



## Servant Leadership of Educational Administrators under the Office of the Vocational Education Commission

Sangutai Moto<sup>1\*</sup> and Boonchan Sisan<sup>1</sup>

<sup>1</sup>School of Industrial Education and Technology, King Mongkut's Institute of Technology Ladkrabang, Bangkok 10520 Thailand

\*Corresponding author, E-mail: E-mail: Sanguthai.mo@kmitl.ac.th

### Abstract

The purpose of this study was to examine the servant leadership of educational administrators under the Office of the Vocational Education Commission in relation to empirical data. The key informants consisted of 15 educational administrators under the Office of the Vocational Education Commission, selected through purposive sampling. The research instrument was a semi-structured interview protocol with an Index of Item-Objective Congruence (IOC) ranging from .80 to 1.00. Data were analyzed using content analysis. The findings revealed that servant leadership among educational administrators under the Office of the Vocational Education Commission comprises six components:

1) Valuing others refers to the recognition and affirmation of individuals' dignity, perspectives, competencies, and decision-making rights within a framework of equality and mutual respect.

2) Developing others refers to a deliberate and systematic process of fostering individuals' holistic growth through the provision of opportunities, professional guidance, and constructive feedback to ensure sustainable advancement.

3) Community building refers to the cultivation of trust, collaborative relationships, and stakeholder engagement to promote unity, shared responsibility, and organizational sustainability.

4) Moral expression refers to the consistent enactment of ethical and moral principles through integrity, transparency, respect, and moral courage in professional practice.

5) Leadership promotion refers to the development and enhancement of individuals' leadership capacity and intrinsic motivation, while fostering shared responsibility and continuous development within the organization. and

6) Shared leadership refers to a collaborative approach characterized by the distribution of authority, participatory decision-making, mutual trust, and collective accountability to achieve organizational effectiveness.

**Keywords:** Servant Leadership, Valuing Others, Developing Others, Community Building, Moral Expression, Leadership Promotion, Shared Leadership



## Introduction

Servant leadership is from English word “Servant Leadership” In this research, the word “servant leader” is generally used. It was found that servant leaders are accepted to be an efficient tool to get the organization and society strong. Servant leaders are center or models of people in the organization. The people will follow the servant leader automatically. It is not necessary to force or control them to serve. Servant leaders are good models in morality and service mind. As servant leader is good model and kind, the followers or the people in the organization will have good relationship. Therefore, working atmosphere in the organization will be nice and support team working, participation in making decisions based on morality, pay attention to other people and support other people to improve themselves (Wong et al., 2007) Hence, it is necessary to develop the leader to be servant leader. There is much research, which is studied for servant leaders. Each researcher defined qualification of servant leader differently. Some researchers defined the meaning from many documents synthesis and then defined special qualifications in their research. Some researchers remain the concept or definition of experts or academicians, who defined the meaning or qualification of servant leader for study; such as Thompson, (Thompson., 2005) who studied school director of public school and servant leadership. Because there is a practical need to develop servant leaders but a lack of consensus on their exact qualifications, this research aims to clarify and define these essential characteristics. What are the essential qualifications and characteristics that define an effective servant leader within an organization? This research studied ten factors of servant leader, which are being good listener, sympathy, maintenance, awareness, cogency, concept, vision, taking care, human development, and community development. Additionally, the research studied six factors of servant leader, which is concept of Laub (Laub.,2004); the six factors consist of appreciating others, developing others, developing others, developing community, moral expressions, supporting leadership, and using leadership together.

## Objectives

The objective of this study was to examine the servant leadership of educational administrators under the Office of the Vocational Education Commission.

## Concept theory framework

This research examines the concept of servant leadership from Laub (2004), which states that a servant leader is a leader with a sense of service, vision and work goals, understanding and guidelines for work. In addition, a servant leader is a good role model that supports and develops followers and the organization more than themselves. Laub's



concept states that servant leadership consists of 6 components: valuing others, developing others, developing communities, demonstrating virtue, supporting leadership, and exercising shared leadership. Hermanto and Srimulyani (2022) found that servant leadership practiced by principals directly and positively affects work engagement, extra-role behaviour, and teacher performance. In addition, a study of the confirmatory factor analysis model of servant leadership of school directors under the Office of the Vocational Education Commission by Boonchan Sisan (2017) used all 6 components in this study. Therefore, in this study, the researcher used the conceptual framework of development of trait indicators for servant leadership of teacher in Basic Education school and Vocational School under the Ministry of Education servant leadership, which consists of 6 components: 1) valuing others, 2) developing others, 3) developing communities, 4) demonstrating virtue, 5) supporting leadership, and 6) exercising shared leadership.

## Materials and Methods

### Key Informants

The key informants in this study consisted of 15 educational administrators under the Office of the Vocational Education Commission. Participants were selected through purposive sampling based on their experience, professional roles, and relevance to the research objectives.

### Variables of the Study

The primary variable examined in this study was servant leadership. This construct comprised six components: (1) valuing others, (2) developing others, (3) community building, (4) moral expression, (5) leadership promotion, and (6) shared leadership. These components served as the analytical framework guiding data collection and interpretation.

### Research Instrument

The primary research instrument employed in this study was a semi-structured interview protocol. The instrument was divided into two parts. Part I elicited information regarding the general characteristics of the respondents. Part II focused on servant leadership characteristics, encompassing six core components: (1) valuing others, (2) developing others, (3) community building, (4) moral expression, (5) leadership promotion, and (6) shared leadership.

The content validity of the instrument was examined by experts, yielding an Index of Item–Objective Congruence (IOC) ranging from .80 to 1.00, indicating a high level of consistency between the interview items and the research objectives.

### Data Collection

The researcher collected the data by formally requesting permission and cooperation from the experts, followed by scheduling interview appointments. All



interviews were conducted personally by the researcher. The interview protocol included questions related to the six components of servant leadership characteristics.

After each interview, the researcher reviewed and verified the completeness and comprehensiveness of the information obtained. The interview process was concluded once the data was deemed sufficiently comprehensive. This procedure was carried out with all 15 key informants to ensure the accuracy and thoroughness of the data collected.

### Data Analysis

Data were analyzed using content analysis. The information obtained from interviews with all 15 experts was systematically examined, synthesized, and summarized to generate findings consistent with the research objectives.

## Results

The findings derived from the synthesis of in-depth interviews with 15 subject-matter experts revealed that servant leadership among educational administrators under the Office of the Vocational Education Commission consists of six principal components: (1) valuing others, (2) developing others, (3) community building, (4) moral expression, (5) leadership promotion, and (6) shared leadership.

**Valuing others** encompasses the recognition and affirmation of individuals' dignity, perspectives, capabilities, and decision-making rights. This component is manifested through respectful interaction, active listening, inclusive participation, and genuine acknowledgment grounded in principles of equality and mutual understanding.

**Developing others** refers to a systematic and intentional process aimed at fostering individuals' holistic growth across knowledge, competencies, professional skills, personality, and moral character. This development is facilitated through the provision of opportunities, mentoring, guidance, and constructive feedback to promote continuous personal and professional advancement.

**Community building** involves the deliberate strengthening of relationships, trust, and collaboration among individuals and organizational stakeholders. It is characterized by transparency, fairness, participatory engagement, and effective network coordination to cultivate unity, shared responsibility, and sustainable institutional resilience.

**Moral expression** reflects a steadfast commitment to ethical principles and moral values in both personal conduct and professional practice. It is demonstrated through integrity, transparency, selflessness, respect for others, exemplary role modeling, and moral courage in upholding what is right for the common good.

**Leadership promotion** denotes the structured effort to enhance individuals' leadership capacity and intrinsic motivation. This includes fostering positive attitudes, self-confidence, responsible decision-making, and risk management competencies, while



nurturing a culture of shared responsibility and ongoing leadership development within the organization.

**Shared leadership** represents a collaborative leadership approach in which authority and responsibility are distributed among members. It emphasizes participatory decision-making, situational flexibility in assuming leader and follower roles, and the cultivation of trust, mutual respect, and collective accountability to strengthen team effectiveness and ensure sustainable organizational success.

## Conclusions and Discussion

The findings indicate that servant leadership among educational administrators under the Office of the Vocational Education Commission consists of six interrelated components. The discussion of each component is presented as follows:

**1) Valuing Others** The finding that valuing others constitutes a core component of servant leadership is consistent with the foundational theory of Robert K. Greenleaf, who emphasized that authentic leadership begins with a genuine concern for the growth and well-being of others. This result also aligns with James A. Laub (1999, 2004), who identified valuing people as central to servant leadership organizations. In educational settings, recognizing individuals' dignity and decision-making rights fosters trust and psychological safety, which are critical for collaborative governance and participatory management. The present findings reinforce the view that servant leadership in vocational education is grounded in relational ethics and respect-based leadership practices.

**2) Developing Others** The emphasis on developing others reflects the growth-oriented nature of servant leadership. According to Larry C. Spears (1998), one of the defining characteristics of servant leadership is commitment to the growth of people. Similarly, Laub (2004) highlighted the leader's responsibility to intentionally nurture professional and personal development. In the vocational education context, where institutional effectiveness depends on teacher capacity and administrative competence, systematic mentoring and constructive feedback are essential mechanisms for sustainable advancement. The findings suggest that servant leadership promotes long-term human capital development rather than short-term performance outcomes.

**3) Community Building** The identification of community building as a major component aligns with Greenleaf's proposition that servant leaders are builders of community. Laub (1999) likewise conceptualized community development as integral to servant leadership. Educational institutions function as social systems; therefore, cultivating trust, collaboration, and shared responsibility strengthens institutional resilience. This finding supports prior research indicating that servant leadership positively influences organizational culture, teamwork, and stakeholder engagement (Wong & Davey,



2007). In the context of vocational education, community building enhances institutional coherence and sustainable organizational development.

**4) Moral Expression** The moral dimension of leadership is strongly embedded in servant leadership theory. Greenleaf asserted that servant leadership is fundamentally ethical in orientation. Moral expression in this study reflects integrity, transparency, and moral courage—attributes consistent with ethical leadership frameworks. Laub (2004) emphasized that servant leadership requires value-driven conduct and principled decision-making. In educational administration, moral leadership strengthens institutional credibility and public trust. The present findings confirm that ethical consistency is not peripheral but foundational to servant leadership practice.

**5) Leadership Promotion** The component of leadership promotion corresponds with contemporary perspectives on distributed and capacity-building leadership. Servant leaders are not authority-centered but empowerment-oriented. Spears (1998) argued that servant leaders prepare others to lead. This aligns with modern educational leadership theories emphasizing leadership sustainability through succession and shared responsibility. Within vocational institutions, cultivating leadership capacity among staff ensures organizational continuity and adaptive capability. Thus, the findings suggest that servant leadership operates as a catalyst for leadership multiplication rather than leadership concentration.

**6) Shared Leadership** Shared leadership as identified in this study reflects a collaborative paradigm in which authority and responsibility are distributed. This finding resonates with Laub's (1999) concept of shared leadership and contemporary distributed leadership theory. Research in educational administration indicates that participatory decision-making enhances organizational commitment and effectiveness. Servant leadership, therefore, provides a moral and relational foundation for shared governance structures. In vocational education settings, shared leadership promotes innovation, collective accountability, and institutional adaptability.

Based on these findings, to enhance performance within the vocational education context, shared servant leadership mindsets should be integrated into the HR appraisal system by restructuring administrative performance reviews. This transformation involves moving away from punitive disciplinary measures—where power is often used to 'pick winners'—and shifting toward a model centered on empathetic characteristics. As this perspective permeates the organization, it fosters mutual support and acts as a catalyst for a collective servant mindset, leading to exponential growth in collaborative efforts. Consequently, the community will evolve effectively, cultivating long-term human capital grounded in the core principles of servant leadership.



**Overall Interpretation** Collectively, the six components demonstrate that servant leadership among educational administrators under OVEC is multidimensional, integrating ethical commitment, relational respect, human development, and collaborative governance. The findings corroborate classical servant leadership theory (Greenleaf; Laub; Spears) while contextualizing it within vocational education administration.

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