Professor            | 19         | 7.60       |
|                      | <b>Total</b>         | <b>250</b> | <b>100</b> |
| Education background | College degree       | 2          | 0.80       |
|                      | Bachelor's degree    | 44         | 17.60      |
|                      | Master's degree      | 123        | 49.20      |
|                      | Doctoral degree      | 81         | 32.40      |
|                      | <b>Total</b>         | <b>250</b> | <b>100</b> |
| Work experience      | Less than 1 year     | 6          | 2.40       |
|                      | 1-5 years            | 119        | 47.60      |
|                      | 6-10 years           | 83         | 33.20      |
|                      | 11-20 years          | 41         | 16.40      |
|                      | 21 years and above   | 1          | 0.40       |
|                      | <b>Total</b>         | <b>250</b> | <b>100</b> |

According to table 4.1, it can be seen that 140 of the respondents were female, accounting for 56% of the total, and 110 were male, accounting for 44% of the total. The titles were mainly concentrated in lecturers and associate professors, with 43.2% of lecturers and 49.2% of associate professors, while there were 19 professors, accounting for only 7.6%. The age of the respondents was mainly between 36 and 45 years old, with 146 people (58.4%), followed by 46-55 years old (20.8%), 49 people (19.6%) between 25 and 35 years old, and only 3 people (1.2%) over 55 years old. Academic qualifications are predominantly Master's degrees, with 123 (49.2%), followed by PhD degrees with 81 (32.4%), the lowest being college degrees with only 2 (0.8%), and undergraduates with 44 (17.6%). Those who have been working as a university Department directors are mainly concentrated in the period of 1-5 years, with 119 people (47.6%), followed by those with 6-10 years of experience as a university department head, with 83 people (33.2%), 41 people (16.4%) with 11-20 years, 6 people (2.4%) with less than 1 year, and only 1 people (0.4%) with more than 21 years. In total, 250 people.

The results showed that the respondents were more female than male, lecturers and associate professors accounted for the majority of the respondents, department heads between the ages of 36 and 45 accounted for more than half of the respondents, and the majority had a master's degree or higher.

Part 2: The analysis result about the current situation of servant leaders of department directors in public undergraduate universities in Guangxi. Presented the data in the form of average value and standard deviation.

**Table 4.2** Current level of department directors servant leadership in public undergraduate universities in Guangxi

(n=250)

| Servant leadership of department directors in public universities in Guangxi |                             | $\bar{x}$   | S.D.        | level       | order |
|--|-----------------------------|-------------|-------------|-------------|-------|
| 1  | Characteristics orientation | 3.83        | 0.71        | high        | 2     |
| 2  | Relational orientation      | 3.31        | 0.80        | Medium      | 4     |
| 3  | Task orientation            | 4.08        | 0.64        | high        | 1     |
| 4  | Process orientation         | 3.41        | 0.87        | Medium      | 3     |
| <b>Total</b>   |                             | <b>3.66</b> | <b>0.67</b> | <b>high</b> |       |

According to table 4.2, it was found that the current status of servant leadership of department directors in Guangxi public undergraduate universities was generally at a high level ( $\bar{x}$  =3.66) in all four aspects, while the results of the other aspects in descending order were: the highest level was task orientation ( $\bar{x}$  =4.08), followed by characteristic orientation ( $\bar{x}$  =3.83) and the lowest was relationship orientation ( $\bar{x}$ =3.31).

**Table 4.3** Level analysis of characteristics orientation

(n=250)

| Characteristics orientation |  | $\bar{x}$   | S.D.        | level       | order |
|-----------------------------|--|-------------|-------------|-------------|-------|
| 1                           | Collective interests over individual interests                       | 3.41        | 1.16        | Medium      | 11    |
| 2                           | Do not use manipulation or deception to achieve my goals             | 4.17        | 1.09        | High        | 2     |
| 3                           | Promote tolerance, kindness, and honesty in the work place           | 3.99        | 0.87        | High        | 4     |
| 4                           | Can readily admit when I am wrong                                    | 3.90        | 0.81        | High        | 5     |
| 5                           | learn from subordinates whom I serve                                 | 4.11        | 0.77        | High        | 3     |
| 6                           | Do not seek recognition or rewards in serving others                 | 3.80        | 0.99        | High        | 6     |
| 7                           | Have a heart to serve others.  | 4.24        | 0.92        | High        | 1     |
| 8                           | Would not compromise ethical principles in order to achieve success. | 3.72        | 0.83        | High        | 7     |
| 9                           | Try to learn something from my mistakes.                             | 3.53        | 0.79        | High        | 10    |
| 10                          | Inspire others to be servant-leaders.                                | 3.69        | 1.05        | High        | 8     |
| 11                          | Be willing to maintain a servant's heart                             | 3.62        | 0.87        | High        | 9     |
| <b>total</b>                |  | <b>3.83</b> | <b>0.71</b> | <b>High</b> |       |

According to Table 4.3, found that the current status of the 11 dimensions of the servant leadership characteristics dimension of department directors in Guangxi public undergraduate universities is generally at a high level ( $\bar{x}=3.83$ ), the results of the other dimensions in descending order are: the highest level is that have a heart to serve others ( $\bar{x}=4.24$ ), followed by do not use manipulation or deception to achieve my goals ( $\bar{x}=4.17$ ), and the lowest level was collective interests over individual interests ( $\bar{x}=3.41$ ).

**Table 4.4** Level analysis of relationship orientation

(n=250)

|              | Relationship orientation                                     | $\bar{x}$   | S.D.        | level         | order |
|--------------|--|-------------|-------------|---------------|-------|
| 1            | Listen actively and receptively to what others have to say   | 3.81        | 0.79        | High          | 2     |
| 2            | Try to help others   | 2.81        | 1.43        | Medium        | 13    |
| 3            | Genuinely care for the welfare of people working with me     | 3.17        | 1.32        | Medium        | 8     |
| 4            | Builds people up through encouragement and affirmation       | 3.60        | 0.89        | High          | 4     |
| 5            | Empowers others by sharing power                             | 3.01        | 0.95        | Medium        | 11    |
| 6            | Believe that caring about people brings out the best in them | 2.95        | 1.21        | Medium        | 12    |
| 7            | Help staff learn from their mistakes                         | 4.02        | 0.87        | High          | 1     |
| 8            | Works to develop people to their potential                   | 3.22        | 1.13        | Medium        | 6     |
| 9            | Believes in the unlimited potential of each person           | 3.31        | 1.07        | Medium        | 5     |
| 10           | Can help staff overcome shortcomings                         | 3.20        | 0.81        | Medium        | 7     |
| 11           | Get along well with my staff                                 | 3.14        | 0.93        | Medium        | 9     |
| 12           | Can shares leadership  | 3.71        | 0.84        | High          | 3     |
| 13           | My leadership helps my staff to become potential leaders     | 3.06        | 0.98        | Medium        | 10    |
| <b>Total</b> |  | <b>3.31</b> | <b>0.80</b> | <b>Medium</b> |       |

According to Table 4.4, it is found that the current status of the 13 dimensions of the servant leadership relationship dimension of department directors in public undergraduate universities in Guangxi is generally at a medium level ( $\bar{x}=3.31$ ), while the results of the other dimensions are, in descending order, the following: the highest level is helping staff learn from their mistakes ( $\bar{x}=4.02$ ), followed by listen actively and receptively to what others have to say ( $\bar{x}=3.81$ ), and the lowest was try to help others ( $\bar{x}=2.81$ ).

**Table 4.5** Level analysis of task orientation

(n=250)

|    | Task orientation   | $\bar{x}$   | S.D.        | level       | order |
|----|--|-------------|-------------|-------------|-------|
| 1  | Good at mapping out the development of the department                                  | 4.42        | 0.86        | High        | 1     |
| 2  | Able to articulate a clear sense of purpose and direction for my organization's future | 4.37        | 0.83        | High        | 3     |
| 3  | Have a sense of a higher calling   | 3.81        | 0.94        | High        | 10    |
| 4  | Know what I want my organization do for society  | 4.34        | 0.87        | High        | 4     |
| 5  | Show love and passion for staff  | 3.80        | 0.82        | High        | 11    |
| 6  | Demand a high level of productivity from myself as well as from others                 | 3.99        | 0.89        | High        | 8     |
| 7  | Open to challenge and innovation   | 3.71        | 0.81        | High        | 13    |
| 8  | Be a receptive listener  | 4.21        | 0.89        | High        | 6     |
| 9  | Have the knowledge and skills to solve problems  | 4.28        | 0.89        | High        | 5     |
| 10 | Have a clear vision of the future of the department                                    | 4.38        | 0.91        | High        | 2     |
| 11 | Try to match people with their jobs in order to optimize productivity                  | 3.73        | 0.82        | High        | 12    |
| 12 | Initiates action by moving out ahead   | 4.01        | 0.78        | High        | 7     |
| 13 | Facilitates the building of community & team   | 3.96        | 0.96        | High        | 9     |
|    | <b>Total</b>   | <b>4.08</b> | <b>0.64</b> | <b>High</b> |       |

According to Table 4.5, the current status of the 13 aspects of servant leadership task orientation of department directors in public undergraduate universities in Guangxi was found to be generally high ( $\bar{x}$ =4.08), while the results of the other aspects, in descending order, were: the highest level was good at mapping out the development of the department ( $\bar{x}$ =4.42), followed by have a clear vision of the future of the department ( $\bar{x}$ =4.38), and the lowest level was open to challenge and innovation ( $\bar{x}$ =3.71).

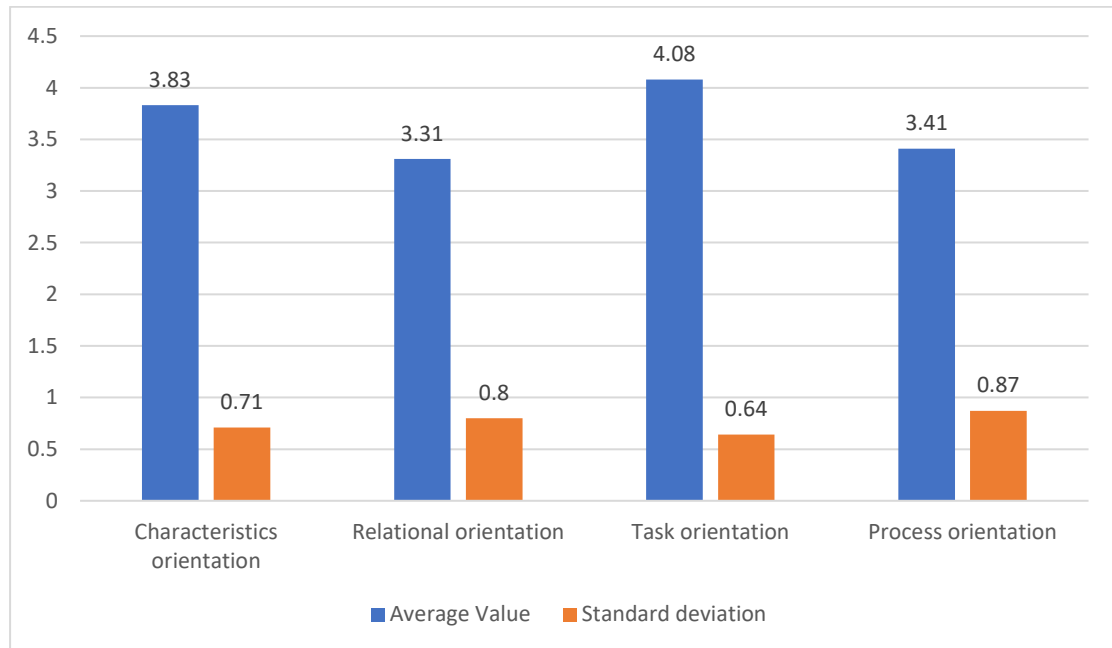
**Table 4.6** Level analysis of process orientation

(n=250)

| Process Orientation |   | $\bar{x}$   | S.D.        | level         | order |
|---------------------|---|-------------|-------------|---------------|-------|
| 1                   | Leads by example by modeling appropriate behavior               | 3.99        | 0.85        | High          | 1     |
| 2                   | Does not seek after special status                              | 3.81        | 0.91        | High          | 3     |
| 3                   | Share power with faculty and staff                              | 2.95        | 1.18        | Medium        | 12    |
| 4                   | Promotes open communication and sharing of information          | 3.90        | 0.72        | High          | 2     |
| 5                   | Appreciates individuality                                       | 2.91        | 1.30        | Medium        | 14    |
| 6                   | Accountable and responsible to others                           | 3.57        | 1.30        | High          | 5     |
| 7                   | Demonstrate to staff how to solve problems                      | 3.35        | 0.85        | Medium        | 9     |
| 8                   | Regularly shows the team how to achieve success                 | 3.48        | 0.83        | Medium        | 7     |
| 9                   | Sacrifice personal gain to promote team success                 | 2.98        | 0.98        | Medium        | 11    |
| 10                  | Creates an environment that encourages learning                 | 3.40        | 1.02        | Medium        | 8     |
| 11                  | Treat everyone fairly   | 3.60        | 1.21        | High          | 4     |
| 12                  | Leads from personal influence rather than positional authority  | 3.32        | 0.77        | Medium        | 10    |
| 13                  | Share information with everyone in team.                        | 2.93        | 0.86        | Medium        | 13    |
| 14                  | Give everyone the opportunity to participate in decision-making | 3.52        | 0.96        | High          | 6     |
| <b>total</b>        |   | <b>3.41</b> | <b>0.87</b> | <b>Medium</b> |       |

According to Table 4.6 it was found that the current status of the 14 aspects of the servant leadership process orientation of in public undergraduate universities in Guangxi department directors was generally moderate ( $\bar{x}=3.41$ ), with the results for the other aspects in descending order: the highest level was leading by example by modeling appropriate behaviour ( $\bar{x}=3.99$ ), followed by promotes open communication and sharing of information ( $\bar{x}=3.90$ ), and the lowest level was appreciates individuality ( $\bar{x}=2.91$ ).

Based on the analysis of the average value and standard deviation of the above characteristics orientation, relationship orientation, task orientation, process orientation, the current situation of the above four aspects is shown in Figure 4.1:



**Figure 4.1** Schematic diagram of the current state of servant leadership of department directors in public undergraduate Universities in Guangxi

According to Figure 4.1, the current status of servant leadership of department directors in public undergraduate universities in Guangxi is shown in the figure. Among four aspects, the average characteristics orientation is 3.83, the average relationship orientation is 3.31, the average task orientation is 4.08, and the average process orientation is 3.41. While the results of the other aspects in descending order were: the highest level was task orientation, followed by characteristic orientation and the lowest was relationship orientation. The level of these four aspects is neither higher than 4.5 nor lower than 2.5, indicating that the servant leadership of department directors level in public undergraduate universities in Guangxi is at a high level, but still needs to be improved.



### **Part 3: The analysis result about the interview contents about the guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi**

This section was designed to propose a guide for the enhancement of servant leadership for department directors in public undergraduate universities in Guangxi. To achieve this, the researcher used one-to-one structured interviews to understand the current situation of servant leadership of department directors in public undergraduate universities in Guangxi and the areas that need improvement, and attempt to establish a guide for servant leadership enhancement. According to the actual situation and research theme of this study, 11 department directors from 11 public undergraduate universities in Guangxi were selected for interviews. The members all had more than 5 years of working experience in department directors in public undergraduate universities, and had the title of associate professor or above with good educational background. The interview outline was designed according to the purpose of the survey and the four dimensions of the questionnaire. That is characteristics Orientation, relationship orientation, task Orientation and process orientation.

Through the interviews, the researcher gained a deeper understanding of the current problems and ways to improve the servant leadership of department directors in public undergraduate universities in Guangxi, providing important data to support the establishment of a servant-leadership improvement guide for department directors in public undergraduate universities in Guangxi. The interviewees were the sample group for this study, as detailed in Table 4.7.

**Table 4.7** Structure the personal information of the interviewees

(n=11)

| Interviewee      | Education background   | Interview Date            | Interview Time                |
|------------------|--|---------------------------|-------------------------------|
| Interviewee<br>1 | Education: Doctor's degree<br>Expertise: Fashion Design<br>Work experience: 11 years             | May 2 <sup>st</sup> ,2023 | 9:10 am GMT +8<br>42 minutes  |
| Interviewee<br>2 | Education: Master's degree<br>Expertise: Resources<br>Management<br>Work experience: 8 years     | May 2 <sup>st</sup> ,2023 | 11:05 am GMT +8<br>25 minutes |
| Interviewee<br>3 | Education: Doctor's degree<br>Expertise: Education<br>management<br>Work experience: 7 years     | May 2 <sup>st</sup> ,2023 | 3:10 pm GMT +8<br>31 minutes  |
| Interviewee<br>4 | Education: Doctor's degree<br>Expertise: Art Design<br>Work experience: 8 years                  | May 3 <sup>st</sup> ,2023 | 10:00 am GMT +8<br>28 minutes |
| Interviewee<br>5 | Education: Doctor's degree<br>Expertise: Business<br>administration<br>Work experience: 10 years | May 3 <sup>st</sup> ,2023 | 11:05 am GMT +8<br>25 minutes |
| Interviewee<br>6 | Education: Master's degree<br>Expertise: Economics<br>Work experience: 7 years                   | May 3 <sup>st</sup> ,2023 | 2:40 pm GMT +8<br>32 minutes  |
| Interviewee<br>7 | Education: Doctor's degree<br>Expertise: Business<br>administration<br>Work experience: 6 years  | May 5 <sup>st</sup> ,2023 | 8:50 am GMT +8<br>19 minutes  |

Table 4.7 (Continue)

(n=11)

| Interviewee       | Education background   | Interview Date            | Interview Time                |
|-------------------|--|---------------------------|-------------------------------|
| Interviewee<br>8  | Education: Doctor's degree<br>Expertise: Marketing<br>Management<br>Work experience: 12 years      | May 5 <sup>st</sup> ,2023 | 10:15 am GMT +8<br>27 minutes |
| Interviewee<br>9  | Education: Doctor's degree<br>Expertise: Human<br>Resources Management<br>Work experience: 8 years | May 5 <sup>st</sup> ,2023 | 2:35 pm GMT +8<br>17 minutes  |
| Interviewee<br>10 | Education: Doctor's degree<br>Expertise: Educational<br>Technology<br>Work experience: 5 years     | May 5 <sup>st</sup> ,2023 | 4:10 pm GMT +8<br>29 minutes  |
| Interviewee<br>11 | Education: Doctor's degree<br>Expertise: Financial<br>Management<br>Work experience: 9 years       | May 6 <sup>st</sup> ,2023 | 10:35 am GMT +8<br>26 minutes |

According to table 4.7 it was found that the total length of the interview was 301 minutes, with an average of 27.36 minutes per interviewer. This interview was conducted using Tencent Meeting App, with face-to-face interviews, where each interviewer communicated individually and could not overhear the other interviewers.

#### Interviewee 1

1. In your school, do you think department directors have the characteristics of servant leadership? Has your school taken steps to enhance the servant leadership characteristics of department directors?

I think the servant leadership of our school's department directors is generally high. Our school uses a selection system for department directors, so the personal skills of Department directors are still very good. In terms of enhancing the

personality traits of department directors, the school has developed relevant systems:

1. The school has established a supervisory committee consisting of the heads of the school office, the personnel office and other relevant departments to form a departmental linkage working mechanism to supervise the day-to-day work of department directors and ensure that they have the qualities of integrity, honesty and not using their power for personal gain. The school has also established a comprehensive responsibility management system so that leaders are aware of what responsibilities they are assuming, and has established and improved the administrative accountability system so that those who are not responsible are duly disciplined, building an internal drive for leaders to do their jobs.

In addition to the measures taken by the school, I suggest that the school should also carry out typical leading activities of good leadership style. For example, vigorously carry out the advanced selection and publicity activities for department directors to bring into play the power of role models and gather positive energy. Schools should promptly discover outstanding department directors and summarise their advanced stories of attaching importance to collective interests, fairness and impartiality, and not being ashamed to ask questions or seek rewards. Promote and publicise the advanced deeds of outstanding departmental leaders in all aspects, and actively do a good job in selecting exemplary leaders.

2. How do you think the relationship between department directors and teachers is in your school? Are there any measures in place to promote the relationship between department directors and teachers? What do you think needs to be done to improve the relationship between department directors and teachers?

I believe that the relationship between department directors and teachers in our school is relatively close, and they often share their problems with each other, and Department directors often care about their staff and recognize their achievements. The university also has some measures to help department directors strengthen their relationship with staff, such as establishing a mechanism for leaders to receive staff, promoting two-way communication between department directors and staff, and adhering to a system of regular receptions for staff such as "leaders' reception days" and "survey days" to keep abreast of The school has also established

a mechanism to promote two-way communication between department directors and staff, and adhered to a system of regular receptions for staff, such as "Leadership Reception Day" and "Survey Day", to keep abreast of the work of staff and their opinions. In terms of staff development, the school also provides frequent training opportunities and the department head will supervise the training of teachers according to their situation.

In addition to the school's measures, I also feel that department directors should help staff to clarify their career plans, provide the necessary training and development opportunities to help them improve their skills and knowledge, and encourage them to take the initiative to explore and practice new ideas and methods so that they feel that their work is worthwhile and not just for the sake of completing tasks.

3. Please tell us how the department directors in your school lead professional development? How do you think management skills can be enhanced in order to lead the development of the department and achieve the desired goals?

The Department directors at our school is well aware of the school's development direction and is able to describe the whole profession and the future job prospects of each individual in the light of the school's development, providing teachers with a clear direction for their development. They often lead teachers to conduct in-depth research and analysis of the needs of society, and to develop talent training programmes in line with the actual situation of our school.

In addition to these, I believe that in order to lead the development of the profession and achieve the desired goals, the department head should also have the ability to be reformative and innovative, to be able to provide challenging and meaningful work, to improve the innovation mechanism and to establish an appraisal mechanism to stimulate innovation so that the profession can develop better.

4. In your school, do department directors have systems in place to promote team building, shared decision making, etc.? What other strategies do you think are needed in promoting organisational development?

The department directors in our school will take the lead in enforcing various rules and regulations and fulfilling his or her job responsibilities. And they

respect every teacher, communicate with them as equals, and choose ways and channels of communication that are acceptable to them, such as talks with them, dinners, emotional exchanges, etc. He will often organise team building activities, understand the abilities and potential of each team member, value the development of each person, and know the people and make good use of them so that the strengths of each teacher can be maximised.

In addition, I believe that department directors should also try to take into account teachers' strengths and hobbies when assigning work, to organically combine work with people's abilities, and to motivate staff to work. A rotational system should also be promoted to allow staff to participate in the work of the department head on a regular basis to enhance mutual understanding between staff and the head of the department.

### **Interviewee 2**

1. In your school, do you think department directors have the characteristics of servant leadership? Has your school taken steps to enhance the servant leadership characteristics of department directors?

Department directors in our schools are generally characteristicised by service-oriented leadership. Our school has a well-developed performance appraisal system for secondary units, which incorporates department directors' teacher ethics into the appraisal index and integrates them into the specific work of the college and functional departments. It ensures that department directors can maintain a high level of integrity and honesty, do not use their power for personal gain and value the collective interest. The school also regularly guides its leaders to firmly establish the concept of "service first", and the headmaster also adheres to the working style of "going to the staff", gathering public opinion, listening to the views of the staff, effectively doing the service work, and always cultivating the service concept of the department head.

I believe that the school should also establish a scientific and effective system of supervision of the work of the department directors, and set up a complaints and reporting box for the Department directors, so that the work of the Department directors can be transparent and further ensure integrity and honesty in his or her work.

Improve the system of hiring department directors; clarify the job responsibilities of Department directors, establish a mechanism for monitoring the leadership style network and an emergency plan for public opinion control, and strengthen the responsibility of Department directors.

2. How do you think the relationship between department directors and teachers is in your school? Are there any measures in place to promote the relationship between department directors and teachers? What do you think needs to be done to improve the relationship between department directors and teachers?

The school has established a poverty alleviation mechanism, set up a fund to help staff with special difficulties, and adopted a "one-to-one" or "many-to-one" pairing approach to strengthen regular communication, contact and The Department directors, in accordance with the university's policy, regularly provide assistance to staff in difficulty. The Head of the Department, in accordance with the University's policy, regularly provides assistance to staff in difficulty. He also has regular talks with other staff members.

I believe that the Department directors should also give staff fair pay and benefits, and do a timely performance appraisal based on their contribution to the profession, and clearly and reasonably reward and recognise outstanding staff so that they feel that their work is reflected and recognised, thus increasing their motivation to work.

3. Please tell us how the department directors in your school lead professional development? How do you think management skills can be enhanced in order to lead the development of the department and achieve the desired goals?

The department directors in our school is able to provide clear goals and visions, establish a positive work culture, provide appropriate incentives and motivate staff with clear, empathetic and constructive words to get the job done. This is something that the school trains department directors on a regular basis so that they have a clear goal for the future of the school, and so the department directors are able to provide clear guidance to the staff.

I believe that as a department head, we also need to refer to the views of the staff when we have disagreements about our work, so that they can make meaningful contributions to professional development, and talk to them in a friendly and polite way to work together to set directions and goals for professional development.

4. In your school, do department directors have systems in place to promote team building, shared decision making, etc.? What other strategies do you think are needed in promoting organizational development?

Whenever our school department is involved in major decisions and important decisions, the department directors will inform the staff in a timely manner to ensure that they enjoy the right to know, participate, supervise and have a voice, and to allow them to comment on important decisions. Under the leadership of the department directors, we hold regular team building sessions to enhance the cohesion among the staff.

I think we should set up an information database, use information exchange and other online platforms, and organize regular exchange meetings on a regular basis to facilitate real-time communication and information sharing among faculty members and promote the development of the team.

### **Interviewee 3**

1. In your school, do you think department directors have the characteristics of servant leadership? Has your school taken steps to enhance the servant leadership characteristics of department directors?

I believe that department directors in our school basically have the characteristics of servant leadership. The school has established a comprehensive evaluation system of teacher ethics based on individual self-assessment, teacher assessment, colleague mutual assessment and college assessment, formed a teacher ethics file and made the situation of teacher ethics an important basis for the appointment, assessment, promotion and merit assessment of department directors. Ensure that department directors can maintain a high level of integrity and honesty, do not use their power for personal gain and value the collective interest.



I believe that the school should also use positive publicity as the main focus and warning education as a supplement. Recognition of advanced leaders is typical to create a good atmosphere of public opinion for the building of leadership style; frequent thematic education activities are organised for leaders to recognise the selflessness and important contributions of outstanding leaders to the school and to motivate department directors to dedicate themselves to the cause of education.

2. How do you think the relationship between department directors and teachers is in your school? Are there any measures in place to promote the relationship between department directors and teachers? What do you think needs to be done to improve the relationship between department directors and teachers?

The relationship between department directors and staff in our schools is relatively close. Because department directors are grassroots leaders, they have direct contact with staff in their daily work. The university has also set up a series of mechanisms to protect the livelihood of staff and actively seek benefits for them, such as heat allowance, children's education, and enrichment of staff's leisure time. All these benefits are implemented by the department directors to the individual staff members, so the department directors has a closer relationship with the staff members and understands the daily life of the staff members so that he/she can fight for the benefits for them.

I believe that apart from caring for the staff in their daily lives, the department directors should also address the problems of the staff in their work. The department directors should present concrete and objective factual basis to guide the staff to improve their mistakes, express confidence and support for the staff to improve and give encouragement.

3. Please tell us how the department directors in your school lead professional development? How do you think management skills can be enhanced in order to lead the development of the department and achieve the desired goals?

The department directors at our school is very clear about the development prospects and goals of the school, and is able to set a clear direction for the development of the profession in line with the school's development goals. They also have a good understanding of the needs of society, as they often visit

companies, and are able to develop a training programmed that takes into account the school's development goals and the needs of society.

I believe that the head of the department should also be passionate about his or her work, and never slacken in his or her work, and be passionate about what he or she is doing, so that he or she can be enthusiastic about his or her work and work hard to achieve his or her goals.

4. In your school, do department directors have systems in place to promote team building, shared decision making, etc.? What other strategies do you think are needed in promoting organisational development?

Our school has set up an information database and the department directors will use information exchange and other online platforms to organise regular exchange meetings to promote communication and information sharing among staff and to facilitate the department directors to understand the characteristics of the staff. Departmental bulletin boards also regularly post major decisions for staff to participate in voting.

I believe that for the development of the team, the leader has to act as a role model and take the lead in implementing the various rules and regulations set by the university. The department directors also needs to learn more about the different personalities of each member of staff and develop their strengths in response to the different characteristics of each member of staff in order to promote the team as a whole.

#### **Interviewee 4**

1. In your school, do you think Department directors have the characteristics of servant leadership? Has your school taken steps to enhance the servant leadership characteristics of department directors?

The department directors in our school has the characteristics of servant leadership. The school has a teacher ethics building and supervision committee consisting of representatives from the school's supervisory team, staff representatives and student representatives to monitor the work of department directors so that they do not use their power for personal gain and encroach on collective interests.

I suggest that in addition to the school's best efforts to monitor the system, it should also closely integrate the study of leadership ethics with political and business studies, and insist that every study activity must include the content of leadership ethics. Regularly carry out the propagation of leadership management theories, experiences and stories. Through a wide range of learning activities, the formation of a strong atmosphere focusing on the cultivation of good leadership style. Prevent leaders from seeking personal gain with power and misbehaviour such as encroaching on collective interests.

2. How do you think the relationship between department directors and teachers is in your school? Are there any measures in place to promote the relationship between department directors and teachers? What do you think needs to be done to improve the relationship between department directors and teachers?

In our school, department directors and staff are equal because they delegate their authority appropriately, allowing staff to make independent decisions without violating basic rules and inspiring them to work.

I believe that apart from giving staff the power to participate in decision-making, it is also important to establish a diversified training programme. department directors should communicate more with staff, understand their aspirations and provide personalized training services for staff according to the characteristics and requirements of different staff in order to strengthen the relationship with the department head.

3. Please tell us how the department directors in your school lead professional development? How do you think management skills can be enhanced in order to lead the development of the department and achieve the desired goals?

The department directors in our school is very clear about the development of the school and can help staff to grasp the goals and give timely correction if they deviate from the direction.

I believe that apart from helping staff to grasp the direction, the department directors should also provide challenging and meaningful work to staff. Challenging work can help staff to continuously improve their skills and knowledge.

4. In your school, do department directors have systems in place to promote team building, shared decision making, etc.? What other strategies do you think are needed in promoting organizational development?

The head of our department often works with the staff, so he knows very well the abilities and potential of each staff member and is able to assign work in such a way that it is based on the characteristics of each staff member, so that the strengths of each staff member can be used to their maximum advantage. As a result, our departmental development is very stable and everyone is very united.

I think we should also promote the rotation system, so that staff can regularly participate in the work of the head of the department, which can increase mutual understanding between both sides and can better promote the development of the team.

#### **Interviewee 5**

1. In your school, do you think department directors have the characteristics of servant leadership? Has your school taken steps to enhance the servant leadership characteristics of department directors?

I believe that the department directors in our school has the characteristics of servant leadership. The school regularly conducts education on teacher ethics and teacher style warnings to establish a firm bottom line on teacher ethics and teacher style. In particular, school leaders, including department directors, are seriously investigated and punished for violations of teacher ethics and style, and a regular notification work system is established. Regularly hold warning and education conferences on teacher ethics for leaders to urge them to abide by professional ethics, not to use their power for personal gain and to treat people honestly.

I think the school should also carry out typical leading activities for outstanding leaders. Carry out advanced leadership selection and publicity activities, play the power of role models, gather positive energy, summarise their stories of fairness and impartiality, attention to collective interests and responsibility in a timely manner, and actively do a good job of selecting outstanding leadership role models.

2. How do you think the relationship between department directors and teachers is in your school? Are there any measures in place to promote the relationship between department directors and teachers? What do you think needs to be done to improve the relationship between department directors and teachers?

I think that the relationship between department directors and staff in our schools is very close. The university often provides some training and learning opportunities, and the department head will then help the staff to analyse their direction and characteristics, make choices according to their needs and target their abilities. The department directors will also encourage staff to be bold and innovative, so that they can feel that their work is worthwhile and inspire them to work.

In addition to targeted staff training, performance appraisals should also be done according to the contributions made by staff to the profession, and therefore the appraisal system should be improved so that the work of staff is fairly reflected and recognised.

3. Please tell us how the department directors in your school lead professional development? How do you think management skills can be enhanced in order to lead the development of the department and achieve the desired goals?

Our school's department directors combine the school's development goals with research into companies to determine the direction of the profession, and make a series of innovative reforms based on the direction of the profession and establish an appraisal mechanism to stimulate innovation. In addition, for taking responsibility and encouraging bold innovation.

I believe that department directors need to improve their ability to observe problems, innovate problem-solving methods, work to solve complex new problems and develop innovative and creative management skills.

4. In your school, do department directors have systems in place to promote team building, shared decision making, etc.? What other strategies do you think are needed in promoting organisational development?

The department directors in our school is able to blend in with the staff, often eating and communicating emotionally with them, so the staff are able to get along easily with the Department directors, enabling the Department directors to

have a full understanding of each staff member and be able to know the people and make the most of each staff member's strengths, which is helpful for team building.

I believe that information technology should also be used to organise regular communication meetings to facilitate real-time communication and information sharing among staff, increase the length and opportunities for communication, and promote mutual understanding.

#### **Interviewee 6**

1. In your school, do you think department directors have the characteristics of servant leadership? Has your school taken steps to enhance the servant leadership characteristics of department directors?

I believe that our school's department directors possess the characteristics of servant leadership. The university has established a management system for the ethical construction of leadership cadres as a standard for regulating behavior, performing duties and fulfilling commitments. Adhering to the correct employment orientation, the ethical performance of cadres is taken as the main criterion and regulation for quality inspection, performance assessment and promotion and appointment, prompting department directors to pay attention to their own moral cultivation, possess a high degree of integrity and honesty, and not use their power for personal gain.

I believe that it is also possible to constantly strengthen the sense of responsibility of department directors, and to make it a conscious pursuit for Department directors to observe professional ethics, family virtues and social ethics through effective forms. For example, relying on the Teacher's Day event, we can clarify the requirements of the department head's duties and strengthen the department head's sense of responsibility for fairness and impartiality.

2. How do you think the relationship between department directors and teachers is in your school? Are there any measures in place to promote the relationship between department directors and teachers? What do you think needs to be done to improve the relationship between department directors and teachers?

I think that the relationship between the department directors and teachers in our school is good. The school has established a system of "regular visits

by leaders", and the Department directors insists on communicating with the staff on a regular basis every week to listen to their opinions and suggestions and help them solve their difficulties in life, so as to build a platform for equal dialogue between the Department directors and the staff. Through a variety of forms such as heart-to-heart talks, visits and care, he or she promptly solves the ideological problems and practical difficulties of the teaching staff.

I believe that the head of the department should also actively seek benefits for the staff, such as education for their children and enrichment of their leisure time. They can also organize "staff seminars" and "head-to-head meetings" so that they can really grasp the psychological trends of the staff and understand their thoughts and feelings.

3. Please tell us how the department directors in your school lead professional development? How do you think management skills can be enhanced in order to lead the development of the department and achieve the desired goals?

The department directors in our school are very clear about the development goals of the school. They are able to plan the development prospects of the profession in accordance with the school's development goals, help the staff to provide clear goals and visions, and provide appropriate incentives to make the staff work with enthusiasm.

In order to achieve the vision, I think it is also important to enhance the department directors' ability to observe problems and solve them, to think creatively and to try to solve new and complex problems as they lead the staff to work towards their goals.

4. In your school, do department directors have systems in place to promote team building, shared decision making, etc.? What other strategies do you think are needed in promoting organizational development?

In the process of team building, the department directors in our school takes into account the strengths and hobbies of the staff when assigning work, combining work with human abilities, giving full play to the strengths of the staff and motivating them to work. They also pay attention to the development of each individual and know how to appoint people well.

I believe that in promoting the development of the department, the head of the department should also take the lead in implementing various rules and regulations, fulfilling his or her job responsibilities and acting as a role model. To be able to create multiple channels for shared decision-making by faculty and staff.

#### **Interviewee 7**

1. In your school, do you think department directors have the characteristics of servant leadership? Has your school taken steps to enhance the servant leadership characteristics of department directors?

Our school's department directors are generally characteristicised by servant leadership. The school often praises advanced grassroots leaders, and through the school newspaper, television, the Internet and new media, we do propaganda on advanced typical deeds to create an atmosphere of public opinion that reveres teacher ethics and strives to be typical, leading leaders to possess qualities such as a high degree of responsibility, not seeking rewards and valuing collective interests.

I think it is also important to improve the system of assessing and evaluating the work of leaders. The school should adhere to the performance of leadership style as the first criterion for assessing and evaluating leaders, improve the system of indicators for assessing and evaluating the work of leaders, and the results of the assessment should be used as the basic basis and important reference for the school's annual assessment of leaders, title evaluation, job appointment and performance rewards, thus urging Department directors to be able to be fair and impartial and not to use their power for personal gain.

2. How do you think the relationship between department directors and teachers is in your school? Are there any measures in place to promote the relationship between department directors and teachers? What do you think needs to be done to improve the relationship between department directors and teachers?

Our school department head and staff in the work of frequent exchanges, the school requires the department head through the convening of staff seminars, individual interviews, online surveys and other forms, to listen widely to the views of the public, to accept the evaluation and supervision, and the staff satisfaction assessment into the department head's performance file.



I believe that the department head should also delegate authority moderately, to cultivate the faculty's ability to work alone, to propose only work ideas for specific operations, to teach working methods, and to let the faculty explore and complete them independently, so as to enhance the faculty's ability to work in the real world.

3. Please tell us how the department directors in your school lead professional development? How do you think management skills can be enhanced in order to lead the development of the department and achieve the desired goals?

The department directors in our school are very democratic and often listen to the views of the staff. In matters such as developing talent training programmes and planning teaching schedules, they organize discussions with the staff, listen to different views and strive to combine the development of the profession with the needs of society and strive to create a first-class profession.

I believe that the department directors should be able to design a vision for the major based on the development prospect of the school, and lead the staff by presenting the vision, persuading and communicating, supporting and motivating them, meeting their physical and mental needs and helping them to succeed, so that all the staff are willing to give to the vision on the basis of common interests.

4. In your school, do department directors have systems in place to promote team building, shared decision making, etc.? What other strategies do you think are needed in promoting organisational development?

Our school is able to provide a reasonable and fair platform for competition and development, encouraging every member of staff to participate in decision-making. When the Department directors leads the staff in team building, there is a clear division of labour among the staff and each person makes decisions within their own professional direction, which increases the motivation for everyone to participate in decision making.

I believe it is also important to establish staff profiles to understand the basic profile of staff, their skills and specialties and their expectations of the profession, to implement different management methods according to their different needs and

to arrange work that suits their personalities and expertise, so that the initiative of each staff member can be fully mobilized.

### **Interviewee 8**

1. In your school, do you think department directors have the characteristics of servant leadership? Has your school taken steps to enhance the servant leadership characteristics of department directors?

Our school's department directors have the characteristics of servant leadership and are very receptive to criticism, correcting mistakes as soon as they are known. The school has built a fault-tolerant mechanism for leaders to take on the role of error correction, adhering to the principles of seeking truth from facts, objectivity and fairness, taking into account the background reasons, motivation and purpose of the problem, policy basis and other factors, and promoting leaders to correct inappropriate areas in handling the problem. So department directors are happy to accept criticism and correct their mistakes when they know they are wrong, and they do not avoid responsibility for fear of taking blame.

I suggest that schools also strengthen ethical values, understand the importance of win-win situations, focus on win-win goals, improve communication and collaboration, find a balance between collective and individual interests, and promote the ability of department directors to put the collective interest above their own.

2. How do you think the relationship between department directors and teachers is in your school? Are there any measures in place to promote the relationship between department directors and teachers? What do you think needs to be done to improve the relationship between department directors and teachers?

Our school's department directors and faculty members communicate frequently because the school has constructed multiple channels of communication between leaders and faculty members, fully developed the spirit of democracy, extensively involved subordinates in the discussion and decision-making of major issues within the unit as well as in the supervision and management of various activities, absorbed reasonable suggestions from faculty members, and created opportunities for interaction between department directors and faculty members so

that department directors can extensively incorporate suggestions from faculty members.

I suggest that department directors should also create more opportunities for faculty members to make independent decisions and stimulate their enthusiasm for their work. It is also important to address faculty members' problems, guide them to improve their mistakes, and give them the confidence and support to correct their mistakes.

3. Please tell us how the department directors in your school lead professional development? How do you think management skills can be enhanced in order to lead the development of the department and achieve the desired goals?

Our Heads of Department are always striving for excellence, led by the school's innovation mechanism, and are constantly introducing changes and providing challenging and meaningful tasks for staff, which give them the opportunity to try out new approaches and ideas and to discover new ways of solving problems.

I believe that the department directors should also be passionate about his or her work and love it, which will drive the enthusiasm of the staff to work together to develop the profession.

4. In your school, do department directors have systems in place to promote team building, shared decision making, etc.? What other strategies do you think are needed in promoting organizational development?

The Department directors in our school leads by example by modelling appropriate behaviors, treats staff as equals, is willing to share power with staff, promotes open communication and information sharing, and actively seeks individual differences to contribute to the team.

I believe it is also important to value each individual on the team, to understand the abilities and potential of each team member, to value each individual's development, to know the right people and to make the most of each staff member's strengths.

### Interviewee 9

1. In your school, do you think department directors have the characteristics of servant leadership? Has your school taken steps to enhance the servant leadership characteristics of department directors?

I believe that our school's department directors have good servant leadership characteristics. Our school has built multiple channels of communication between leaders and staff, promoted the spirit of democracy, widely involved subordinates in the discussion and decision-making of major issues within the unit and in the supervision and management of various activities, absorbed reasonable suggestions from staff, and created conditions for department directors to ask questions without shame. The Department directors should be guided to firmly establish the concept of "service first", adhere to the working style of "going to the staff", gather public opinion, listen to the views of the staff and do a good job of service.

I also think that we should develop a sense of responsibility among department directors. Leadership is more about responsibility than position, and a perfect responsibility management system should be established so that leaders can realize what their responsibilities are, establish and improve the administrative accountability system so that irresponsible people can be duly punished, and build an inner drive for leadership cadres to do their duty.

2. How do you think the relationship between department directors and teachers is in your school? Are there any measures in place to promote the relationship between department directors and teachers? What do you think needs to be done to improve the relationship between department directors and teachers?

3. Please tell us how the department directors in your school lead professional development? How do you think management skills can be enhanced in order to lead the development of the department and achieve the desired goals?

I believe that department directors in our school have a lot of access to staff. The school has established a mechanism for leaders to receive staff, which promotes two-way communication between leaders and staff and keeps them informed of their work and staff opinions. department directors also help staff to

clarify their career plans and ask the school to provide the necessary training and development opportunities to help staff improve their skills and knowledge.

I believe that diversified training programmes should also be established to provide personalised training services for staff according to the characteristics and aspirations of different staff members.

4. In your school, do department directors have systems in place to promote team building, shared decision making, etc.? What other strategies do you think are needed in promoting organisational development?

Department directors in our schools often take the lead in enforcing various rules and regulations and fulfilling their job responsibilities. Department directors respect every staff member and often choose ways and channels of communication that are acceptable to staff, such as talking to them, having dinners and emotional exchanges to understand the characteristics of staff.

I think it is also necessary to promote team building, to take into account the strengths and hobbies of the staff as far as possible in the distribution of work, to combine work with human abilities in an organic way, so as to effectively stimulate the motivation of the staff.

#### **Interviewee 10**

1. In your school, do you think department directors have the characteristics of servant leadership? Has your school taken steps to enhance the servant leadership characteristics of department directors?

The department directors in our school possess the characteristics of servant leadership. The school has a system of notification of typical cases. The university has a "one vote veto" for leaders with serious problems in political performance, social ethics, ideological integrity and academic ethics, and deals with them in accordance with the law. The school also uses negative examples to provide warning education and regularly informs about cases of ethical and disciplinary violations. As a result, department directors are restrained to a certain extent in their use of power for personal gain and fairness.

I think it is also necessary to influence the leadership traits of the department head in a positive way, such as using the media to launch a campaign to create excellent leadership stories. The creation of photography, painting and literary works such as micro-films and poetry based on noble qualities such as being impartial and doing one's duty, will actively show the generosity and noble spirit of leaders with excellent style. Teachers and students are encouraged to make full use of the new media to promote the propagation of noble style in a way that is pleasing to the general public and teachers and students, and more infectious.

2. How do you think the relationship between department directors and teachers is in your school? Are there any measures in place to promote the relationship between department directors and teachers? What do you think needs to be done to improve the relationship between department directors and teachers?

I believe that the department directors in our school have close contact with the staff. The university is very concerned about the lives of staff and has set up a poverty alleviation mechanism and a help fund to assist staff with special difficulties. Department directors are required to strengthen regular communication, contact and long-term concern and assistance with staff in difficulty. Necessary training and development opportunities are also provided to help staff enhance their skills and knowledge. department directors need to help staff clarify their career plans and choose appropriate training opportunities.

I believe that department directors need to do more to encourage staff to take the initiative in exploring and practising new ideas and methods, so that they feel that their work is worthwhile, and to understand the characteristics and aspirations of different staff and provide personalised training services for them in accordance with the university's diversified training programmes.

3. Please tell us how the department directors in your school lead professional development? How do you think management skills can be enhanced in order to lead the development of the department and achieve the desired goals?

The department directors in our school are very clear about the development goals of the school. As we are an application-oriented university, the training of professional talents needs to meet the needs of society, and the

department directors often conduct in-depth research and analysis on the needs of society and formulate talent training programmes in the light of the actual situation in our school.

I think department directors also need to improve their ability to observe problems, innovate problem-solving methods, strive to solve complex new problems in order to cope with changes in society's demand for talents, do more challenging work, and constantly improve their professional skills and management knowledge.

4. In your school, do department directors have systems in place to promote team building, shared decision making, etc.? What other strategies do you think are needed in promoting organizational development?

The School has implemented a rotation system to allow staff to participate regularly in the work of department directors and to enhance mutual understanding between staff and Department directors. department directors are required to organize regular communication meetings to facilitate real-time communication and information sharing among faculty members.

Department directors are also expected to value everyone on their team, to listen and talk casually to identify faculty needs, to be able to actively seek out individual faculty differences, and to create conditions and opportunities, share resources and provide guidance for faculty development.

#### **Interviewee 11**

1. In your school, do you think department directors have the characteristics of servant leadership? Has your school taken steps to enhance the servant leadership characteristics of department directors?

The department directors in our school has the qualities of integrity and honesty and is not ashamed to ask questions. The school attaches great importance to building channels of communication between leaders and staff, using various ways to promote the spirit of democracy and encourage staff participation in decision-making on major departmental issues. department directors often discuss work-related issues with staff and listen to their reasonable suggestions.

I believe that the school should also establish a sound responsibility management system so that leaders are aware of what their responsibilities are, constantly strengthen their sense of responsibility, and build an internal drive for leaders to do their job through effective forms that allow them to make compliance with professional ethics a conscious pursuit.

2. How do you think the relationship between department directors and teachers is in your school? Are there any measures in place to promote the relationship between department directors and teachers? What do you think needs to be done to improve the relationship between department directors and teachers?

The department directors in our school often works with staff. The department directors will help staff to clarify their career plans and provide the necessary training and development opportunities to help them to upgrade their skills and knowledge. They help staff in financial difficulties to seek benefits and establish a mechanism for staff livelihood protection.

I believe that the department directors should also give staff fair rewards and do timely performance appraisals based on the contributions made by staff. Let the staff make independent decisions without violating the basic rules, and motivate them to work. After a staff member's work goes wrong, the department directors should be able to help the staff member draw lessons

3. Please tell us how the department directors in your school lead professional development? How do you think management skills can be enhanced in order to lead the development of the department and achieve the desired goals?

Department directors in our schools will respond to staff problems by presenting specific, objective factual evidence, guiding staff to improve mistakes, expressing confidence in and support for staff improvement, and working with staff to achieve professional development goals.

The department directors will also learn to observe changes in problems and to innovate ways of solving them. As the social context changes and problems become more complex and varied, specific problems should be analysed in concrete terms, and solutions to problems should be thought of in an improvised manner according to the principles of adaptability to local and contemporary circumstances.



4. In your school, do department directors have systems in place to promote team building, shared decision making, etc.? What other strategies do you think are needed in promoting organisational development?

Our school promotes a rotation system that allows staff to participate in the work of department directors on a regular basis. An information database has been set up, and regular exchange meetings are organised using information exchange and other network platforms to facilitate real-time communication and information sharing among faculty members.

I believe that the department head should also understand the characteristics of each staff member and allocate work according to their strengths and hobbies, so that staff members can do the work they are competent to do, which will motivate them to work and be able to bring out the maximum strength of the team. The development of each individual should be valued and their strengths should be brought into play.

Based on the above interviews, the text was analyzed as shown below.

**Table 4.8** Characteristics orientation text analysis

| No | Code   | Interviewee1 | Interviewee2 | Interviewee3 | Interviewee4 | Interviewee5 | Interviewee6 | Interviewee7 | Interviewee8 | Interviewee9 | Interviewee10 | Interviewee11 | frequency | order |
|----|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|-----------|-------|
| 1  | Valuing collective interests                       |              |              | √            |              |              | √            | √            | √            |              | √             | √             | 6         | 1     |
| 2  | Do not use power for personal gain                 | √            | √            |              |              | √            |              |              | √            |              |               |               | 4         | 7     |
| 3  | Integrity and honesty                              |              | √            |              | √            |              | √            |              |              |              |               |               | 3         | 8     |
| 4  | Open to criticism                                  |              |              |              |              | √            |              | √            |              | √            |               |               | 3         | 8     |
| 5  | Actively learn from subordinates                   |              |              | √            |              |              |              |              |              |              | √             | √             | 3         | 8     |
| 6  | Do not want to return the favour                   | √            |              |              | √            |              |              |              |              |              |               |               | 2         | 11    |
| 7  | Strong sense of responsibility                     |              | √            | √            |              |              |              | √            |              |              | √             |               | 4         | 4     |
| 8  | Doesn't take advantage of others for personal gain | √            | √            |              |              |              | √            |              | √            |              |               |               | 4         | 4     |
| 9  | Willing to change after making a mistake           |              |              |              | √            | √            |              |              |              | √            |               | √             | 4         | 4     |
| 10 | Willing to give way to the best                    | √            |              | √            |              |              | √            |              | √            |              |               | √             | 5         | 2     |
| 11 | Service oriented                                   | √            |              | √            |              |              | √            |              | √            |              | √             |               | 5         | 2     |

According to Table 4.8, the most frequently mentioned Characteristics orientation in the respondents' interviews about the department directors servant leadership was valuing collective interests, followed by willing to give way to the best and service oriented.

**Table 4.9** Relationship orientation text analysis

| No | Code  | Interviewee1 | Interviewee2 | Interviewee3 | Interviewee4 | Interviewee5 | Interviewee6 | Interviewee7 | Interviewee8 | Interviewee9 | Interviewee10 | Interviewee11 | frequency | order |
|----|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|-----------|-------|
| 1  | Listening to others   | √            |              | √            | √            |              |              |              |              | √            |               |               | 4         | 6     |
| 2  | Helping employees   | √            | √            | √            |              | √            | √            |              | √            |              | √             |               | 7         | 1     |
| 3  | Work for the benefit of employees                                 |              |              | √            |              |              | √            |              |              |              | √             | √             | 4         | 6     |
| 4  | Encouraging Others  |              | √            |              |              | √            |              |              |              |              |               |               | 2         | 11    |
| 5  | Sharing power   | √            |              |              | √            |              |              |              | √            |              | √             |               | 4         | 6     |
| 6  | Caring for others   | √            |              | √            |              | √            |              |              | √            |              | √             | √             | 6         | 2     |
| 7  | Helping Employees   |              |              | √            |              |              |              |              | √            |              |               |               | 2         | 11    |
| 8  | Correct Mistakes  |              |              |              | √            |              |              |              |              | √            | √             |               | 3         | 9     |
| 9  | Nurture employees<br>Inspire employees to achieve their potential |              |              |              |              |              |              | √            |              |              |               | √             | 2         | 11    |
| 10 | Helping employees to overcome their weaknesses                    | √            |              |              |              |              |              |              |              | √            |               | √             | 3         | 9     |
| 11 | Getting on well with employees                                    |              | √            | √            |              |              | √            | √            |              |              |               | √             | 5         | 4     |
| 12 | Empowering others   | √            |              |              |              |              |              | √            | √            | √            |               | √             | 5         | 4     |
| 13 | Developing Leaders  |              | √            | √            |              | √            |              | √            |              |              | √             | √             | 6         | 2     |

According to Table 4-9, the most frequently mentioned relationship orientation in the respondents' interviews about the department directors servant leadership was helping employees, followed by caring for others and developing Leaders.

**Table 4.10** Task orientation text analysis

| No | Code                             | Interviewee1 | Interviewee2 | Interviewee3 | Interviewee4 | Interviewee5 | Interviewee6 | Interviewee7 | Interviewee8 | Interviewee9 | Interviewee10 | Interviewee11 | frequency | order |
|----|----------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|-----------|-------|
| 1  | Good at planning                 | √            |              | √            |              |              | √            |              |              |              |               |               | 3         | 5     |
| 2  | Clearly defined goals            |              |              |              | √            |              |              |              |              | √            |               |               | 2         | 11    |
| 3  | Strong sense of mission          | √            |              | √            |              |              |              |              | √            |              |               | √             | 4         | 3     |
| 4  | Nurturing talent                 | √            |              | √            | √            |              |              |              |              |              |               |               | 3         | 5     |
| 5  | Pursuing excellence              | √            | √            |              |              |              | √            |              |              |              | √             |               | 4         | 3     |
| 6  | Open to challenge and innovation |              |              |              | √            |              |              |              | √            |              |               | √             | 3         | 5     |
| 7  | Passionate about people          | √            |              |              |              | √            |              | √            | √            |              | √             |               | 5         | 1     |
| 8  | Good at listening                |              | √            |              |              |              |              | √            |              | √            |               |               | 3         | 5     |
| 9  | Good at problem solving          |              |              |              |              | √            | √            |              |              |              | √             |               | 3         | 5     |
| 10 | Clear development prospects      |              | √            |              |              |              | √            |              |              |              |               |               | 2         | 11    |
| 11 | Match the person with the job    | √            |              | √            |              |              |              | √            |              | √            |               | √             | 5         | 1     |
| 12 | Proactive                        |              | √            |              |              |              |              |              | √            |              |               |               | 2         | 11    |
| 13 | Facilitates team building        | √            |              |              |              | √            |              |              |              |              | √             |               | 3         | 5     |

According to Table 4-10, the most frequently mentioned task orientation in the respondents' interviews about the department directors servant leadership was passionate about people and match the person with the job, followed by strong sense of mission and pursuing excellence.

**Table 4.11** Process orientation text analysis

| No | Code                              | Interviewee1 | Interviewee2 | Interviewee3 | Interviewee4 | Interviewee5 | Interviewee6 | Interviewee7 | Interviewee8 | Interviewee9 | Interviewee10 | Interviewee11 | frequency | order |
|----|-----------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|-----------|-------|
| 1  | Set an example                    | √            |              |              |              |              | √            |              |              |              |               |               | 2         | 12    |
| 2  | treat people equally              | √            |              |              |              | √            |              |              |              |              |               |               | 2         | 12    |
| 3  | Power sharing                     | √            |              |              | √            |              |              |              |              |              | √             |               | 3         | 9     |
| 4  | Open communication                |              | √            | √            |              |              |              |              |              |              |               |               | 2         | 12    |
| 5  | Seek personal differences         | √            | √            |              | √            |              | √            |              | √            | √            |               |               | 6         | 1     |
| 6  | Valuing others                    | √            |              |              | √            | √            | √            |              | √            |              |               |               | 5         | 3     |
| 7  | Exemplary behaviour               |              |              |              | √            |              | √            |              | √            |              |               | √             | 4         | 5     |
| 8  | Demonstrating success to the team | √            |              | √            | √            |              | √            |              |              |              |               |               | 4         | 5     |
| 9  | Sacrifice personal gain           |              | √            |              |              |              |              |              | √            |              | √             |               | 3         | 9     |
| 10 | Encourage co-operation            |              | √            | √            |              |              |              |              |              |              |               | √             | 3         | 9     |
| 11 | Treats people fairly              |              |              |              |              | √            | √            |              |              | √            |               | √             | 4         | 5     |
| 12 | Be influential                    |              | √            |              | √            | √            |              | √            | √            |              |               |               | 5         | 3     |
| 13 | Share information                 | √            |              |              | √            | √            |              | √            |              | √            | √             |               | 6         | 1     |
| 14 | Equal decision-making power       |              | √            | √            |              |              |              | √            | √            |              |               |               | 4         | 5     |

According to Table 4-11, the most frequently mentioned process orientation in the respondents' interviews about the department directors servant leadership was seek personal differences and share information, followed by valuing others and be influential.

Based on the information from the one-on-one interviews, the researcher summarized the following guidelines for developing servant leadership of department directors in public undergraduate Universities in Guangxi:

**Table 4.12** Guidelines for developing the servant leadership of department directors in public undergraduate Universities in Guangxi

|   | <b>Guidelines for developing the servant leadership of department directors</b> |  |
|---|---|--|
| <b>Developing characteristics orientation</b> | 1   | Department directors must put the interests of the collective above their own                              |
|   | 2   | Department directors should be prepared to give way to someone more qualified for the job                  |
|   | 3   | Department directors seek to serve rather than be served   |
|   | 4   | Department directors are more of a responsibility than a position  |
|   | 5   | Department directors cannot false public authority for private gain  |
|   | 6   | Department directors need to be forthcoming and admit their mistakes                                       |
|   | 7   | Department directors cannot use their power for personal gain  |
|   | 8   | Department directors must have a high level of integrity and honesty                                       |
|   | 9   | Department directors should be open to criticism   |
|   | 10  | Department directors are able to learn from their subordinates   |
|   | 11  | Department directors serves staff and never expects anything in return                                     |
| <b>Developing relationship orientation</b>    | 1   | Department directors should take the initiative to help the staff to solve the difficulties in their life. |
|   | 2   | Department directors should support staff in realizing their personal values in their work.                |

Table 4.12 (Continue)

|    | <b>Guidelines for developing the servant leadership of department directors</b>  |
|----|--|
| 3  | Department directors are committed to developing potential leaders who can rise above their station in the organization.                       |
| 4  | All staff have access to the Department directors, relates well to others  |
| 5  | Department directors need to improve their own effectiveness by empowering others.   |
| 6  | Department directors should actively communicate with staff on work-related issues and listen to their views.                                  |
| 7  | Department directors to make every effort to improve the welfare of staff.   |
| 8  | The Department directors should empower staff to make decisions and allow them to make their own decisions about how to accomplish their work. |
| 9  | Department directors spend a lot of time and energy developing their staff.  |
| 10 | Department directors should devote a great deal of time and energy to helping others overcome their weaknesses and reach their potential       |
| 11 | The Department directors should always appreciate, recognize and encourage the work of the staff.  |
| 12 | Department directors should help staff to draw lessons.  |
| 13 | Department directors should encourage staff to overcome work difficulties themselves.  |



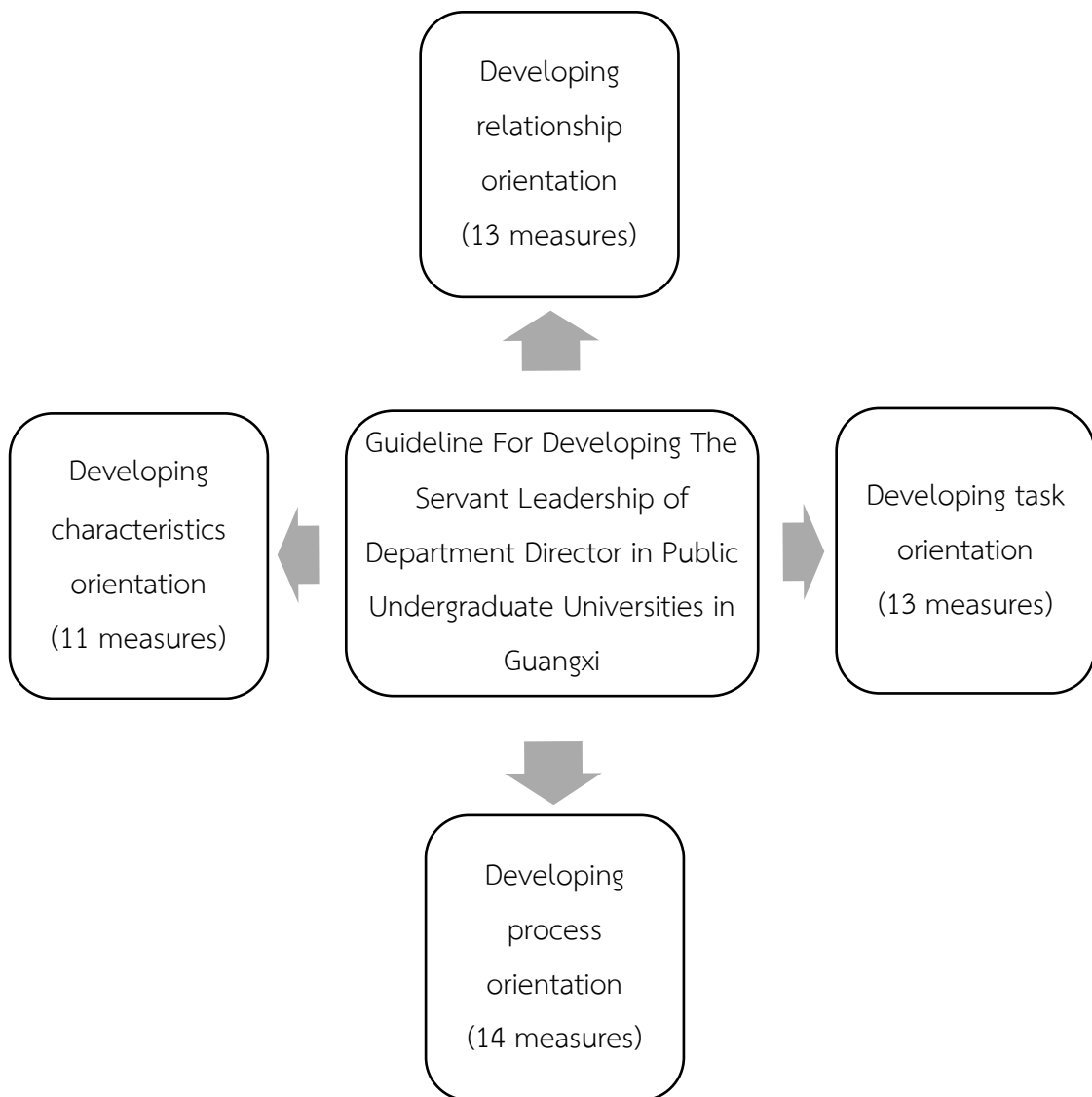
Table 4.12 (Continue)

|                                    | <b>Guidelines for developing the servant leadership of department directors</b> |  |
|------------------------------------|---|--|
| <b>Developing task orientation</b> | 1   | Department directors must be willing to accept challenges and continue to develop innovations                |
|                                    | 2   | Department directors are expected to match positions to the abilities of their staff to optimize efficiency. |
|                                    | 3   | Department directors should have a strong sense of mission.  |
|                                    | 4   | Department directors should inspire staff to do what they can with enthusiasm and confidence.                |
|                                    | 5   | Department directors should be very good at mapping out the development of the department.                   |
|                                    | 6   | Department directors understands how to develop the talents that society needs.                              |
|                                    | 7   | Department directors must always strive for excellence and continually introduce reform measures.            |
|                                    | 8   | when faced with disagreements, Department directors will take into account the views of staff.               |
|                                    | 9   | Department directors is able to propose solutions to problems that others consider effective.                |
|                                    | 10  | Department directors is expected to have the ability to move the team forward and get the job done.          |
|                                    | 11  | Department directors should have clear goals and be good at showing direction.                               |
|                                    | 12  | Department directors has a clear vision of the future of the department.                                     |
|                                    | 13  | Department directors is expected to be proactive and take action rather than wait for things to happen.      |

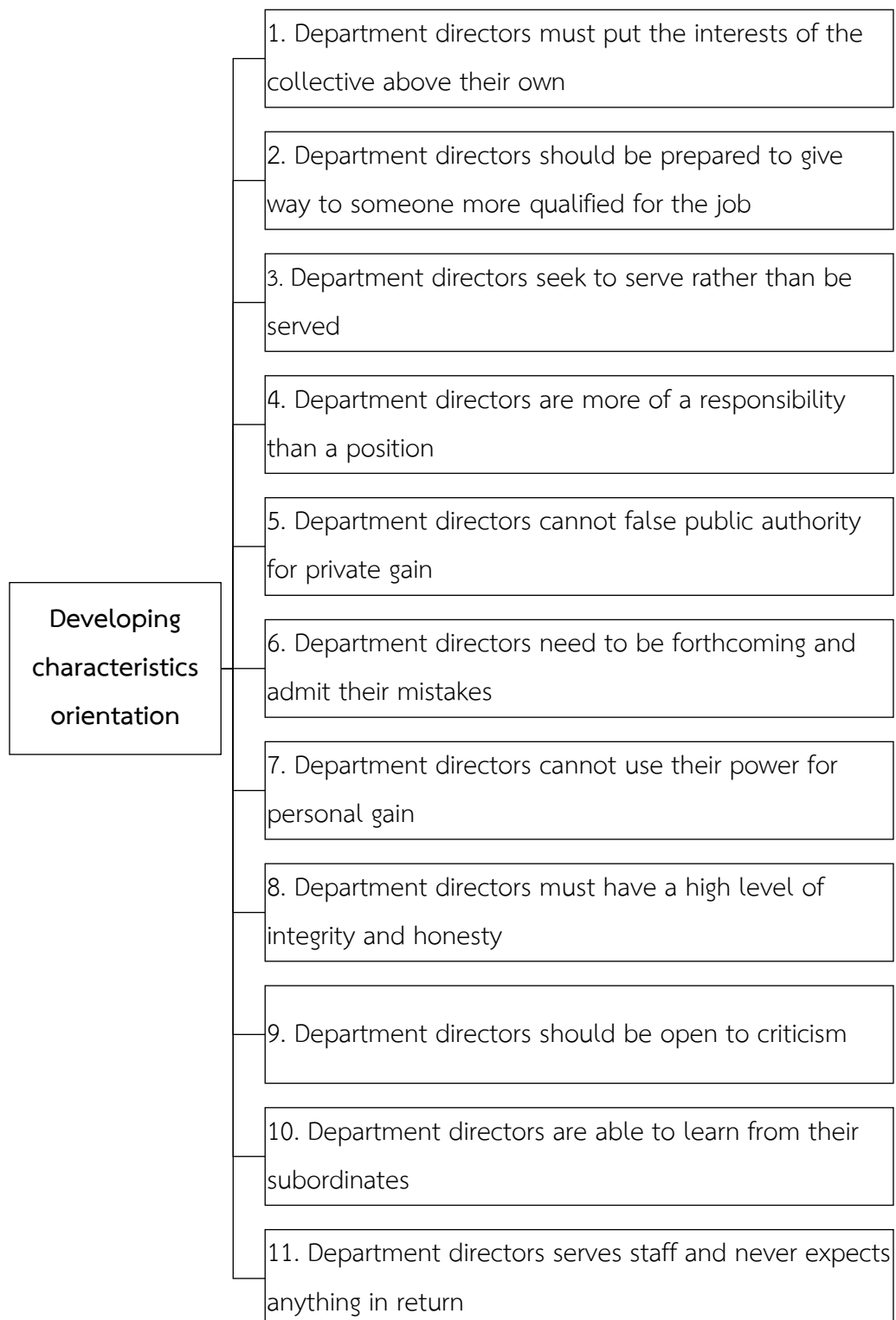
Table 4.12 (Continue)

|                                       | <b>Guidelines for developing the servant leadership of department directors</b> |   |
|---------------------------------------|---|---|
| <b>Developing process orientation</b> | 1   | Department directors actively seeks out individual differences to contribute to the team  |
|                                       | 2   | Department directors is willing to share information with all in the team   |
|                                       | 3   | Department directors values each individual on the team, accountable and responsible to others                                  |
|                                       | 4   | Department directors rely on personal influence and persuasion, rather than power, when exercising authority                    |
|                                       | 5   | Department directors is expected to demonstrate to staff how to make decisions and solve problems                               |
|                                       | 6   | Department directors will demonstrate to the team how to facilitate the process of team success                                 |
|                                       | 7   | Department directors do not play favorites, and try to treat everyone with dignity and respect                                  |
|                                       | 8   | Department directors should try to remove all organizational barriers so that others can freely, participate in decision making |
|                                       | 9   | Department directors are willing to share power with faculty and staff  |
|                                       | 10  | Department directors is willing to sacrifice personal gain to promote team success  |
|                                       | 11  | Department directors encourages teamwork rather than competition  |
|                                       | 12  | Department directors leads by example by modelling appropriate behavior   |
|                                       | 13  | Department directors is expected to deal with staff on an equal footing   |
|                                       | 14  | Department directors promote open communication and information sharing   |

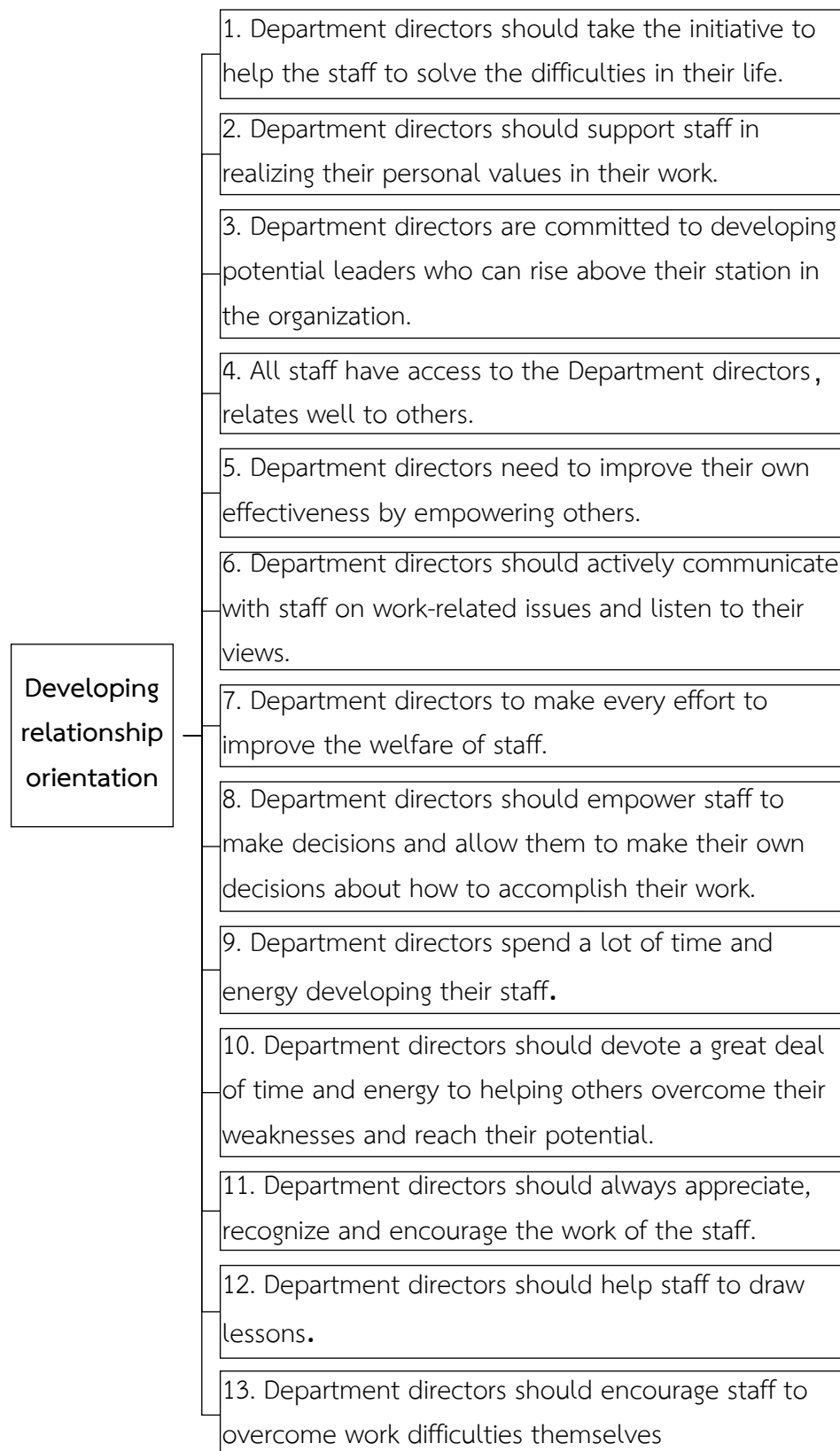
Based on the above contents of the interviewees, the guidelines for developing the servant leadership of department directors in four aspects, which contain 51 measures. There are 11 measures for enhancing characteristic orientation, 13 measures for enhancing relationship orientation, 13 measures for enhancing task orientation, and 14 measures for enhancing process orientation. Guidelines for developing the servant leadership of department directors are shown in figures as follows:



**Figure 4.2** The guidelines developing the servant leadership of department director in public undergraduate universities in Guangxi



**Figure 4.3** The guidelines of developing characteristics orientation



**Figure 4.4** The guidelines of developing relationship orientation

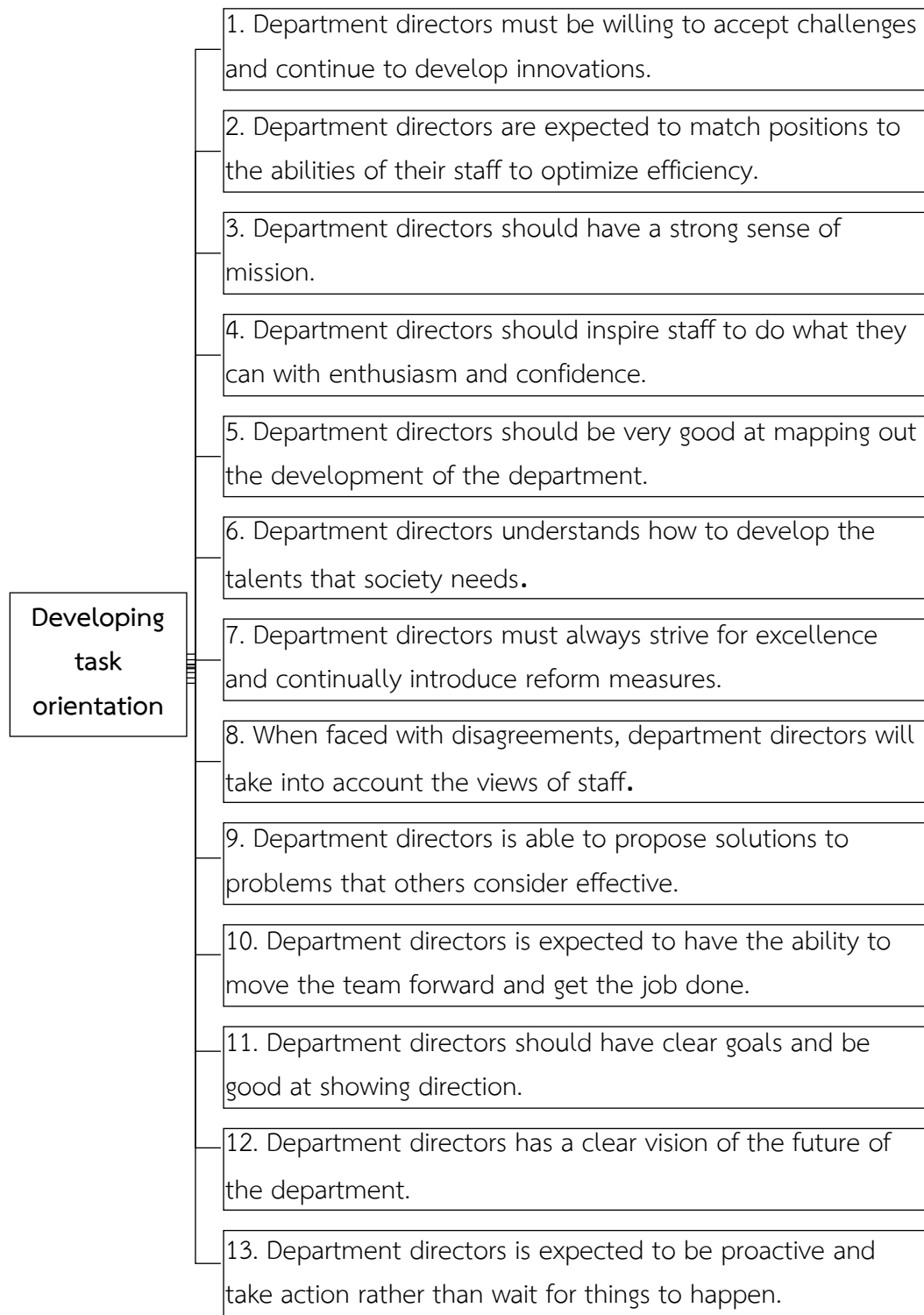
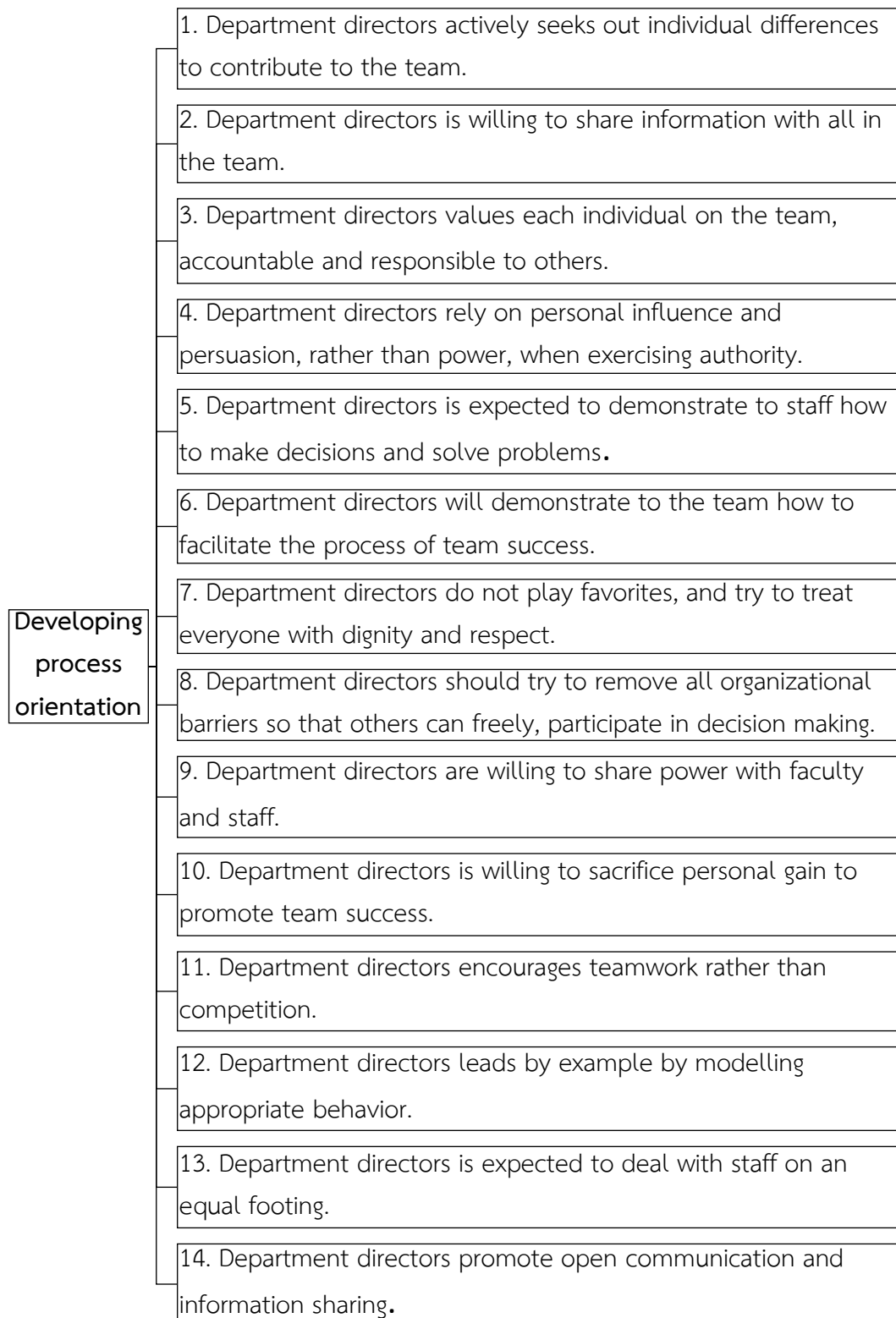


Figure 4.5 The guidelines of developing task orientation



**Figure 4.6** The guidelines of developing process orientation

Part 4: The analysis result about the evaluation of the adaptability and feasibility of guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi. Presented the data in the form of average value and standard deviation.

This section aims to assess the applicability and feasibility of the servant leadership enhancement Guide for department directors in public undergraduate universities in Guangxi. To this end, 11 college deans from 11 public undergraduate universities in Guangxi were invited to assess the applicability and feasibility of the servant leadership developing guidelines for department directors in these universities. The results were shown in the table below:



**Table 4.13** The evaluation of adaptability and feasibility of guideline for developing servant leadership of department directors

| No   | guidelines  | adaptability |      |         | feasibility |      |         |
|--|---|--------------|------|---------|-------------|------|---------|
|  |   | $\bar{x}$    | S.D. | level   | $\bar{x}$   | S.D. | level   |
| <b>Characteristics orientation development</b> |   |              |      |         |             |      |         |
| 1  | Department directors must put the interests of the collective above their own             | 4.64         | 0.50 | highest | 4.36        | 0.67 | high    |
| 2  | Department directors should be prepared to give way to someone more qualified for the job | 4.64         | 0.50 | highest | 4.55        | 0.52 | highest |
| 3  | Department directors seek to serve rather than be served                                  | 4.55         | 0.52 | highest | 4.64        | 0.50 | highest |
| 4  | Department directors are more of a responsibility than a position                         | 4.73         | 0.47 | highest | 4.82        | 0.40 | highest |
| 5  | Department directors cannot false public authority for private gain                       | 4.91         | 0.30 | highest | 4.91        | 0.30 | highest |
| 6  | Department directors need to be forthcoming and admit their mistakes                      | 4.73         | 0.47 | highest | 4.64        | 0.50 | highest |
| 7  | Department directors cannot use their power for personal gain                             | 4.82         | 0.40 | highest | 4.91        | 0.30 | highest |
| 8  | Department directors must have a high level of integrity and honesty                      | 4.73         | 0.47 | highest | 4.55        | 0.52 | highest |

Table 4.13 (Continue)

| No  | guidelines   | adaptability |      |         | feasibility |      |         |
|---|--|--------------|------|---------|-------------|------|---------|
|   |  | $\bar{x}$    | S.D. | level   | $\bar{x}$   | S.D. | level   |
| 9   | Department directors should be open to criticism   | 4.91         | 0.30 | highest | 4.73        | 0.47 | highest |
| 10  | Department directors are able to learn from their subordinates   | 4.73         | 0.47 | highest | 4.82        | 0.40 | highest |
| 11  | Department directors serves staff and never expects anything in return   | 4.55         | 0.52 | highest | 4.45        | 0.52 | high    |
| <b>Relationship orientation development</b> |  |              |      |         |             |      |         |
| 1   | Department directors should take the initiative to help the staff to solve the difficulties in their life.               | 4.73         | 0.47 | highest | 4.91        | 0.30 | highest |
| 2   | Department directors should support staff in realizing their personal values in their work.                              | 4.55         | 0.52 | highest | 4.64        | 0.50 | highest |
| 3   | Department directors are committed to developing potential leaders who can rise above their station in the organization. | 4.36         | 0.50 | high    | 4.27        | 0.47 | high    |
| 4   | All staff have access to the department directors, relates well to others  | 4.91         | 0.30 | highest | 5.00        | 0.00 | highest |

Table 4.13 (Continue)

| No | guidelines   | adaptability |      |         | feasibility |      |         |
|----|--|--------------|------|---------|-------------|------|---------|
|    |  | $\bar{x}$    | S.D. | level   | $\bar{x}$   | S.D. | level   |
| 5  | Department directors need to improve their own effectiveness by empowering others.   | 4.73         | 0.47 | highest | 4.55        | 0.52 | highest |
| 6  | Department directors should actively communicate with staff on work-related issues and listen to their views.                              | 4.82         | 0.40 | highest | 4.82        | 0.40 | highest |
| 7  | Department directors to make every effort to improve the welfare of staff.   | 4.64         | 0.50 | highest | 4.73        | 0.47 | highest |
| 8  | Department directors should empower staff to make decisions and allow them to make their own decisions about how to accomplish their work. | 4.36         | 0.50 | high    | 4.55        | 0.52 | highest |
| 9  | Department directors spend a lot of time and energy developing their staff.  | 4.45         | 0.52 | high    | 4.73        | 0.47 | highest |
| 10 | Department directors should devote a great deal of time and energy to helping others overcome their weaknesses and reach their potential   | 4.64         | 0.50 | highest | 4.55        | 0.52 | highest |

Table 4.13 (Continue)

| No                                  | guidelines   | adaptability |      |         | feasibility |      |         |
|-------------------------------------|--|--------------|------|---------|-------------|------|---------|
|                                     |  | $\bar{x}$    | S.D. | level   | $\bar{x}$   | S.D. | level   |
| 11                                  | Department directors should always appreciate, recognize and encourage the work of the staff                 | 4.55         | 0.52 | highest | 4.64        | 0.50 | highest |
| 12                                  | Department directors should help staff to draw lessons.  | 4.36         | 0.50 | high    | 4.55        | 0.52 | highest |
| 13                                  | Department directors should encourage staff to overcome work difficulties themselves.                        | 4.36         | 0.50 | high    | 4.64        | 0.50 | highest |
| <b>Task Orientation development</b> |  |              |      |         |             |      |         |
| 1                                   | Department directors must be willing to accept challenges and continue to develop innovations                | 4.82         | 0.40 | highest | 4.55        | 0.52 | highest |
| 2                                   | Department directors are expected to match positions to the abilities of their staff to optimize efficiency. | 4.82         | 0.40 | highest | 4.55        | 0.52 | highest |
| 3                                   | Department directors should have a strong sense of mission.  | 4.36         | 0.67 | high    | 4.64        | 0.50 | highest |
| 4                                   | Department directors should inspire staff to do what they can with enthusiasm and confidence.                | 4.55         | 0.69 | highest | 4.36        | 0.81 | high    |

Table 4.13 (Continue)

| No | guidelines  | adaptability |      |         | feasibility |      |         |
|----|---|--------------|------|---------|-------------|------|---------|
|    |   | $\bar{x}$    | S.D. | level   | $\bar{x}$   | S.D. | level   |
| 5  | Department directors should be very good at mapping out the development of the department.          | 4.82         | 0.40 | highest | 4.91        | 0.30 | highest |
| 6  | Department directors understands how to develop the talents that society needs.                     | 4.91         | 0.30 | highest | 4.82        | 0.40 | highest |
| 7  | Department directors must always strive for excellence and continually introduce reform measures.   | 4.73         | 0.47 | highest | 4.45        | 0.52 | high    |
| 8  | when faced with disagreements, department directors will take into account the views of staff.      | 4.82         | 0.40 | highest | 4.91        | 0.30 | highest |
| 9  | Department directors is able to propose solutions to problems that others consider effective.       | 4.45         | 0.52 | high    | 4.73        | 0.47 | highest |
| 10 | Department directors is expected to have the ability to move the team forward and get the job done. | 4.64         | 0.50 | highest | 4.55        | 0.52 | highest |
| 11 | Department directors should have clear goals and be good at showing direction.                      | 4.45         | 0.52 | high    | 4.73        | 0.47 | highest |

Table 4.13 (Continue)

| No                                     | guidelines   | adaptability |      |         | feasibility |      |         |
|--|--|--------------|------|---------|-------------|------|---------|
|  |  | $\bar{x}$    | S.D. | level   | $\bar{x}$   | S.D. | level   |
| 12                                     | Department directors has a clear vision of the future of the department.                                     | 4.91         | 0.30 | highest | 4.91        | 0.30 | highest |
| 13                                     | Department directors is expected to be proactive and take action rather than wait for things to happen.      | 4.91         | 0.30 | highest | 4.73        | 0.47 | highest |
| <b>Process orientation development</b> |  |              |      |         |             |      |         |
| 1                                      | Department directors actively seeks out individual differences to contribute to the team                     | 4.55         | 0.69 | highest | 4.45        | 0.69 | high    |
| 2                                      | Department directors is willing to share information with all in the team                                    | 4.82         | 0.40 | highest | 4.91        | 0.30 | highest |
| 3                                      | Department directors values each individual on the team, accountable and responsible to others               | 4.45         | 0.69 | high    | 4.64        | 0.50 | highest |
| 4                                      | Department directors rely on personal influence and persuasion, rather than power, when exercising authority | 4.64         | 0.67 | highest | 4.55        | 0.69 | highest |
| 5                                      | Department directors is expected to demonstrate to staff how to make decisions and solve problems            | 4.36         | 0.67 | high    | 4.55        | 0.52 | highest |

Table 4.13 (Continue)

| No | guidelines  | adaptability |      |         | feasibility |      |         |
|----|---|--------------|------|---------|-------------|------|---------|
|    |   | $\bar{x}$    | S.D. | level   | $\bar{x}$   | S.D. | level   |
| 6  | Department directors will demonstrate to the team how to facilitate the process of team success                                 | 4.45         | 0.69 | high    | 4.64        | 0.50 | highest |
| 7  | Department directors do not play favorites, and try to treat everyone with dignity and respect                                  | 4.82         | 0.40 | highest | 4.64        | 0.50 | highest |
| 8  | Department directors should try to remove all organizational barriers so that others can freely, participate in decision making | 4.64         | 0.50 | highest | 4.55        | 0.52 | highest |
| 9  | Department directors are willing to share power with faculty and staff  | 4.45         | 0.69 | high    | 4.55        | 0.52 | highest |
| 10 | Department directors is willing to sacrifice personal gain to promote team success  | 4.73         | 0.47 | highest | 4.55        | 0.52 | highest |
| 11 | Department directors encourages teamwork rather than competition  | 4.82         | 0.40 | highest | 4.73        | 0.47 | highest |
| 12 | Department directors leads by example by modelling appropriate behavior   | 4.82         | 0.40 | highest | 4.91        | 0.30 | highest |

Table 4.13 (Continue)

| No           | guidelines  | adaptability |             |                | feasibility |             |                |
|--------------|---|--------------|-------------|----------------|-------------|-------------|----------------|
|              |   | $\bar{x}$    | S.D.        | level          | $\bar{x}$   | S.D.        | level          |
| 13           | Department directors is expected to deal with staff on an equal footing | 4.91         | 0.30        | highest        | 4.82        | 0.40        | highest        |
| 14           | Department directors promote open communication and information sharing | 4.82         | 0.40        | highest        | 4.91        | 0.30        | highest        |
| <b>Total</b> |   | <b>4.71</b>  | <b>0.42</b> | <b>highest</b> | <b>4.67</b> | <b>0.46</b> | <b>highest</b> |

According to table 4.13, the adaptability and feasibility of guidelines for improving the servant leadership of department directors were at highest level, which means the guidelines for improving the servant leadership of department directors in public undergraduate universities in Guangxi are adaptability and feasibility.



## Chapter 5

### Conclusion Discussion and Recommendations

The objectives of this research were: 1) to study the current situation of the servant leadership of department directors in public undergraduate universities in Guangxi, 2) to provide the guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi, 3) to evaluate the adaptability and feasibility of guideline for developing the servant leadership of department directors in public undergraduate universities in Guangxi. The guideline included the following four aspects: 1) characteristic orientation 2) relationship orientation 3) task orientation 4) process orientation. The sample of this research were the department directors in public undergraduate universities in Guangxi. According to Krejcie and Morgan sampling table, the sample group of this research was 250 department directors from 11 public undergraduate universities in Guangxi, by using systematic random sampling and sample random sampling was used by drawing from public universities. The Interview group was 11 high-level administrators. Research instruments include: 1) questionnaire, 2) structured interview, and 3) evaluation form. Data analysis by using percentage, average value, standard deviation and content analysis. The conclusion, discussion and recommendations of this research are as follows:

#### Conclusion

The research in the guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi. The researcher summarized the conclusions as follows:

Part 1: the current situation of servant leadership of department directors in public undergraduate universities in Guangxi

Part 2: the guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi

Part 3: the adaptability and feasibility of guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi.

**Part 1: the current situation of servant leadership of department directors in public undergraduate universities in Guangxi**

The current situation of servant leadership of department directors in public undergraduate universities in Guangxi was generally at a high level in all four aspects, the results in descending order were: the highest level was task orientation, followed by characteristics orientation and the lowest was relationship orientation.

**Characteristics orientation** was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level is that have a heart to serve others, followed by do not use manipulation or deception to achieve my goals, and the lowest level was collective interests over individual interests.

**Relationship orientation** was at a medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level is helping staff learn from their mistakes, followed by listen actively and receptively to what others have to say, and the lowest was try to help others .

**Task orientation** was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was good at mapping out the development of the department, followed by have a clear vision of the future of the department, and the lowest level was open to challenge and innovation.

**Process Orientation** was at a medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was leading by example by modeling appropriate behavior, followed by promotes open communication and sharing of information, and the lowest level was appreciates individuality.

## **Part 2: the guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi**

The guidelines for developing the servant leadership of department directors in four aspects, which contain 51 measures. There are 11 measures for supporting characteristics orientation, 13 measures for enhancing relationship orientation, 13 measures for promoting task orientation, and 14 measures for supporting process orientation.

**Developing characteristics orientation** consisted of 11 measures. Specific implementation guidelines include:

1. Department directors must put the interests of the collective above their own
2. Department directors should be prepared to give way to someone more qualified for the job
3. Department directors seek to serve rather than be served
4. Department directors are more of a responsibility than a position
5. Department directors cannot false public authority for private gain
6. Department directors need to be forthcoming and admit their mistakes
7. Department directors cannot use their power for personal gain
8. Department directors must have a high level of integrity and honesty
9. Department directors should be open to criticism
10. Department directors are able to learn from their subordinates
11. Department directors serves staff and never expects anything in return

**Developing relationship orientation** consisted of 13 measures. Specific guidelines to enhance relational orientation include:

1. Department directors should take the initiative to help the staff to solve the difficulties in their life.
2. Department directors should support staff in realizing their personal values in their work.
3. Department directors are committed to developing potential leaders who can rise above their station in the organization.
4. All staff have access to the Department directors, relates well to others

5. Department directors need to improve their own effectiveness by empowering others.

6. Department directors should actively communicate with staff on work-related issues and listen to their views.

7. Department directors to make every effort to improve the welfare of staff.

8. The Department directors should empower staff to make decisions and allow them to make their own decisions about how to accomplish their work.

9. Department directors spend a lot of time and energy developing their staff.

10. Department directors should devote a great deal of time and energy to helping others overcome their weaknesses and reach their potential

11. The Department directors should always appreciate, recognize and encourage the work of the staff.

12. Department directors should help staff to draw lessons.

13. Department directors should encourage staff to overcome work difficulties themselves.

**Developing task orientation** consisted of 13 measures. Specific guidelines for enhancing task orientation include:

1. Department directors must be willing to accept challenges and continue to develop innovations

2. Department directors are expected to match positions to the abilities of their staff to optimize efficiency.

3. Department directors should have a strong sense of mission.

4. Department directors should inspire staff to do what they can with enthusiasm and confidence.

5. Department directors should be very good at mapping out the development of the department.

6. Department directors understands how to develop the talents that society needs.

7. Department directors must always strive for excellence and continually introduce reform measures.

8. when faced with disagreements, Department directors will take into account the views of staff.

9. Department directors is able to propose solutions to problems that others consider effective.

10. Department directors is expected to have the ability to move the team forward and get the job done.

11. Department directors should have clear goals and be good at showing direction.

12. Department directors has a clear vision of the future of the department.

13. Department directors is expected to be proactive and take action rather than wait for things to happen.

**Developing process orientation** consisted of 14 measures. Specific guidelines for improving process orientation include:

1. Department directors actively seeks out individual differences to contribute to the team

2. Department directors is willing to share information with all in the team

3. Department directors values each individual on the team, accountable and responsible to others

4. Department directors rely on personal influence and persuasion, rather than power, when exercising authority

5. Department directors is expected to demonstrate to staff how to make decisions and solve problems

6. Department directors will demonstrate to the team how to facilitate the process of team success

7. Department directors do not play favorites, and try to treat everyone with dignity and respect

8. Department directors should try to remove all organizational barriers so that others can freely, participate in decision making

9. Department directors are willing to share power with faculty and staff

10. Department directors is willing to sacrifice personal gain to promote team success

11. Department directors encourages teamwork rather than competition
12. Department directors leads by example by modelling appropriate behavior
13. Department directors is expected to deal with staff on an equal footing
14. Department directors promote open communication and information sharing

**Part 3: the adaptability and feasibility of guidelines for improving the servant leadership of department directors in public undergraduate universities in Guangxi.**

The adaptability and feasibility of guidelines for developing the servant leadership of department directors in four aspects were at highest level, which means the guidelines for improving the servant leadership of department directors are adaptability and feasibility.

The adaptability and feasibility of enhancing characteristics orientation was at highest level, which means the guidelines for improving the servant leadership of department directors are adaptability and feasibility.

The adaptability and feasibility of enhancing relationship orientation was at highest level, which means the guidelines for improving the servant leadership of department directors are adaptability and feasibility.

The adaptability and feasibility of enhancing task orientation was at highest level, which means the guidelines for improving the servant leadership of department directors are adaptability and feasibility.

The adaptability and feasibility of enhancing process orientation was at highest level, which means the guidelines for developing the servant leadership of department directors are adaptability and feasibility.

## Discussion

The research in the guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi. The researcher summarized the discussion into 3 parts, details as follows:

Part 1: the current situation of servant leadership of department directors in public undergraduate universities in Guangxi

Part 2: the guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi

Part 3: the adaptability and feasibility of guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi.

### **Part 1: the current situation of servant leadership of department directors in public undergraduate universities in Guangxi**

The current situation of the servant leadership of department directors in four aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was task orientation, followed by characteristic orientation, and relationship orientation was the lowest level. The related to the research of Meng Xianlei (2017), leaders should focus on the development of the institution and respect the initiative of the staff, be good at understanding and listening to them, provide services for their development and growth, and take the initiative to empower them, all of which measures can enhance the level of engagement of the staff.

**Characteristic orientation** is at a high level, this is because most of the department directors in public undergraduate universities in Guangxi are selected, have the right professional values and service spirit, and are more proactive in their work, in this dimension, leadership is more about responsibility than position scores the highest, reaching a high level, indicating that department directors generally With a strong sense of responsibility, followed by from not using power for personal gain, indicating that department directors are more fair and impartial, scoring relatively low is putting collective interests above their own, at a medium level, indicating that there is room for improvement in the balance of interests.

Characteristic orientation focuses on the development of values, trustworthiness, motivation and servanthood in leaders. It includes the three characteristics of integrity, humility and servant hood (Page & Wong, 2000). Values are intrinsic to a person, and a leader's values influence the way he or she leads through his or her behavior. In a study by Washington and Sutton (2006), it was also shown that empathy; affinity and integrity of the leader can increase employees' trust in the organization and their willingness to communicate with the leader, thus increasing the occurrence of servanthood behavior. The department directors should study this servant leadership theory in depth, grasp the core concept of "servant", consciously serve the development of teachers and students, and serve the development of the school, and actively practice servant leadership theory in practice. This is the core concept of the "servant", and he or she should be conscious of the need to serve the development of the students and teachers, and the development of the school, and take the initiative to practice servant leadership in practice.

**Relational orientation** was at medium level. This is because department directors in public undergraduate universities in Guangxi focused mainly on work and do not pay enough attention to faculty members' lives. In this dimension, helping faculty members to summarize lessons learned after their work mistakes scored the highest, indicating that department chairs are more concerned about their work status, followed by actively communicating with faculty members about work-related problems and listening to their opinions, indicating that department directors were very humble and could pool their wisdom. Taking the initiative to help staff solve difficulties in their lives scored the lowest, indicating that the department head is not concerned enough about the lives of staff and needs to improve services in this area.

**Relationship orientation** is concerned with human resource development, focusing on the leader's relationship with others and the commitment to developing others. Han Yong (2013) mentions that many foreign scholars have shown that the pursuit of human growth and personal growth was an intrinsic feeling of continuous personal development and realization of one's values. Servant leaders, on the other hand, have the task of satisfying the psychological needs of their followers (the desire to develop personally in relation to individual goals, to pursue ideals and to seek



opportunities to achieve them) (Dierendonck, 2010). In higher education, teachers with skilled expertise, high educational competence and excellent educational intelligence are prerequisites for high quality school development (Ling Weimin, 2022). The important mission of school administrators is to facilitate the growth of teachers, and department directors, as grassroots leaders in higher education, are in direct contact with teachers and therefore have an even greater obligation to take the initiative to help teachers apply teaching theory, develop their teaching skills, provide the necessary training and development opportunities, keep abreast of industry trends and the latest developments in the profession, and train highly qualified personnel.

**Task orientation** was at high level. This is because department directors in public undergraduate universities in Guangxi are generally very good at understanding the educational outlook of the school and are able to work around the school's goals. The highest score in this dimension is very good at depicting the development prospect of the profession, which indicates that the department directors is able to grasp the development direction of the profession, followed by clear goals and good at indicating the direction, which indicates that the department directors is able to set goals according to the development direction and think clearly. The lowest score is good at accepting challenges and being innovative, which indicates that the department directors is still lacking in innovation and reform and needs to improve, not to stick to the rules, but to have a breakthrough spirit.

Task orientation is concerned with the achievement and success of production, focusing on the tasks that leaders are expected to undertake and the skills necessary for success. It includes the three characteristics of visioning, goalsetting and leading (Page & Wong, 2000). Vision inspires others to follow strongly, to become committed followers, and to spontaneously incorporate the realization of the vision into their personal goals. Visionary leadership (Lei Qiang, 2010) is the ability to lead personal growth, team building, organizational development and career advancement, and to motivate individuals to set goals and work actively to achieve them. In higher education universities, the vision usually embodies the school's philosophy and determines the educational objectives of the school. department directors should

therefore integrate their vision into their daily work to develop the talents that society needs.

**Process orientation** was at medium level. This is because department directors in public undergraduate institutions in Guangxi departments ignore the differentiated development of individual faculty members in their leadership efforts. Leading by example through modelling appropriate behaviors scored highest in this dimension, indicating that department directors are able to take the lead, followed by promoting open communication and information sharing, indicating that department directors are able to use a variety of methods to increase opportunities for faculty members to interact and learn from each other. The lowest score was for actively seeking individual differences to contribute to the team, indicating that the department directors does not pay enough attention to the individual abilities of staff and needs further improvement.

Process orientation is concerned with improving organizational effectiveness, focusing on the ability of leaders to model, develop dynamic, efficient and open systems. It includes three characteristics: modelling, team building and shared decision-making (Page & Wong, 2000). According to Hu Yahui and Su Yingna (2023), university teachers are non-sitting, individualized, decentralized and independent, so strengthening team cohesion, enhancing teachers' emotional integrity, seeking individual differences and promoting information exchange are important aspects of organizational effectiveness, and department directors need to further develop their skills in this area.

## **Part 2: the guidelines for improve the servant leadership of department directors in public undergraduate universities in Guangxi**

The guidelines for developing the servant leadership of department directors in four aspects, which contain 51 measures. There are 11 measures for enhancing characteristics orientation, 13 measures for enhancing relationship orientation, 13 measures for enhancing task orientation, and 14 measures for enhancing process orientation.

There are 11 measures for enhancing characteristics orientation. The related to the research of He Zhaoyang and Chen Qingzhang (2014) proposed service-oriented leaders in colleges and universities are expected to practice character, develop love and care, sincere integrity, disregard for self-interest and dedication, and demonstrate loving behavior, including patience, humility, respect, selflessness, tolerance and honesty.

There are 13 measures for enhancing relationship orientation. The related to the research of Ling Weimin (2022) proposed school administrators should listen to the voices of staff in a serious and attentive way, then discover where the problems or misunderstandings lie through judgement and reflection, so that staff feel the honesty and trust from the upper management, and finally find the key to doing the thoughtful work or solving the problems in a breakthrough way. School administrators should be good at listening and talking casually to discover the reasonable needs of teachers, focusing on the most crucial issues such as teachers' career development, salary, professional freedom and a good interpersonal atmosphere, and creating conditions and opportunities, sharing resources and providing guidance for teachers' development. School managers should also be bold enough to delegate authority to teachers, allowing them to work autonomously and participate in decision-making, thus unleashing their talents and creativity.

There are 13 measures for enhancing task orientation. The related to the research of He Zhaoyang and Chen Qingzhang (2014) proposed leaders of universities should establish a vision and then use the value of the vision to guide their teachers and make them follow them. They should be clear and precise about the future development goals of the university and communicate them to their subordinates in a timely manner, while guiding them to plan and look forward to their own work, which will help them to understand their own work goals and clarify the direction of development.

There are 14 measures for enhancing process orientation. The related to the research of (Gao Yuxin, 2010) proposed leaders need to empower and build teams, and establish learning communities for teachers. Work assignments should take into account the strengths and preferences of the staff as much as possible, so that people

can make the most of their talents. Be a role model for subordinates and be able to build strong personal relationships with others and work in harmony with them, respecting different perspectives and opinions.

### **Part 3: the adaptability and feasibility of guidelines for improving the servant leadership of department directors in public undergraduate universities in Guangxi.**

The adaptability and feasibility of guidelines for improving the servant leadership of department directors in four aspects were at highest level, which means the guidelines for improving the servant leadership of department directors are adaptability and feasibility.

## **Recommendations**

### **Implications**

The research results showed that the recommendations about guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi are as follows:

**Characteristics orientation** should be: 1) Strengthen moral values, understand the importance of win-win situations, focus on win-win goals, strengthen communication and collaboration, and find a balance between collective and individual interests. 2) Guide leaders to firmly establish the concept of "service first", adhere to the work style of "going to the staff ". 3) To build a fault-tolerant mechanism for leaders to take on the role of error correction, to adhere to the principles of seeking truth from facts and being objective and fair, to take into account the background reasons, motivation and purpose of the problem, and the policy basis, and to promote leaders to take the initiative to correct inappropriate aspects of handling the problem.

**Relationship orientation** should be: 1) Establish a poverty alleviation mechanism, set up a fund to help staff with special difficulties, and adopt a "one-to-one" or "many-to-one" pairing approach to strengthen regular communication, contact and long-term concern and assistance with staff in difficulty. 2) Help staff to clarify their career plans, provide necessary training and development opportunities to help them upgrade their skills and knowledge, and encourage them to actively explore and

practice new ideas and methods. We also encourage staff to explore and practice new ideas and methods, so that they can feel that their work is worthwhile and not just for the sake of completing tasks. 3) Decentralize appropriately, allowing staff to make independent decisions without violating basic rules, and stimulating their enthusiasm for their work.

**Task orientation should be:** 1) Improve the innovation mechanism, prosper the innovation culture, and establish an appraisal mechanism to stimulate innovation. 2) Provide clear goals and visions, establish a positive work culture, provide appropriate incentives, and motivate staff with clear, empathetic, and constructive words to get the job done. 3) Establish a profile of staff competencies, collect the characteristics and expertise of staff, and be able to assign jobs and positions according to their expertise.

**Process orientation should be:** 1) The allocation of work should take into account the strengths and hobbies of staff as far as possible, combining work and human abilities in an organic way to stimulate the motivation of staff. 2) The rotation system is promoted, allowing staff to participate in the work of the department directors on a regular basis to enhance mutual understanding between staff and the department directors. 3) An information database is set up, and regular exchange meetings are organized using information exchange and other network platforms to facilitate real-time communication and information sharing.

#### **Future Researches**

Firstly, in terms of theoretical research on servant leadership, the questionnaire was set up with 51 questions and answers, which did not cover all aspects of servant leadership. The development of the scale is one of the fundamental aspects of servant leadership research and is important for measuring the types and dimensions of servant leadership. In the future, research on theoretical models of servant leadership in the field of educational management will continue to develop, and it is possible that servant leadership models for school leaders will emerge.

Secondly, in terms of the research subjects, the scope of the research sample is not wide enough, and the subsequent research can expand the survey subjects to make them more extensive and evenly distributed. It is also possible to study the service-oriented leadership of middle-level leaders or senior leaders in universities.

Thirdly, there may be many other influencing factors or influencing mechanisms in this study, and future research can further enrich the study of influencing factors and related influencing mechanisms. Future research could also compare servant leadership with paternalistic leadership and transformational leadership to explore the differences in the impact of different leadership styles on employees' work.

## References

- Barbuto, J., & Wheeler, D. (2006). **Scale development and construct clarification of servant leadership.** *Group & Organization Management*, 31(3), 300-326.
- Bass Bernard M. (1995). **Theory of transformational leadership redux.** *Leadership Quarterly*, 6(4), 463-478.
- Beck, C. D. (2010). **Antecedents of servant leadership: A mixed methods study.**
- Bolton, C. K., & Boyer, R. K. (1973). **Organizational Development for Academic Departments.** *Journal of higher Education Modernization*, 44(5), 352-369.
- Brown, M. E., & Trevino, L. K. (2006). **Ethical leadership: A review and future directions.** *Leadership Quarterly*, 17(6), 595-616.
- Burns J M. (1978). **Leadership.** New York: Harper & Row.
- Carter, D., & Baghurst, T. (2014). **The Influence of Servant Leadership on Restaurant Employee Engagement.** *Journal of Business Ethics*, 124(3), 453-464.
- Chang Tongshan, & Richard. Hartnett. (2005). **Management and Leadership Roles of Academic Department Chairs in American Universities.** *Research On Education Tsinghua University*, 26(1), 21-26.
- Chen Xin, Liu Changli, Wang Manyuan, Wu Xia, Xu Liping, Gong Muxin, & Wang Xiujuan. (2017). **A study of the role of department heads in promoting discipline building China Higher Medical Education,** 0(7), 40-41.
- Chen Xuefei. (1989). **History of Higher Education in the United States.** Chengdu: Sichuan University Press.
- Cui Yihu, Liu Mengxue, & Chen Tongyang. (2020). **Exploring the mechanism of influence of leadership style on negative employee behaviour.** *Human Resource Development*(6), 27-30.
- Deng Zhihua, & Chen Weizheng. (2015). **A study of the relationship between servant leadership, organisational culture and employee performance.** *Economics and Management*, 36(4), 140-146.

- Dennis, R., & Winston, B. E. (2003). A factor analysis of Page and Wong's servant leadership instrument. *Leadership & Organization Development Journal*, 24(8), 455-459.
- Dennis, R. S., & Bocarnea, M. (2005). Development of the servant leadership assessment instrument. *Leadership Organization Development Journal*, 26(8), 600-615.
- Dierendonck, & Dirk Van. (2011). Servant Leadership: A Review and Synthesis. *Journal of Management*, 37(4), p.1228-1261.
- Dierendonck, V. D. (2010). Servant leadership: A review and synthesis. *Journal of Management*, 37(4), 1228-1261.
- Ehrhart, M. G. (2004). Leadership and procedural justice climate as antecedents of unit-level organizational citizenship behavior. *Personnel Psychology*, 57(1), 61-94.
- Eser Erdurmazl. (2019). On the Servant Leadership Behaviors Perceived in Voluntary Settings: The Influences on Volunteers' Motivation and Organizational Commitment. *Sage Open*, 9(3), 1-17.
- Fan Meng. (2014). Relationship of Services Leadership and Teachers' Job Satisfaction. *Science Education Guide*, 0(8S), 58-59.
- Feng Jingjing. (2013). A study on the current situation of servant leadership in junior high school headmasters: the case of Beijing S School. (Masters), Capital Normal University, Beijing.
- Gao Yuxin. (2010). The Four Disciplines of Servant Leadership. *Business Reform and Management*(5), 58-59.
- Gao Zhonghua, & Zhao Chen. (2014). How does Servant Leader Awaken Followers' OCB? Analysis based on Social Identification Theory. *Economic Management Journal*(6), 147-157.
- Garber, J. S., Madigan, E. A., Click, E. R., & Fitzpatrick, J. J. (2009). Attitudes towards collaboration and servant leadership among nurses, physicians and residents. *Journal of Interprofessional Care*, 23(4), 331.
- Greenleaf, R. K. (1977). *Servant leadership: a journey into the nature of legitimate power and greatness*. New York: Paulist Press.



- Han Yong. (2013). **A Review of Foreign Research on Service Oriented Leadership.** *Leadership Science*(14), 45-47. doi:10.19572/j.cnki.ldkx.2013.14.014
- Han Yong, & Tao Jianping. (2011). A Study on Servant Leadership in China's Public Sector - Taking Guangxi as an Example. *Leadership Science*, 0(2Z), 4-6.
- Hao Jianming. (2020). **The Role and Professional Development of Department Heads under the Secondary Management Model of Schools and Departments Occupation**, 0(5), 70-71.
- He Zhaoyang, & Chen Qingzhang. (2014). Reflections on the establishment of a service-oriented middle-level cadre in higher education. *Jiangsu Higher Education*, 110-112(1).
- Hoch Julia, E., Bommer William, H., Dulebohn James, H., & Dongyuan. (2018). Do Ethical, Authentic, and Servant Leadership Explain Variance Above and Beyond Transformational Leadership? A Meta-Analysis. *Journal of Management*, 44(2), 501-529.
- House, R. J. (1976). **A 1976 theory of charismatic leadership in leadership: Southern Illinois University Press.**
- Hu, J., & Liden, R. C. (2011). Antecedents of team potency and team effectiveness: an examination of goal and process clarity and servant leadership. *Journal of Applied Psychology*, 96(4), 851.
- Hu Shuobing. (2013). A Review of Domestic Studies in Leadership Style. *Journal of China Executive Leadership Academy Jinggangshan*, 6(6), 104-112.
- Hu Xiaodong. (2015). A study of the difference between "leadership" in leadership studies and management studies. *Leadership Science*, 0(4Z), 40-42.
- Hu Yahui, & Su Yingna. (2023). An exploration of strategies for building university faculty teams based on lesson study. *Chinese Science and Technology Journal Database (Full text version) Education Science*(5), 180-182.
- Hua Bing. (2006). **Ken Branja Explains "Servant Leadership"**. Publication reference(04X), 15.
- Hughes, D. J., Lee, A., Tian, A. W., Newman, A., & Legood, A. J. L. Q. (2018). **Leadership, creativity, and innovation: A critical review and practical recommendations.** *Leadership Quarterly*, 29(5), 549-569.

- James, C., Sarros, Mimi, Wolverton, H., W., Gmelch, & Marvin, L. (1999). Stress in Academic Leadership: U.S. and Australian Department Chairs/Heads. *Review of Higher Education*, 22(2), 165-185.
- Johnson, D. J. (1976). *Relationship Between Administrators Personality and How They and the Faculty Perceived the Administrators' Role and Degree of Success*: ERIC Document ED.
- Kouzes, J. M., & Posner, B. Z. (1987). *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*.
- Lan Yuanyuan. (2022). *Research on the Influence of Servant Leadership on Workplace Innovative Behavior Beijing Jiaotong University*,
- Laub, J. (2010). *The servant organization*. London: Palgrave Macmillan.
- Laub, J. A. (1999). *Assessing the servant organization: Development of the servant organizational leadership assessment (SOLA) instrument*. Boca Raton: Florida Atlantic University.
- Lei Qiang. (2010). *An Introduction to Visionary Leadership Theory*. *Theoretical Exploration*(5), 21-23.
- Li Lei, & Yang Huaizhen. (2011). Evolvement, Review and Prospect for Definition of Leadership. *Science and Technology Management Research*, 31(5), 225-228.
- Liang Nanding. (2011). *How department heads can take a leading role in teaching and learning management Vocational Education Research*(2), 165-166.
- Liden, Wayne, B., Hao Zhao, C., & David Henderson, B. (2008). *Servant leadership: Development of a multidimensional measure and multi-level assessment*. *The Leadership Quarterly*, 19(2), 161-177.
- Liden, R. C., Wayne, S. J., Liao, C., & Meuser, J. D. (2014). Servant Leadership And Serving Culture: Influence On Individual And Unit Performance. *Academy of management journal* 57(5), 1434-1452.
- Lin Weimin. (2022). *School administrators must practise servant leadership*. *People's Education*(22), 53-54.
- Ling Weimin. (2022). *School Administrators Must Cultivate Service-oriented Leadership*. *People's Education*(22), 53-54.

- Liu Xueying. (2008). Greenleaf's Idea of Servant Leadership. **Journal of Liaodong College: Social Science Edition**, 10(2), 31-34.
- Liu Yongfang. (2008). **Management Psychology**. Beijing: Tsinghua University Press.
- Martin, J. L. (1993). Academic Deans: An Analysis of Effective Academic Leadership at Research Universities. **Academic Deans**, 43.
- Meng Xianlei. (2017). **Research on the Relationship between Servant Leadership and Engagement in Higher Vocational Colleges. (Masters)**, Shandong University, Weihai.
- Miao, C., Humphrey, R. H., & Qian, S. (2021). Emotional intelligence and servant leadership: A meta-analytic review. **Business Ethics: A European Review**, 30(2), 231-243.
- Muczyk J P, & Reimann B C. . (1987). **The case for directive leadership**. *Academy of Management Perspectives*, 1(4), 301-311.
- Nathan, E., Mulyadi, R., Sen, S., Dirk, V. D., & Liden, R. C. (2019). **Servant leadership: a systematic review and call for future research**. *The Leadership Quarterly*, 30(1), 111-132.
- Nembhard, I. M., & Edmondson, A. C. (2006). Making it safe: the effects of leader inclusiveness and professional status on psychological safety and improvement efforts in health care teams. **Journal of Organizational Behavior**, 27(7), 941-966.
- Neubert, M. J., Kacmar, K. M., Carlson, D. S., Chonko, L. B., & Roberts, J. A. (2008). Regulatory focus as a mediator of the influence of initiating structure and servant leadership on employee behavior. **Journal of Applied Psychology**, 93(6), 1220.
- Newstrom, & JohnW. (1998). **Organizational behavior : human behavior at work /- 10th ed**. New York: McGraw-Hill.
- Northouse, P. G. (2015). **Introduction to leadership concepts and practice**. Thousand Oaks: Sage Publication.
- Page, D., & Wong, P. T. P. (2000). **A Conceptual Framework for Measuring Servant-Leadership**, 456-480.

- Pan Maoyuan, & Che Rushan. (2016). **A study of the theory and practice of strengthening local undergraduate institutions**. Bei Jing: Higher Education Publishers.
- Pearce, C. L., Jr, H. P. S., Cox, J. F., Ball, G., Schnell, E., Smith, K. A., & Trevino, L. (2003). **Ransactors, transformers and beyond: A multi-method development of a theoretical typology of leadership**. *Journal of Management Development*, 22(4), p.273-307.
- Pearce, C. L., Jr, H. P. S., Cox, J. F., Ball, G., & Trevino, L. (2003). Transactors, transformers and beyond: A multi-method development of a theoretical typology of leadership. **Journal of Management Development**, 22(4), 273-307.
- Pei Chunxiu. (2006). **Department Head Competency System and its Construction in Higher Education**. *Chinese market*(31), 8-9.
- Piao Xuetao. (2002). The Behavioural Analysis of Deans'Role in Chinese Universities. *Modern Education Science*, 7(4), 25-27.
- Rost, J. C., & Amarant, J. R. (2005). **Leadership for the Twenty-First Century**. *Performance Improvement*, 44(5).
- Russell, R. F. (2000). **Exploring the values and attributes of servant leaders**. **ProQuest database**, Regent University,
- Russell, R. F. (2001). The role of values in servant leadership. **Leadership & Organization Development Journal**, 22(2), 76-84.
- Sendjaya, S., Eva, N., Butar, I. B., Robin, M., & Castles, S. (2019). SLBS-6: Validation of a Short Form of the Servant Leadership Behavior Scale. **Journal of Business Ethics**, 156(3), 941-956.
- Sendjaya, S., Sarros, J. C., & Santora, J. C. (2010). Defining and Measuring Servant Leadership Behaviour in Organizations. **Journal of Management Studies**, 45(2), 402-424.
- Shi Xinping, Westwood, & Robert I. (2000). **International Business Negotiation in the Chinese Context**. London: Macmillan.

- Song, C., Park, K. R., & Kang, S. W. (2015). Servant Leadership and Team Performance: The Mediating Role of Knowledge-Sharing Climate. **Social Behavior Personality An International Journal** 43(10), 1749-1760.
- Song, C., Park, K. R., & Kang, S. W. (2015). Servant Leadership and Team Performance: The Mediating Role of Knowledge-Sharing Climate. **Social Behavior Personality An International Journal**, 43(10), 1749-1760.
- Spears, L. C. (1998). **Insights On Leadership: Service, Stewardship, Spirit, And Servant-Leadership**. New York: Wiley.
- Sun Jianmin, & Wang Biying. (2010). Servant Leadership: Scale Development and Construct Clarification. **Journal of Business Economics**(5), 24-30.
- Van Dierendonck, D., & Nuijten, I. (2011). The servant leadership survey: Development and validation of a multidimensional measure. **Journal of Business and Psychology**, 26(3), 249-267.
- Walumbwa, F. O., Hartnell, C. A., & Oke, A. (2010). Servant leadership, procedural justice climate, service climate, employee attitudes, and organizational citizenship behavior: a cross-level investigation. **Journal of Applied Psychology**, 95(3), 517-529.
- Wang Chunxiao, Ling Qian, & Zhang Xiujuan. (2009). **Scale Development and Validation of Servant Leadership in Chinese Organizations**. *Nankai Business Review*(3), 94-103.
- Wang Fuyou. (2008). **Review on the Researches on Department Chairs of University**. *University Education Science*(1), 27-31.
- Wang Qinyuan. (1996). **Exploring the construction of department heads in higher education** *Jiangsu Higher Education*(4), 49-50.
- Wang Yanzi, & Bai Lisha. (2017). On the Influencing Mechanism of Servant Leadership on Team Creativity. **Journal of Guangxi University of Finance and Economics**, 30(2), 29-35+43.
- Washington, R. R., & Sutton, C. D. (2006). Individual differences in servant leadership: the roles of values and personality. **Leadership & Organization Development Journal**, 27(8), 700-716.

- Washington, R. R., Sutton, C. D., & Feild, H. S. (2006). Individual differences in servant leadership: the roles of values and personality. **Leadership Organization Development Journal**, 27(7/8), 700-716.
- Weber M. (1947). **The theory of social and economic organizations**. New York: Oxford University Press.
- Wu Weiku, & Yao Di. (2009). A study on the relationship between servant leadership and employee satisfaction. **Journal of Management**, 6(3), 338-341.
- Xiao Pan. (2020). A Review of Research on Servant Leadership Theory in Higher Education. **Education Modernization**, 7(22), 95-97.
- Xie Hengxiao. (2007). **Servant leadership - a new perspective on leadership theory** **Group economic studies**, 10(2), 213.
- Xu Haoying, & Wang Zhen. (2016). **How Does Servant Leadership Influence Employee Service Performance: The Roles of Customer Orientation and Leader Identification** **Psychological Science**, 39(6), 1466-1472.
- Yajun, W. (2007). Application of the service—first leadership to humanistic nursing care. **Journal of Nursing Admini**, 7(3), 26-27.
- Yan Han, & Duan Jinyun. (2013). Servant Leadership: Conceptual Structure, Formation Mechanism and Influencing Efficacy. **Psychological Research**, 6(3), 63-68.
- Yang Tingfang, & Ling Wenquan. (2008). **An overview of servant leadership theory**. **Science and Technology Management Resear**, 28(3), 204-207.
- Yoshida, D. T., Sendjaya, S., Hirst, G., & Cooper, B. (2014). Does servant leadership foster creativity and innovation? A multi-level mediation study of identification and prototypicality. **Journal of Business Research** 67(7), 1395-1404.
- Zhang Deming. (2008). **New Trends in Leadership in an Era of Change - Servant Leadership** **Human Resource Management**(6), 78-80.
- Zheng Yu. (2005). **Rethinking the management of university department heads - Reflections based on Burton Clark's academic systems theory** **Jiangsu Higher Education**(3), 43-44.

- Zhong Ni, & Mao Junping. (2020). The Functions of Service-based Higher Education: An Empirical Analysis of the Mode and role of Teacher Servance Leadership. **Journal of Hunan University of Science & Technology (Social Science Edition)**, 23(6), 176-184.
- Zhou Weiting, Wang Xiang, Fang Shulin, Li Qian, Wang Hui, Yin Zhaoyang, & Wang Xiaochen. (2023). Revision of the Servant Leadership Scale in the Context of Medical Education. **Chinese Journal of Clinical Psychology**, 31(03), 603-609. doi:10.16128/j.cnki.1005-3611.2023.03.019
- Zhu Yue, & Wang Yongyue. (2014). Servant Leadership and Employee Work Outcomes: The Mediation Role of Prosocial Motivation and Moderation Role of Interactional Justice. **Journal of Psychological Science**, 37(4), 968-972.

## Appendixes



## Appendix A

List of Specialists and Letters of Specialists Invitation  
for IOC Verification

### List of Specialists and Letters of Specialists Invitation for IOC Verification

1. Yang Xiaowei, PHD (Educational Law), East China Normal University,  
Position: Professor, School of Education.

2. Yuan Lei, PhD (Elementary Education) , Guangxi Normal University,  
Position: Professor, School of Education.

3. Tang Dehai, PhD (Curriculum Theory), Guangxi University for Nationalities,  
Professor, School of Economics and Management.

Appendix B  
Official Letter

ที่ อว ๐๖๔๓.๑๔/บพ. ๓๗๓



มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา  
๑๐๖๑ อีสรภาพ ๑๕ แขวงทริฎฐูจี  
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๒๖ มิถุนายน ๒๕๖๖

เรื่อง ขอบความอนุเคราะห์เก็บข้อมูลโดยการเข้าสัมภาษณ์

เรียน

สิ่งที่ส่งมาด้วย ๑.แบบสัมภาษณ์ จำนวน ๑ เล่ม

เนื่องด้วย Mrs.Chen Li นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัยวิทยานิพนธ์เรื่อง “Strategies for Developing the Servant Leadership of Department Chairs in Public Universities in Guangxi” โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

- |  |                      |
|--|----------------------|
| ๑. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์         | ประธานที่ปรึกษาหลัก  |
| ๒. ผู้ช่วยศาสตราจารย์ ดร.ภิญญาพัชญ์ ปลายักัดทอง    | อาจารย์ที่ปรึกษาร่วม |
| ๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช | อาจารย์ที่ปรึกษาร่วม |

ในการนี้คณะกรรมการบริหารหลักสูตรฯ ได้พิจารณาเห็นว่าท่านเป็นผู้เชี่ยวชาญที่มีความรู้ความสามารถที่จะให้ข้อมูล คำแนะนำอันเป็นประโยชน์ต่อการประเมินความเหมาะสมและความเป็นไปได้ของนักศึกษาได้เป็นอย่างดี จึงขออนุญาตให้นักศึกษาเข้าสัมภาษณ์ และกำหนดวันเวลาแก่นักศึกษาที่ท่านสะดวก

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาด้วยจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)  
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา

โทร ๐-๒๔๗๓-๗๐๐๐ ต่อ ๑๘๑๔

ที่ อว ๐๖๔๓.๑๔/บพ. ๓๗๕



มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา  
๑๐๖๑ อีสรภาพ ๑๕ แขวงหิรัญรูจี  
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๒๖ มิถุนายน ๒๕๖๖

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลในการทำวิทยานิพนธ์

เรียน

เนื่องด้วย Mrs.Chen Li นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัยวิทยานิพนธ์เรื่อง “Strategies for Developing the Servant Leadership of Department Chairs in Public Universities in Guangxi” โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

๑. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์
๒. ผู้ช่วยศาสตราจารย์ ดร.ภิญญาพัชญ์ ปลาภัคทอง
๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษามีความจำเป็นต้องเก็บข้อมูล เพื่อประกอบการจัดทำวิทยานิพนธ์ ดังนั้น จึงใคร่ขอความอนุเคราะห์ให้นักศึกษาได้ทำการเก็บข้อมูลเพื่อนำไปประกอบการจัดทำวิทยานิพนธ์ให้สมบูรณ์ยิ่งขึ้น

จึงเรียนมาเพื่อโปรดพิจารณาหวังว่าคงได้รับความอนุเคราะห์จากท่านและขอขอบพระคุณมา ณ โอกาสนี้

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)  
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา  
โทร ๐-๒๔๗๓-๗๐๐๐ ต่อ ๑๘๑๔

ที่ อว ๐๖๔๓.๑๔/บพ. ๓๗๕



มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา  
๑๐๖๑ อีสรภาพ ๑๕ แขวงศิริราชูจิ  
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๒๖ มิถุนายน ๒๕๖๖

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Professor Dr.Yang Xiaowei, East China Normal University

- สิ่งที่ส่งมาด้วย ๑. คำโครงวิทยานิพนธ์ จำนวน ๑ เล่ม  
๒. แบบสอบถาม จำนวน ๑ ชุด

เนื่องด้วย Mrs.Chen Li นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัยวิทยานิพนธ์เรื่อง “Strategies for Developing the Servant Leadership of Department Chairs in Public Universities in Guangxi” โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

- |  |                      |
|--|----------------------|
| ๑. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์         | ประธานที่ปรึกษาหลัก  |
| ๒. ผู้ช่วยศาสตราจารย์ ดร.ภิญญาพัชญ์ ปลายัดทอง      | อาจารย์ที่ปรึกษาร่วม |
| ๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช | อาจารย์ที่ปรึกษาร่วม |

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษาจำเป็นต้องตรวจสอบความตรงเชิงเนื้อหา (Content Validity) ของเครื่องมือ เพื่อให้ได้เครื่องมือที่สมบูรณ์ที่สุด ทางบัณฑิตวิทยาลัยได้พิจารณาเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มีความรู้ความสามารถสอดคล้องกับหัวข้อการทำวิทยานิพนธ์ ดังกล่าวเป็นอย่างยิ่ง ซึ่งคำแนะนำของท่านจะเกิดประโยชน์ต่อการปรับปรุงแก้ไขในการสร้างเครื่องมือสำหรับการวิจัยของนักศึกษาให้มีคุณภาพและเหมาะสมเพื่อใช้ในการเก็บรวบรวมข้อมูลในการวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาด้วยจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)  
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา

โทร ๐-๒๔๗๓-๗๐๐๐ ต่อ ๑๘๑๔

ที่ อว ๐๖๔๓.๑๔/บพ. ๓๗๖



มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา  
๑๐๖๑ อีสรภาพ ๑๕ แขวงหิรัญรูจี  
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๒๖ มิถุนายน ๒๕๖๖

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Professor Dr.Yuan Lei, Guangxi Normal University

สิ่งที่ส่งมาด้วย ๑. คำโครงวิทยานิพนธ์ จำนวน ๑ เล่ม  
๒. แบบสอบถาม จำนวน ๑ ชุด

เนื่องด้วย Mrs.Chen Li นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัยวิทยานิพนธ์เรื่อง “Strategies for Developing the Servant Leadership of Department Chairs in Public Universities in Guangxi” โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

|  |                      |
|--|----------------------|
| ๑. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์         | ประธานที่ปรึกษาหลัก  |
| ๒. ผู้ช่วยศาสตราจารย์ ดร.ภิญญาพัชญ์ ปลายัดทอง      | อาจารย์ที่ปรึกษาร่วม |
| ๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช | อาจารย์ที่ปรึกษาร่วม |

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษาจำเป็นต้องตรวจสอบความตรงเชิงเนื้อหา (Content Validity) ของเครื่องมือ เพื่อให้ได้เครื่องมือที่สมบูรณ์ที่สุด ทางบัณฑิตวิทยาลัยได้พิจารณาเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มีความรู้ความสามารถสอดคล้องกับหัวข้อการทำวิทยานิพนธ์ ดังกล่าวเป็นอย่างยิ่ง ซึ่งคำแนะนำของท่านจะเกิดประโยชน์ต่อการปรับปรุงแก้ไขในการสร้างเครื่องมือสำหรับการวิจัยของนักศึกษาให้มีคุณภาพและเหมาะสมเพื่อใช้ในการเก็บรวบรวมข้อมูลในการวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาด้วยจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)  
คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา

โทร ๐-๒๔๗๓-๗๐๐๐ ต่อ ๑๘๑๔





ที่ อว ๐๖๔๓.๑๔/บพ. ๓๗๗

มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา  
๑๐๖๑ อิศรภาพ ๑๕ แขวงหิรัญรูจี  
เขตธนบุรี กรุงเทพฯ ๑๐๖๐๐

๒๖ มิถุนายน ๒๕๖๖

เรื่อง เชิญเป็นผู้เชี่ยวชาญตรวจสอบความตรงเชิงเนื้อหาเครื่องมือในการทำวิทยานิพนธ์

เรียน Professor Dr.Tang Dehai, Guangxi University for Nationalities

สิ่งที่ส่งมาด้วย ๑. คำโครงวิทยานิพนธ์ จำนวน ๑ เล่ม  
๒. แบบสอบถาม จำนวน ๑ ชุด

เนื่องด้วย Mrs.Chen Li นักศึกษาระดับบัณฑิตศึกษา หลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาการบริหารการศึกษา มหาวิทยาลัยราชภัฏบ้านสมเด็จเจ้าพระยา ได้รับการอนุมัติให้ดำเนินการวิจัยวิทยานิพนธ์เรื่อง “Strategies for Developing the Servant Leadership of Department Chairs in Public Universities in Guangxi” โดยมีคณะกรรมการที่ปรึกษาวิทยานิพนธ์ ดังนี้

- |  |                      |
|--|----------------------|
| ๑. รองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์         | ประธานที่ปรึกษาหลัก  |
| ๒. ผู้ช่วยศาสตราจารย์ ดร.ภิญญาพัชญ์ ปลายัดทอง      | อาจารย์ที่ปรึกษาร่วม |
| ๓. ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช | อาจารย์ที่ปรึกษาร่วม |

ในการทำวิทยานิพนธ์ครั้งนี้ นักศึกษาจำเป็นต้องตรวจสอบความตรงเชิงเนื้อหา (Content Validity) ของเครื่องมือ เพื่อให้ได้เครื่องมือที่สมบูรณ์ที่สุด ทางบัณฑิตวิทยาลัยได้พิจารณาเห็นว่าท่านเป็นผู้ทรงคุณวุฒิ มีความรู้ความสามารถสอดคล้องกับหัวข้อการทำวิทยานิพนธ์ ดังกล่าวเป็นอย่างยิ่ง ซึ่งคำแนะนำของท่านจะเกิดประโยชน์ต่อการปรับปรุงแก้ไขในการสร้างเครื่องมือสำหรับการวิจัยของนักศึกษาให้มีคุณภาพและเหมาะสมเพื่อใช้ในการเก็บรวบรวมข้อมูลในการวิจัยต่อไป

จึงเรียนมาเพื่อโปรดพิจารณาให้ความอนุเคราะห์แก่นักศึกษาดังกล่าวจะเป็นพระคุณยิ่ง

ขอแสดงความนับถือ

(ผู้ช่วยศาสตราจารย์ ดร.คณกร สว่างเจริญ)

คณบดีบัณฑิตวิทยาลัย

งานประสานบัณฑิตศึกษา

โทร ๐-๒๔๗๓-๗๐๐๐ ต่อ ๑๘๑๔



Appendix C  
Research Instruments

## Research questionnaire

### Research Title: Guideline for Developing the Servant Leadership of Department Directors in Public Undergraduate Universities in Guangxi

Questionnaire:

This is an academic questionnaire to investigate the current for servant leadership of department directors in public undergraduate universities in Guangxi. The questionnaire consists of two parts, the first part is your basic information, with five questions in total. The second part is a survey on the current situation of servant leadership of department directors in public undergraduate universities in Guangxi, with 51 questions. This questionnaire is only used for the study of "Guide to Developing Servant Leadership of Department Directors in Public Undergraduate Universities in Guangxi ". Please feel free to respond. All responses are not good or bad, right or wrong. Your honest opinion is of great importance to this study and your full support is greatly appreciated!

#### Basic information

1. Your gender:  male  female
2. Your age is:   25-35  36-45  46 -55   55 or more
3. Your professional title is:   Lecturer   Associate Professor  Professor
4. Your education background:  College  Bachelor's degree  Master's degree  PhD
5. Your work expirience:   1 year or less  1-5 years   6-10 years   11-20 years  21 years and above

### Survey on the current situation of servant leadership of department directors in public undergraduate universities in Guangxi

This is a survey on the current situation of servant leadership of department directors in public undergraduate universities in Guangxi. Please select the option that best matches the actual situation in your school and tick the corresponding box (1 very much not conform 2 not somewhat not conform 3 basically conform 4 fairly conform 5 very much conform).

| No                                | Dependent variable   | 5 | 4 | 3 | 2 | 1 |
|-----------------------------------|--|---|---|---|---|---|
| <b>Characteristic orientation</b> |  |   |   |   |   |   |
| 1                                 | Collective interests over individual interests                       |   |   |   |   |   |
| 2                                 | Do not use manipulation or deception to achieve my goals             |   |   |   |   |   |
| 3                                 | Promote tolerance, kindness, and honesty in the work place           |   |   |   |   |   |
| 4                                 | Can readily admit when I am wrong                                    |   |   |   |   |   |
| 5                                 | learn from subordinates whom I serve                                 |   |   |   |   |   |
| 6                                 | Do not seek recognition or rewards in serving others                 |   |   |   |   |   |
| 7                                 | Have a heart to serve others.  |   |   |   |   |   |
| 8                                 | Would not compromise ethical principles in order to achieve success. |   |   |   |   |   |
| 9                                 | Try to learn something from my mistakes.                             |   |   |   |   |   |
| 10                                | Inspire others to be servant-leaders.                                |   |   |   |   |   |
| 11                                | Be willing to maintain a servant's heart                             |   |   |   |   |   |
| <b>Relationship orientation</b>   |  |   |   |   |   |   |
| 1                                 | Listen actively and receptively to what others have to say           |   |   |   |   |   |
| 2                                 | Try to help others   |   |   |   |   |   |
| 3                                 | Genuinely care for the welfare of people working with me             |   |   |   |   |   |
| 4                                 | Builds people up through encouragement and affirmation               |   |   |   |   |   |
| 5                                 | Empowers others by sharing power                                     |   |   |   |   |   |

| No                      | Dependent variable   | 5 | 4 | 3 | 2 | 1 |
|-------------------------|--|---|---|---|---|---|
| 6                       | Believe that caring about people brings out the best in them                           |   |   |   |   |   |
| 7                       | Help staff learn from their mistakes   |   |   |   |   |   |
| 8                       | Works to develop people to their potential   |   |   |   |   |   |
| 9                       | Believes in the unlimited potential of each person                                     |   |   |   |   |   |
| 10                      | Can help staff overcome shortcomings   |   |   |   |   |   |
| 11                      | Get along well with my staff   |   |   |   |   |   |
| 12                      | Can shares leadership  |   |   |   |   |   |
| 13                      | My leadership helps my staff to become potential leaders                               |   |   |   |   |   |
| <b>Task orientation</b> |  |   |   |   |   |   |
| 1                       | Good at mapping out the development of the department                                  |   |   |   |   |   |
| 2                       | Able to articulate a clear sense of purpose and direction for my organization's future |   |   |   |   |   |
| 3                       | Have a sense of a higher calling   |   |   |   |   |   |
| 4                       | Know what I want my organization do for society  |   |   |   |   |   |
| 5                       | Show love and passion for staff  |   |   |   |   |   |
| 6                       | Demand a high level of productivity from myself as well as from others                 |   |   |   |   |   |
| 7                       | Open to challenge and innovation   |   |   |   |   |   |
| 8                       | Be a receptive listener  |   |   |   |   |   |
| 9                       | Have the knowledge and skills to solve problems  |   |   |   |   |   |
| 10                      | Have a clear vision of the future of the department                                    |   |   |   |   |   |
| 11                      | Try to match people with their jobs in order to optimize productivity                  |   |   |   |   |   |
| 12                      | Initiates action by moving out ahead   |   |   |   |   |   |
| 13                      | Facilitates the building of community & team   |   |   |   |   |   |

| No                         | Dependent variable  | 5 | 4 | 3 | 2 | 1 |
|----------------------------|---|---|---|---|---|---|
| <b>Process orientation</b> |   |   |   |   |   |   |
| 1                          | Leads by example by modeling appropriate behavior               |   |   |   |   |   |
| 2                          | Does not seek after special status                              |   |   |   |   |   |
| 3                          | Share power with faculty and staff                              |   |   |   |   |   |
| 4                          | Promotes open communication and sharing of information          |   |   |   |   |   |
| 5                          | Appreciates individuality                                       |   |   |   |   |   |
| 6                          | Accountable and responsible to others                           |   |   |   |   |   |
| 7                          | Demonstrate to staff how to solve problems                      |   |   |   |   |   |
| 8                          | Regularly shows the team how to achieve success                 |   |   |   |   |   |
| 9                          | Sacrifice personal gain to promote team success                 |   |   |   |   |   |
| 10                         | Creates an environment that encourages learning                 |   |   |   |   |   |
| 11                         | Treat everyone fairly   |   |   |   |   |   |
| 12                         | Leads from personal influence rather than positional authority  |   |   |   |   |   |
| 13                         | Share information with everyone in team.                        |   |   |   |   |   |
| 14                         | Give everyone the opportunity to participate in decision-making |   |   |   |   |   |

## Structural Interview

Research Title: Guideline for developing the servant leadership  
of department directors in public undergraduate universities in Guangxi

### List of interviewees

| No | Name<br>(Professional title)        | Education<br>background | Work<br>experience | University                                      |
|----|-------------------------------------|-------------------------|--------------------|---|
| 1  | Yan Jianyun<br>Professor            | Master<br>degree        | 11                 | Guangxi University of<br>Science and Technology |
| 2  | Tang Jie<br>Professor               | Doctor<br>degree        | 8                  | Guilin University of<br>Electronic Technology   |
| 3  | Xu Yun<br>Professor                 | Doctor<br>degree        | 7                  | Guilin University of<br>Technology              |
| 4  | Lin Shiliang<br>Associate professor | Doctor<br>degree        | 8                  | Guangxi Normal<br>University                    |
| 5  | Yang Jinhong<br>Professor           | Doctor<br>degree        | 10                 | Nanning Normal<br>University                    |
| 6  | Qin Xiaohui<br>Professor            | Master<br>degree        | 7                  | Hechi College                                   |
| 7  | Zeng Xia<br>Associate professor     | Doctor<br>degree        | 6                  | Yulin Normal College                            |
| 8  | Tan Youjin<br>Professor             | Doctor<br>degree        | 12                 | Guangxi Arts Institute                          |
| 9  | Deng Wenyong<br>Professor           | Doctor<br>degree        | 8                  | Guangxi University of<br>Finance and Economics  |
| 10 | Gao Jing<br>Associate professor     | Doctor<br>degree        | 5                  | Guilin University Of<br>Aerospace Technology    |
| 11 | Xie Chaoran<br>Professor            | Doctor<br>degree        | 9                  | Hezhou University                               |

### Outline of structural Interview

| Item                       | Questions   |
|----------------------------|---|
| Characteristic orientation | In your school, do you think department directors have the characteristics of servant leadership? Has your school taken steps to enhance the servant leadership characteristics of department directors?  |
| Relationship orientation   | How do you think the relationship between department directors and teachers is in your school? Are there any measures in place to promote the relationship between department directors and teachers? What do you think needs to be done to improve the relationship between department directors and teachers? |
| Task orientation           | Please tell us how the department directors in your school lead professional development? How do you think management skills can be enhanced in order to lead the development of the department and achieve the desired goals?  |
| Process orientation        | In your school, do department directors have systems in place to promote team building, shared decision making, etc.? What other strategies do you think are needed in promoting organizational development?  |

## Evaluation Form

Research Title: Guideline for developing the servant leadership  
of department directors in public undergraduate universities in Guangxi

### List of evaluation experts

| No | Professional title                  | Education background | Work experience | University                                   |
|----|-------------------------------------|----------------------|-----------------|--|
| 1  | Liu Hongxiao<br>Associate professor | Doctor degree        | 12              | Guangxi University of Science and Technology |
| 2  | Wu Jingsong<br>Professor            | Master degree        | 16              | Guilin University of Electronic Technology   |
| 3  | Chen Liang<br>Professor             | Doctor degree        | 13              | Guilin University of Technology              |
| 4  | Tang Xiaoping<br>Professor          | Doctor degree        | 15              | Guangxi Normal University                    |
| 5  | Liu Shaokun<br>Professor            | Doctor degree        | 17              | Nanning Normal University                    |
| 6  | Li Yanfei<br>Professor              | Master degree        | 14              | Hechi College                                |
| 7  | Cai Li<br>Associate professor       | Doctor degree        | 12              | Yulin Normal College                         |
| 8  | Zhang Yan<br>Professor              | Doctor degree        | 15              | Guangxi Arts Institute                       |
| 9  | Chen Xiuqian<br>Professor           | Doctor degree        | 11              | Guangxi University of Finance and Economics  |
| 10 | Wu Shuanglin<br>Professor           | Doctor degree        | 13              | Guilin University Of Aerospace Technology    |
| 11 | Huang Yun<br>Professor              | Doctor degree        | 18              | Hezhou University                            |

### 2. Evaluation form of the guideline for developing servant leadership of Department directors in public undergraduate universities in Guangxi

Explanation:

This questionnaire uses a 5-point scale to evaluate the adaptability and feasibility of the guide for developing servant leadership of department directors in



public undergraduate universities in Guangxi. Please tick the option that best matches your idea according to the actual situation. The specific scores are as follows:

A score of 5 means very adaptability and feasibility

A score of 4 means somewhat adaptability and feasibility

A score of 3 means adaptability and feasibility

A score of 2 means somewhat not adaptability and feasibility

A score of 1 means not at all adaptability and feasibility

The researcher would very much appreciate your help!

Chen Li

Ph.D. student, BansomdejChaopraya Rajabhat University

## Evaluation Form

| No                                | Guidelines  | Adaptability |   |   |   |   | Feasibility |   |   |   |   |
|-----------------------------------|---|--------------|---|---|---|---|-------------|---|---|---|---|
|                                   |   | 5            | 4 | 3 | 2 | 1 | 5           | 4 | 3 | 2 | 1 |
| <b>Characteristic orientation</b> |   |              |   |   |   |   |             |   |   |   |   |
| 1                                 | Department directors must put the interests of the collective above their own             |              |   |   |   |   |             |   |   |   |   |
| 2                                 | Department directors should be prepared to give way to someone more qualified for the job |              |   |   |   |   |             |   |   |   |   |
| 3                                 | Department directors seek to serve rather than be served                                  |              |   |   |   |   |             |   |   |   |   |
| 4                                 | Department directors are more of a responsibility than a position                         |              |   |   |   |   |             |   |   |   |   |
| 5                                 | Department directors cannot false public authority for private gain                       |              |   |   |   |   |             |   |   |   |   |
| 6                                 | Department directors need to be forthcoming and admit their mistakes                      |              |   |   |   |   |             |   |   |   |   |
| 7                                 | Department directors cannot use their power for personal gain                             |              |   |   |   |   |             |   |   |   |   |
| 8                                 | Department directors must have a high level of integrity and honesty                      |              |   |   |   |   |             |   |   |   |   |
| 9                                 | Department directors should be open to criticism  |              |   |   |   |   |             |   |   |   |   |
| 10                                | Department directors are able to learn from their subordinates                            |              |   |   |   |   |             |   |   |   |   |











## Appendix D

### The Results of the Quality Analysis of Research Instruments



## The Consistency of research Tools (IOC)

Research Title: Guideline for Developing The Servant Leadership  
of Department directors in Public Undergraduate Universities in Guangxi

| No                                | Guideline for Developing The Servant Leadership of Department directors | For experts |   |   | IOC  | Proposal |
|-----------------------------------|---|-------------|---|---|------|----------|
|                                   |   | 1           | 2 | 3 |      |          |
| <b>Characteristic Orientation</b> |   |             |   |   |      |          |
| 1                                 | Collective interests over individual interests                          | 1           | 1 | 1 | 1.00 | valid    |
| 2                                 | Do not use manipulation or deception to achieve my goals                | 1           | 1 | 1 | 1.00 | valid    |
| 3                                 | Promote tolerance, kindness, and honesty in the work place              | 1           | 1 | 1 | 1.00 | valid    |
| 4                                 | Can readily admit when I am wrong                                       | 1           | 1 | 1 | 1.00 | valid    |
| 5                                 | learn from subordinates whom I serve                                    | 1           | 1 | 1 | 1.00 | valid    |
| 6                                 | Do not seek recognition or rewards in serving others                    | 1           | 1 | 1 | 1.00 | valid    |
| 7                                 | Have a heart to serve others.   | 1           | 1 | 1 | 1.00 | valid    |
| 8                                 | Would not compromise ethical principles in order to achieve success.    | 1           | 1 | 1 | 1.00 | valid    |
| 9                                 | Try to learn something from my mistakes.                                | 1           | 1 | 1 | 1.00 | valid    |
| 10                                | Inspire others to be servant-leaders.                                   | 1           | 1 | 1 | 1.00 | valid    |
| 11                                | Be willing to maintain a servant's heart                                | 1           | 1 | 1 | 1.00 | valid    |
| <b>Relationship Orientation</b>   |   |             |   |   |      |          |
| 1                                 | Listen actively and receptively to what others have to say              | 1           | 1 | 1 | 1.00 | valid    |
| 2                                 | Try to help others  | 1           | 1 | 1 | 1.00 | valid    |
| 3                                 | Genuinely care for the welfare of people working with me                | 1           | 1 | 1 | 1.00 | valid    |
| 4                                 | Builds people up through encouragement and affirmation                  | 1           | 1 | 1 | 1.00 | valid    |
| 5                                 | Empowers others by sharing power  | 1           | 1 | 1 | 1.00 | valid    |
| 6                                 | Believe that caring about people brings out the best in them            | 1           | 1 | 1 | 1.00 | valid    |
| 7                                 | Help staff learn from their mistakes                                    | 1           | 1 | 1 | 1.00 | valid    |

| No                         | Guideline for Developing The Servant Leadership of Department directors                | For experts |   |   | IOC  | Proposal |
|----------------------------|--|-------------|---|---|------|----------|
|                            |  | 1           | 2 | 3 |      |          |
| 8                          | Works to develop people to their potential   | 1           | 1 | 1 | 1.00 | valid    |
| 9                          | Believes in the unlimited potential of each person                                     | 1           | 1 | 1 | 1.00 | valid    |
| 10                         | Can help staff overcome shortcomings   | 1           | 1 | 1 | 1.00 | valid    |
| 11                         | Get along well with my staff   | 1           | 1 | 1 | 1.00 | valid    |
| 12                         | Can shares leadership  | 1           | 1 | 1 | 1.00 | valid    |
| 13                         | My leadership helps my staff to become potential leaders                               | 1           | 1 | 1 | 1.00 | valid    |
| <b>Task orientation</b>    |  |             |   |   |      |          |
| 1                          | Good at mapping out the development of the department                                  | 1           | 1 | 1 | 1.00 | valid    |
| 2                          | Able to articulate a clear sense of purpose and direction for my organization's future | 1           | 1 | 1 | 1.00 | valid    |
| 3                          | Have a sense of a higher calling   | 1           | 1 | 1 | 1.00 | valid    |
| 4                          | Know what I want my organization do for society  | 1           | 1 | 1 | 1.00 | valid    |
| 5                          | Show love and passion for staff  | 1           | 1 | 1 | 1.00 | valid    |
| 6                          | Demand a high level of productivity from myself as well as from others                 | 1           | 1 | 1 | 1.00 | valid    |
| 7                          | Open to challenge and innovation   | 1           | 1 | 1 | 1.00 | valid    |
| 8                          | Be a receptive listener  | 1           | 1 | 1 | 1.00 | valid    |
| 9                          | Have the knowledge and skills to solve problems  | 1           | 1 | 1 | 1.00 | valid    |
| 10                         | Have a clear vision of the future of the department                                    | 1           | 1 | 1 | 1.00 | valid    |
| 11                         | Try to match people with their jobs in order to optimize productivity                  | 1           | 1 | 1 | 1.00 | valid    |
| 12                         | Initiates action by moving out ahead   | 1           | 1 | 1 | 1.00 | valid    |
| 13                         | Facilitates the building of community & team   | 1           | 1 | 1 | 1.00 | valid    |
| <b>Process orientation</b> |  |             |   |   |      |          |
| 1                          | Leads by example by modeling appropriate behavior                                      | 1           | 1 | 1 | 1.00 | valid    |

| No | Guideline for Developing The Servant Leadership of Department directors | For experts |   |   | IOC  | Proposal |
|----|---|-------------|---|---|------|----------|
|    |   | 1           | 2 | 3 |      |          |
| 2  | Does not seek after special status                                      | 1           | 1 | 1 | 1.00 | valid    |
| 3  | Share power with faculty and staff                                      | 1           | 1 | 1 | 1.00 | valid    |
| 4  | Promotes open communication and sharing of information                  | 1           | 1 | 1 | 1.00 | valid    |
| 5  | Appreciates individuality   | 1           | 1 | 1 | 1.00 | valid    |
| 6  | Accountable and responsible to others                                   | 1           | 1 | 1 | 1.00 | valid    |
| 7  | Demonstrate to staff how to solve problems                              | 1           | 1 | 1 | 1.00 | valid    |
| 8  | Regularly shows the team how to achieve success                         | 1           | 1 | 1 | 1.00 | valid    |
| 9  | Sacrifice personal gain to promote team success                         | 1           | 1 | 1 | 1.00 | valid    |
| 10 | Creates an environment that encourages learning                         | 1           | 1 | 1 | 1.00 | valid    |
| 11 | Treat everyone fairly   | 1           | 1 | 1 | 1.00 | valid    |
| 12 | Leads from personal influence rather than positional authority          | 1           | 1 | 1 | 1.00 | valid    |
| 13 | Share information with everyone in team.                                | 1           | 1 | 1 | 1.00 | valid    |
| 14 | Give everyone the opportunity to participate in decision-making         | 1           | 1 | 1 | 1.00 | valid    |

### Reliability analysis of research instruments

Prior to data analysis, to ensure the reliability and validity of the questionnaire, the graduate student conducted a reliability and validity analysis of the questionnaire using SPSS.

Cronbach's reliability analysis of the questionnaire

| Number of items | Sample size | Cronbach alpha coefficient |
|-----------------|-------------|----------------------------|
| 51              | 250         | 0.956                      |

## Questionnaire KMO and Bartlett's test

---

|                          |                            |          |
|--------------------------|----------------------------|----------|
| KMO values               |                            | 0.907    |
|                          | Approximate<br>cardinality | 2847.646 |
| Bartlett sphericity test | <i>df</i>                  | 435      |
|                          | <i>p</i> -value            | 0.000    |

---

Appendix E  
Certificate of English



ບັນສົມເດັຈຈາອຢຣາ ຣາຈບຸທ ວິທະຍາໄລ



Bansomdejchaopraya Rajabhat University

This is to certify that

MRS. CHEN LI

Achieved BSRU-TEST of English Proficiency (BSRU – TEP) level

**C 1**

Given on 20<sup>th</sup> January 2020

*Linda Gainma*

(Assistant Professor Dr. Linda Gainma)

President

Appendix F  
The Document for Accept Research

## Tuijin Jishu/Journal of Propulsion Technology

ISSN : 1001-4055

Website : [www.propulsiontechjournal.com/index.php/journal](http://www.propulsiontechjournal.com/index.php/journal)

Phone / Whatsapp : +91 98840 78453

# JPT

### Acceptance Letter

Dear Author(s): **Chen Li , Niran Sutheeniran , Patchara Dechhome , Kulsirin Aphetvoradej , Sarayuth Sethakhajorn, Teerawat Montaisong**

|             |  |
|-------------|--|
| Paper ID    | JPT_241  |
| Paper Title | Guideline for Developing the Servant Leadership of Department Director in Public undergraduate universities in Guangxi |

This is to enlighten you that the above manuscript was reviewed and appraised by the review committee members of the **IFERP** and it is accepted for the purpose of publication in the “**Journal of Propulsion Technology**”.

You have to send the following documents to [swathi@iferp.net](mailto:swathi@iferp.net) before 22<sup>nd</sup> October 2023.

1. **Proof of Registration/Payment - Scanned | Online Received Email**
2. **IFERP Copyright form <https://www.iferp.in/copyright/>**

**Note:**

1. The above manuscript will be published on or before 10<sup>th</sup> November 2023.
2. Author(s) will receive Publication information and Published Paper.
3. You will receive the Volume/ Issue information of your paper very soon.
4. It is mandatory to submit the copyright form before the article gets processed for final publication.



## Research Profile

**Name-Surname:** Mrs.Chen Li

**Birthday:** -

**Place of Birth:** -

### **Educational Background:**

- Doctor of Philosophy Program in Educational Administration, Bansomdejchaopraya Rajabhat University, in 2019
- Master of Fashion Design and Engineering, Donghua University, in 2006
- Bachelor of Garment, Zhongyuan University of Technology, in 2002

### **Work Experience:**

- Lecturer, Guangxi University of Science and Technology from 2006 to the present

### **Office Location:**

-

### **Current Contact Location:**

- Guangxi University of Science and Technology, No. 268 Donghuan Road, Chengzhong District, Liuzhou City, Guangxi Zhuang Autonomous Region, China